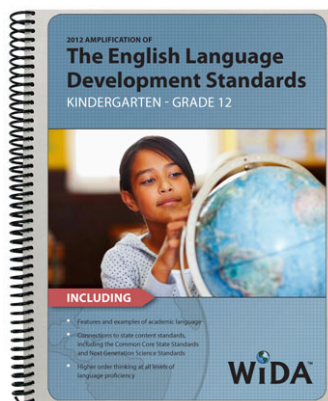


* This document is designed for EL teachers and speech teachers to help your standards team locate sample language standards for math.

WIDA Resources for Writing Math Language Targets



WIDA's Amplification of the English Language Development Standards 2012

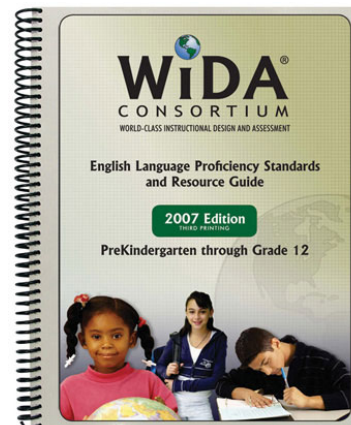
Available at

<https://www.wceps.org/store/wida/>

WIDA ELP Standards and Resource Guide 2007

Available at

<https://www.wceps.org/store/wida/>



Content Based Instruction (CBI) and Content Based Language Teaching With Technology (CoBaLTT) resources

A Scaffold for Writing Language Objectives Using the Formula

From: Tara Fortune, Immersion Program Director at the U of M's Center for Advanced Research in Applied Linguistics

<http://www.carla.umn.edu/cobalitt/modules/curriculum/formula.html>

Sheltered Instruction Observation Protocol (SIOP) Resources

Center for Applied Linguistic's SIOP website <http://www.cal.org/siop/>

Echevarria, J., Vogt, M.E. & Short, D. (2008). *Making Content Comprehensible for English Language Learners: The SIOP® Model, Third Edition*. Boston: Allyn & Bacon.

Echevarria, J., Vogt, M.E., & Short, D. (2010). *The SIOP Model for Teaching Mathematics to English Learners*. Boston: Allyn & Bacon.

A word about our process:

As we crafted math language targets to accompany the district's K-5 math learning targets, we considered central ideas from both Content Based Instruction (CBI) and the Sheltered Instruction Operational Protocol (SIOP). We knew we wanted to clearly identify what was content and language targets for teachers. We also knew we wanted this to be classroom teacher friendly. We also considered WIDA's Model Performance Indicators (MPIs) and used them as reference. However, we came to the consensus that using MPIs was overly burdensome for mainstream classroom teachers to sort through.

We ended up using the principles from CBI, SIOP, and WIDA to formulate teacher friendly and when possible student friendly language targets. In our targets we outlined *language objectives* including *language structures* and *possible language needed*. We also offered examples. Our hope is that this approach of offering math vocabulary and accompanying syntax and discourse will create awareness that it is not enough to say it to students. Teachers must give students an opportunity to make the new math words part of their own productive lexicon.

Here is an example:

3rd Grade Measurement and Geometry Math Standard 3.3.3.3

I can make change up to one dollar, using different combinations of coins.



Math Standard

Language Objectives:

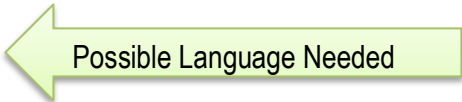
- I can name coins and their values.
- I can explain the relationship between dollars and cents.
- I can read and write money amounts in dollars and cents (ex: \$ 1.50 = one dollar and fifty cents).
- I can use conditional phrases to describe making change. Example: "If he gave me \$_____ for a \$_____ purchase, I would give him back \$_____."



Language Objective

Possible Language Needed:

Change, make change, least amount of change, penny, nickel, dime, quarter, dollars, cents, how much, worth, amount



Possible Language Needed

If your EL department wants to learn more about our process, please feel free to have them contact our EL teachers on our EL & Math Units study team.

Visit our YouTube Channel at:

https://www.youtube.com/channel/UC3ZSykWZZSTcBwtm21_XaTw/videos

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