

## Appendix A

### Resources to Better Understand Similarities and Differences Between Learning Disability and Developing Language

Title	Author(s)	ISBN
Supporting English Learners in the Classroom: Best Practices for Distinguishing Language Acquisition from Learning Disabilities	Eric M. Haas Julie Esparza Brown	ISBN-10.0807759538
Why Do English Learners Struggle with Reading?: Distinguishing Language Acquisition from Learning Disabilities	John J. Hoover Leonard M. Baca	ISBN-10.1506326498
English Language Learners: Differentiating Between Language Acquisition and Learning Disabilities	Janette Klingner Amy Eppolitto	ISBN-10.0865864780
Literacy Foundations for English Learners: A Comprehensive Guide to Evidence-Based Instruction	Elsa Cárdenas-Hagan	ISBN-10.1598579657

## **Appendix B**

### **Sample PLAFF Statements Based on WIDA Proficiency Levels Descriptors**

#### **Proficiency Level 1**

The student understands how coherent texts are organized using topic-related sentences according to their purpose (inform, narrate, entertain, argue, explain).

The student understands how ideas are connected across the whole text through a few different cohesive devices.

The student understands how meanings are extended or enhanced through related simple sentences.

The student understands how precise meanings are created through every day, cross-disciplinary, and technical language through an increasing number of words and phrases.

#### **Proficiency Level 2**

The student understands how coherent are organized across short, connected text according to their purpose (inform, narrate, entertain, argue, explain).

The student understands how ideas are connected across the whole text through multiple cohesive devices.

The student understands how meanings are extended or enhanced through multiple related simple sentences.

The student understands how precise meanings are created through every day, cross-disciplinary, and technical language through a growing number of words and phrases in a variety of contexts.

#### **Proficiency Level 3**

The student understands how coherent are organized through generic organization patterns (introduction, body, conclusion).

The student understands how ideas are connected across the whole text through a variety of cohesive devices used to connect large chunks of text.

The student understands how meanings are extended or enhanced through simple or compound sentences using familiar ways of combining clauses.

The student understands how precise meanings are created through everyday, cross-disciplinary, and technical language through and expanding number of words and phrases including idioms and collocations.

#### **Proficiency Level 4**

The student understands how coherent are organized through genre-specific organization patterns.

The student understands how ideas are connected across the whole text through a variety of cohesive devices used to connect ideas throughout the text.

The student understands how meanings are extended or enhanced through compound sentences understanding frequently used ways of combining clauses.

The student understands how precise meanings are created through every day, cross-disciplinary, and technical language through a variety of words and phrases such as time, manner, and place, verb types, and abstract nouns.

### **Proficiency Level 5**

The student understands how coherent are organized through genre-specific organization patterns to link ideas, events, and reasons.

The student understands how ideas are connected across the whole text through cohesive devices and common strategies.

The student understands how meanings are extended or enhanced through compound and complex sentences understanding a variety of ways of combining clauses.

The student understands how precise meanings are created through every day, cross-disciplinary, and technical language through a wide variety of words, phrases, and expressions with multiple meanings across content areas.

### **Proficiency Level 6**

The student understands how coherent are organized through genre-specific organization patterns to link ideas, events, and reasons in a variety of ways.

The student understands how ideas are connected across the whole text through various cohesive devices and strategies that connect ideas throughout the text.

The student understands how meanings are extended or enhanced through a variety of sentence types that demonstrate increasingly complex relationships.

The student understands how precise meanings are created through every day, cross-disciplinary, and technical language through strategic use of various words, phrases, and expressions with shades of meaning across content areas.

*Note:* Sample PLAFF statements were created using [WIDA English Language Development Standards, 2020 Edition](https://wida.wisc.edu/standards), Grades 6-8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing). WIDA English Language Development Standards Framework, ©2020 Board of Regents of the University of Wisconsin System [wida.wisc.edu](https://wida.wisc.edu).