



# WIDA English Language Development Standards Framework, 2020 Edition

## Kindergarten—Grade 12

Promote equity for multilingual learners • Teach language and content together

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*Version 1.1*

# **WIDA English Language Development Standards Framework, 2020 Edition**

Kindergarten—Grade 12



The WIDA Consortium is a member-based organization made up of U.S. states, territories, and federal agencies dedicated to the research, design, and implementation of a high-quality, standards-based system for K-12 multilingual learners.

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The WIDA International School Consortium is a global network of 500 accredited preK-12 independent schools in over 100 countries focused on educating multilingual learners.

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# Introduction







# Welcome to the WIDA English Language Development Standards Framework, 2020 Edition

WIDA has historically grounded its work in language development standards as a driver of equity for multilingual learners in curriculum, instruction, and assessment. This new edition reflects a continued commitment to these goals.

Starting in 2004, all editions of the WIDA English Language Development (ELD) Standards have reflected the belief that multilingual learners are best served when they learn content and language together in linguistically and culturally sustaining ways. The 2020 Edition recommits to this belief by maintaining the five original WIDA ELD Standards Statements while adding new and expanded resources to address updates in policy, theory, and practice.

**Table 1-1: WIDA ELD Standards Statements**

<b>English Language Development Standard 1:</b> English language learners communicate for <b>Social and Instructional</b> purposes within the school setting
<b>English Language Development Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>
<b>English Language Development Standard 3:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>
<b>English Language Development Standard 4:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Science</b>
<b>English Language Development Standard 5:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b>

The 2020 Edition presents a new supporting organization for the WIDA ELD Standard Statements, along with additional resources, as shown in Table 1-2.

**Table 1-2: Organization of the WIDA ELD Standards Framework, 2020 Edition**

<b>Section 1: Big Ideas</b>	<ul style="list-style-type: none"> <li>• Equity of access and opportunity are essential for multilingual learners' preparation for college, career, and civic participation</li> <li>• Integration of language and content is critical in the planning and delivery of instruction</li> <li>• Collaboration among stakeholders is a shared responsibility for educating multilingual learners</li> <li>• A functional approach to language development focuses on the purposeful use of language</li> </ul>
<b>Section 2: Understanding the WIDA ELD Standards Framework</b>	<ul style="list-style-type: none"> <li>• The five WIDA ELD Standards Statements—conceptual framing of language and content integration</li> <li>• Key Language Uses—prominent language uses across disciplines</li> <li>• Language Expectations—goals for content-driven language learning</li> <li>• Proficiency Level Descriptors—a continuum of language development</li> </ul>
<b>Section 3: Grade-Level Cluster Materials</b>	<ul style="list-style-type: none"> <li>• Representations of the WIDA ELD Standards Framework in sets of grade-level cluster materials</li> <li>• Annotated Language Samples illustrate the WIDA ELD Standards Framework in authentic grade-level texts</li> </ul>
<b>Section 4: Resources</b>	<ul style="list-style-type: none"> <li>• Key Language Uses: A Closer Look—extended definitions and examples for each Key Language Use</li> <li>• Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations</li> <li>• Glossary</li> </ul>
<b>Appendices</b>	<ul style="list-style-type: none"> <li>A. Meeting ESSA Requirements</li> <li>B. Correspondence Tables for Content and Language Standards</li> <li>C. A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations</li> <li>D. A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes</li> <li>E. High Level Comparison of WIDA ELD Standards Editions</li> <li>F. Theoretical Foundations</li> <li>G. References</li> <li>H. Acknowledgements</li> </ul>

## WIDA Mission, Vision, and Values

WIDA draws its strength from its mission, vision, and values—the Can Do Philosophy, innovation, service, collaboration, and social justice. This belief system underscores the cultural, social, emotional, and experiential assets of multilingual learners, their families, and educators. It acts as a unifying force that gives the consortium its strength of conviction and action throughout the PreK-12 education community.

### Mission

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.



## From English Language Learners to Multilingual Learners

### Multilingual learners

refers to all children and youth who are, or have been, consistently exposed to multiple languages.

As part of its asset-based belief system, WIDA uses the term “multilingual learners” to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis. They include students who are commonly referred to as English language learners (ELLs), dual language learners (DLLs), newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TEs), English learners with disabilities, gifted and talented English learners, heritage language learners, students with English as an additional language (EAL), and students who speak varieties of English or indigenous languages.

Throughout the field of K-12 education, you will encounter various terms to describe multilingual learners. For example, ESSA (2015) uses the term “English learners” (ELs). For policy purposes, the five original WIDA ELD Standards Statements (2004) maintain the term “English language learners.” However, in an effort to encourage the field to use terminology that is asset-based and inclusive, WIDA began to use the term “multilingual learners.” You will see this term used throughout this document, starting with the Guiding Principles of Language Development on the next page.

## WIDA Guiding Principles of Language Development (2019)

The updated Guiding Principles of Language Development exemplify the overarching and ever-present WIDA Can Do Philosophy and emphasize the importance of language in learning. They highlight the four Big Ideas of the 2020 Edition.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4. Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.
5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
9. Multilingual learners use their full linguistic repertoire, including translanguage practices, to enrich their language development and learning.
10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.



## Audiences and Potential Uses of the WIDA ELD Standards Framework, 2020 Edition

The 2020 Edition of the WIDA ELD Standards Framework is designed for U.S. and international audiences. Table 1-3 outlines an array of uses for the document. While you will notice some overlap, we have placed emphasis on the distinct nature and responsibilities of each group and its contribution to the education of multilingual learners.

**Table 1-3: Audience and Potential Uses of the WIDA ELD Standards Framework, 2020 Edition**

Audience	Potential Uses of the WIDA ELD Standards Framework, 2020 Edition
State, Territory, and Federal Education Agencies, known as SEAs	<ul style="list-style-type: none"> <li>• Comply with federal policy, including peer review requirements, and other state mandates</li> <li>• Ensure alignment with ACCESS for ELLs, the WIDA annual English language proficiency assessment</li> <li>• Guide state policy, informational documents, and resources inclusive of equity for multilingual learners and their families</li> <li>• Organize professional learning opportunities for educators of multilingual learners</li> </ul>
District and School Leaders	<ul style="list-style-type: none"> <li>• Guide local policy, informational documents, and resources</li> <li>• Guide professional learning</li> <li>• Work with teachers, other school leaders, and families to provide guidance on language development</li> <li>• Support teachers in designing and enacting linguistically and culturally sustainable curriculum, instruction, and assessment</li> <li>• Promote collaboration among district and school leadership, content and language teachers, specialists, support staff, students, and families</li> <li>• Prompt coordination of services for multilingual learners and outreach to families</li> <li>• Forge partnerships with multilingual communities</li> </ul>
Teachers	<ul style="list-style-type: none"> <li>• Collaborate with colleagues around integration of content and language</li> <li>• Partner to coordinate learning for multilingual learners</li> <li>• Model products, projects, and performances to illustrate evidence of meeting learning expectations</li> <li>• Monitor multilingual learners' language growth</li> <li>• Provide standards-referenced feedback to students and families</li> </ul>



Audience	Potential Uses of the WIDA ELD Standards Framework, 2020 Edition
Teacher Educators and Professional Learning Providers	<ul style="list-style-type: none"> <li>• Integrate into courses for pre-service teachers, in-service teachers, and administrators</li> <li>• Guide professional learning around asset-driven education for districts and schools</li> <li>• Model the process for integrating content and language in instruction and assessment</li> <li>• Partner in conducting classroom, school, and district research</li> </ul>
Assessment Leaders and Test Developers	<ul style="list-style-type: none"> <li>• Apply to large-scale annual and interim ELP assessment development</li> <li>• Use as a source for alignment and standards-setting studies</li> <li>• Guide in interpreting score reports and in updating interpretive and scoring rubrics</li> <li>• Expand framing of test specifications around Key Language Uses and Language Expectations</li> </ul>
International Schools and Educators	<ul style="list-style-type: none"> <li>• Craft a school-wide language policy</li> <li>• Embed language development into curriculum, instruction, and classroom assessment</li> <li>• Collaborate with colleagues to coordinate language services</li> <li>• Share with grade-level teams to create seamless learning experiences for multilingual learners</li> </ul>
Students, Families, and Communities	<ul style="list-style-type: none"> <li>• Benefit from clear learning goals that promote equity for all</li> <li>• Benefit from a coherent educational experience based on a standards-aligned system</li> <li>• Benefit from having clarity on what teachers should be teaching and what students should be learning</li> <li>• Understand the language development process and how the WIDA ELD Standards Framework represent the joining of grade-level academic content and language</li> </ul>



## Section 1: Big Ideas





## Big Ideas of the WIDA ELD Standards Framework, 2020 Edition: Kindergarten–Grade 12

This 2020 Edition of the WIDA ELD Standards Framework is anchored by four **Big Ideas** that are interwoven throughout the document. Like the Can Do Philosophy, they support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners’ strengths and needs.

Figure 1-1: Big Ideas in the 2020 Edition



## Equity of Opportunity and Access

WIDA's philosophy is rooted in equity and a commitment to supporting high-quality education for multilingual learners. This support for educational excellence is evident in WIDA's vision, mission, and values—innovation, service, the Can Do Philosophy, collaboration, and social justice. As a WIDA value, social justice includes creating positive change, challenging discriminatory actions (i.e., in terms of language, culture, and race), and promoting equity to improve the education of multilingual children, youth, and families.

Multilingual learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. Increasing avenues of access, agency, and equity for all multilingual learners—including newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TEs), students with disabilities, and gifted and talented English learners—requires educators to be knowledgeable, skillful, imaginative, and compassionate.

The 2020 Edition of the WIDA ELD Standards Framework is here to guide educators to

- Set high expectations for all students
- Provide access for multilingual learners to rich, standards-based, grade-level content, including by scaffolding up (see the WIDA website for resources about scaffolding)
- Enact linguistically and culturally sustainable pedagogies
- Create opportunities for multilingual learners to
  - engage actively with each other in deep learning
  - access and use multiple languages, including through translanguageing

When designing and delivering standards-based curriculum, instruction, and assessment, educators should consider multilingual learners'

- Previous personal and educational experiences
- Recency of arrival in the United States, if applicable
- Diverse cognitive and behavioral strengths, needs, and abilities
- Home and community
- Languages and cultures

Drawing on students' linguistic and cultural resources is essential to helping them navigate life in a diverse world, in addition to supporting them in meeting demands of academic content areas as they advance through school.

The 2020 Edition of the WIDA ELD Standards Framework upholds the goal of increasing equity for multilingual learners by providing common and visible language expectations in relation to grade-level academic content. These expectations also serve to increase coherence of policy and practice around the education of multilingual learners at federal, state, and local levels.

## Integration of Content and Language

Earlier versions of the WIDA ELD Standards (2004, 2007, 2012) have historically represented the integration of content and language. The 2020 Edition makes the content-language connection more explicit and specific.



By content-language integration, we mean that multilingual learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content.

The 2020 Edition introduces several new ways of looking at the integration of content and language, for example, through Key Language Uses, Language Expectations, and Correspondence Tables for Content and Language Standards (Appendix B); all these (and more) are introduced later in this document.

**Multimodality**, the use of multiple means of communication, is an essential way for all students to access and engage in the content areas. In addition to the use of spoken and written language, students also communicate through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated content, and other means.

In positioning the 2020 Edition to spotlight the variety of ways in which language is used in content area learning, WIDA is drawing educators' attention to multimodality, the use of multiple means of communication. Multimodality is inherent to and essential for how students make meaning and engage in disciplinary practices. All students are able to both interpret and express ideas with greater flexibility when using

multimodal resources, including multiple languages. Multimodality allows all students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom. For example, as students read, they also might refer to illustrations or diagrams, and as students write, they might also represent their ideas numerically or graphically.

The integration of content and language for multilingual learners promotes

- Understanding the connections between content and language
- Making meaning within and across content areas (disciplines)
- Interaction of students with each other in challenging content activities
- Coordination of design and delivery of curriculum, instruction, and assessment

## Collaboration among Stakeholders

Districts and schools are complex educational systems with collaboration extending across stakeholders from classrooms, to schools, districts, and the families and communities of students. Stakeholders have different areas of expertise and are often responsible for different aspects of educational planning and delivery; however, collectively they are responsible for the success of multilingual learners.

It is crucial for the academic success of multilingual learners that both language and content teachers and administrators see themselves as responsible for fostering the language development of multilingual learners, and for systems to move away from the idea that language specialists alone should assume sole responsibility for students' language development.

**Collaboration among stakeholders** (e.g., district and school leaders, content and language teachers, specialists, support personnel, students, families) is essential for providing multilingual learners high-quality educational experiences that are coordinated and comprehensive.

Although different classrooms may have different instructional foci, all classrooms with multilingual learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for multilingual learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of multilingual learners.

Content and language teachers can work together to

- Plan and deliver grade-level standards-based instruction
- Plan for systematic, explicit, and sustained language development alongside the academic demands of the content areas
- Support one another
- Share unique fields of expertise

In this way, multilingual learners and their families benefit from a coherent and shared understanding of expectations and common goals for learning.

## Functional Approach to Language Development

What does WIDA mean by a functional approach to language development? One metaphor for language is a toolbox, containing different tools that are used to communicate, to develop relationships, and to act upon the world. Like any good toolbox, the language toolbox contains various tools that function for different needs. Particular linguistic tools achieve certain purposes. For example, we make choices with language to reflect the topic at hand, the social roles and identities of those involved (am I talking to a college admissions interviewer or to my best friend?), and the needs of our listeners and readers. We make choices with language to organize our ideas in particular ways, to convey the relationships among these ideas, and about what types of words are most effective for our message. The explicit teaching of how language works can help multilingual learners expand what they can do with language, thereby growing their language toolbox. The result is that students become increasingly aware and strategic in their use of language to negotiate meaning and achieve their purposes in various contexts.

**Language:** a dynamic system used by particular communities for communicating with others. The choices we make with language enable us to accomplish many purposes (e.g., to represent experiences, share ideas, to enact roles and relationships, and act upon the world).

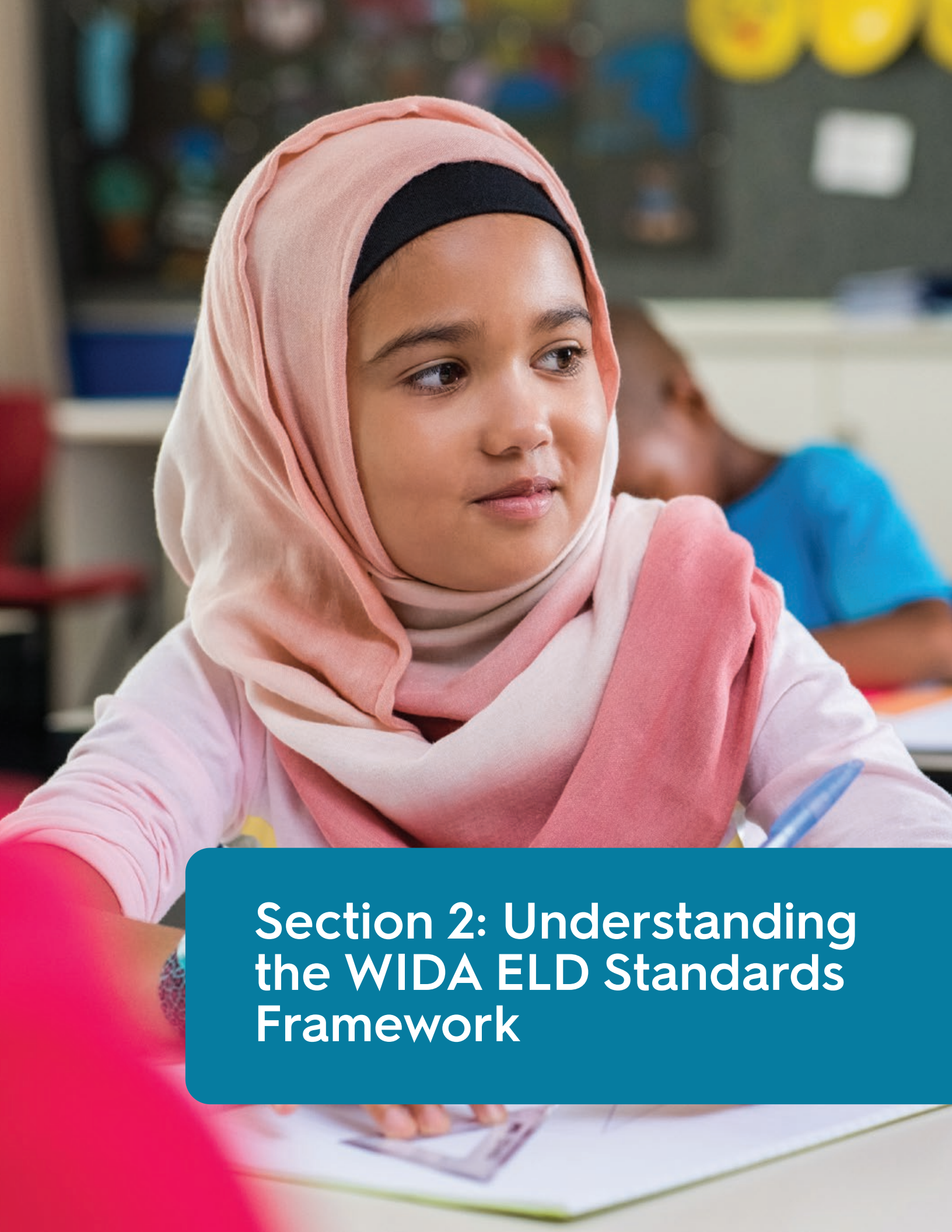
**Language development:** an interactive social process that occurs over time to expand what we *can do* with language.

**Sociocultural context:** the association of language with the culture and community in which it is used. In schools, it refers to the interaction among students and the classroom environment, along with the influences that shape the environment (e.g., purpose, topic, situation, participant's identities and social roles, audience).



*To read more about all these Big Ideas, see the WIDA website.*





## Section 2: Understanding the WIDA ELD Standards Framework



# Understanding the WIDA ELD Standards Framework

Underpinned by the four Big Ideas introduced in Section 1, the WIDA ELD Standards Framework is a language development standards framework for K-12 academic settings.

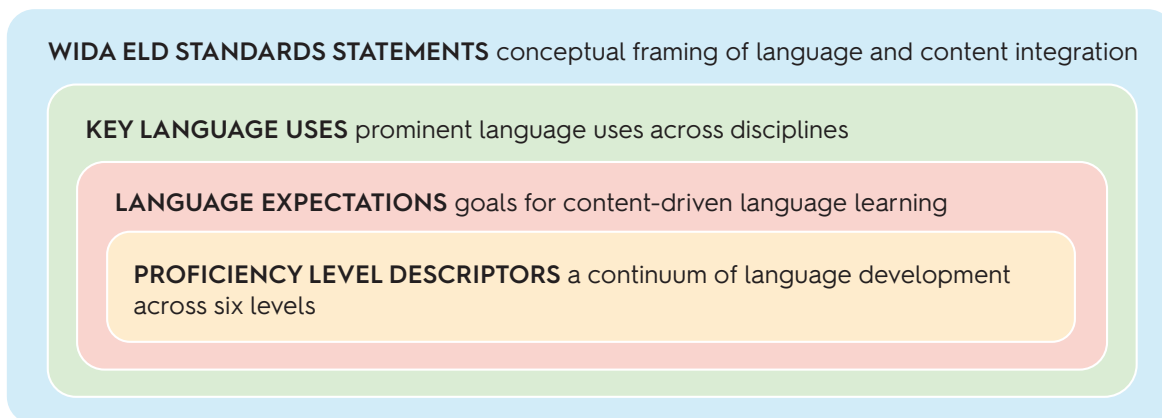
Sometimes people describe a standards framework as being like a map. In the same way that a map points out common, visible landmarks, a standards framework points out common, visible expectations for all students and helps to bring coherence across educational systems. The WIDA ELD Standards Framework is like a map in that it offers language expectations as destination points, as well as road signs to set goals for curriculum, instruction, and assessment for multilingual learners.

The WIDA ELD Standards Framework consists of four components, each explored in the following pages. These four components are like building blocks of language development, and range from broad to narrow in scope. They work together to make a comprehensive picture of language development:

- **Five WIDA ELD Standards Statements** provide the broadest conceptual framing and illustrate the integration of content and language. The standards statements show language use in the service of learning—in other words, language for thinking and doing. They address the language of schooling.
- **Key Language Uses** describe prominent ways that language is used in school, across all disciplines. When educators make choices about how to integrate content and language, the Key Language Uses can help provide focus and coherence.
- **Language Expectations** set goals for content-driven language learning. They add specificity to the ELD Standards Statements and Key Language Uses and make visible the language associated with the content areas. Language Expectations are the statements most similar to what educators generally find in academic content standards.
- **Proficiency Level Descriptors** (PLDs) describe a continuum of language development for activities that target Language Expectations. They provide a detailed articulation of how students might develop language across the six levels of English language proficiency.

Figure 2-1 shows the four components of the framework conceptualized as nested building blocks of language development within sociocultural contexts.

**Figure 2-1: The Components of the WIDA ELD Standards Framework**



# The WIDA ELD Standards Statements

The five standards statements, introduced in Section 1, Table 1-1, represent the language of schooling and provide the broadest conceptual framing of content and language integration.

Each standard is shown in an abbreviated form in Table 2-1, below. Hence *ELD Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts* is abbreviated as *Language for Language Arts* and its reference code is *ELD-LA*.

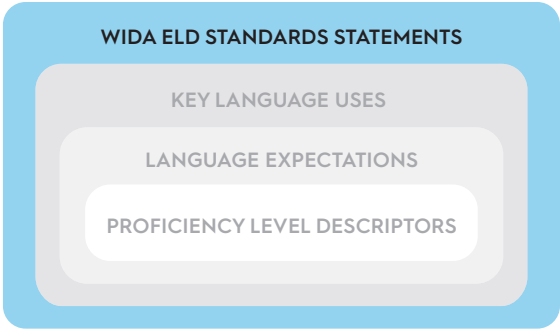


Table 2-1: Abbreviated forms of the Five English Language Development Standards Statements

<b>ELD Standard 1:</b> Language <b>for</b> Social and Instructional Purposes (ELD-SI)
<b>ELD Standard 2:</b> Language <b>for</b> Language Arts (ELD-LA)
<b>ELD Standard 3:</b> Language <b>for</b> Mathematics (ELD-MA)
<b>ELD Standard 4:</b> Language <b>for</b> Science (ELD-SC)
<b>ELD Standard 5:</b> Language <b>for</b> Social Studies (ELD-SS)

These abbreviated forms point to WIDA’s functional approach to language development, drawing attention to

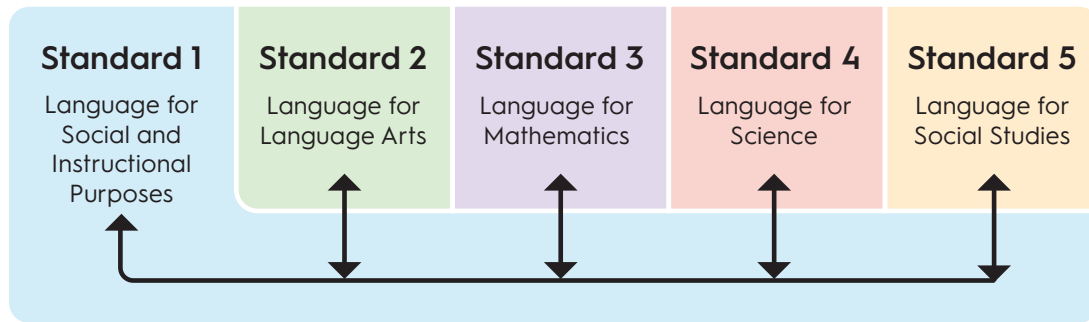
- The dynamic nature of language
- Communicative purposes of the discipline or content area
- The use of language to communicate and make meaning
- Language use in the service of learning—in other words, language for thinking and doing

## Standard 1

ELD Standard 1, Language for Social and Instructional Purposes, is broader in scope and applicability than the other four ELD Standards Statements that are associated with discipline-specific learning. ELD Standard 1 applies across a range of educational settings, and works both independently from and in conjunction with ELD Standards 2-5. Students communicate to learn but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

ELD Standard 1 encompasses the experiential, linguistic, and cultural backgrounds and identities of multilingual learners in relation to the other ELD Standards. It draws attention to multilingual learners’ positioning in the world that informs their meaning-making in the content areas. It reminds educators of strength-based approaches that meet students where they are in their own contexts, and to bridge the personal, social, and emotional to the academic.

Figure 2-2: Relationship among the WIDA ELD Standards



Standard 1 encompasses multilingual learners' use of language in the following situations:

- **As they expand their linguistic repertoire from English language proficiency level 1 to level 6.** ELD Standard 1 is not just for newcomers and young children, and it is not a precursor to learning disciplinary language. Rather, it encompasses opportunities for multilingual learners to develop language for social and instructional purposes at all language proficiency levels, all grade levels, and in all content areas.
- **Across all disciplines and school settings.** Language for social and instructional purposes is foundational for engagement and learning in every discipline—from core disciplines like language arts and mathematics—to visual and performing arts; health and physical education; cross-disciplinary endeavors like use of technology, and library/media center time; and school-wide activities and events. Language is a part of the entire school day and all educators share responsibility for engaging multilingual learners in rich opportunities to simultaneously learn content and language.
- **Across numerous topics, tasks, and situations.** ELD Standard 1 presents Language Expectations that apply to a range of activities and interactions. Some examples include setting classroom norms; establishing routines; following procedures; asking for clarification; discussing with peers; relating personal ideas, feelings, and views; and exploring languages, cultures, and perspectives.
- **While interacting with others.** Language is, after all, a social practice that is dependent on an awareness of one's own and others' identities, as well as the unique roles and purposes that participants have in communicating with different members of a learning community—including peers, teachers, administrators, counselors, paraprofessionals, interpreters, family and community liaisons, other support staff, and visitors to the school. Interactive learning increases opportunities for multilingual learners to engage fully in content learning and leverage their assets as support for their academic achievements.



## Key Language Uses

As part of developing the WIDA ELD Standards Framework, 2020 Edition, WIDA researchers analyzed academic content standards, research literature, and disciplinary practices. They also incorporated an understanding of genre families—categories of texts that share specific characteristics, such as purpose, organization, or other similar patterns of language use. From this research, WIDA has identified four Key Language Uses—Narrate, Inform, Explain, and Argue—that can be used to prioritize and organize the integration of content and language.<sup>1</sup>

Key Language Uses exemplify the Big Idea: Functional Approach to Language Development. They emphasize language use for particular purposes, with particular audiences, and in particular sociocultural contexts. They

- Bring focus and coherence to the language of schooling
- Help educators make choices to prioritize and coordinate content and language integration
- Serve as an organizing principle for the Language Expectations

WIDA recognizes that Key Language Uses are one of many different configurations for connecting content to language through standards. The increased emphasis on genre-centered pedagogy (teaching that highlights genres as a way of organizing language use) provides a natural point for collaboration between content and language educators, with Key Language Uses serving as a focus for that partnership.

Key Language Uses share some common aspects across disciplines, and yet each discipline also has unique ways of applying each. Below are brief definitions for each Key Language Use.

- **Narrate** highlights language to convey real or imaginary experiences through stories and histories. Narratives serve many purposes, including to instruct, entertain, teach, or support argumentation.
- **Inform** highlights language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.

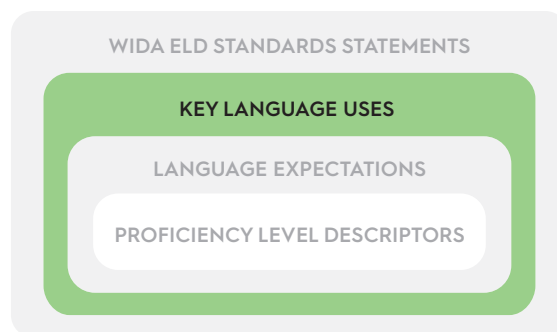
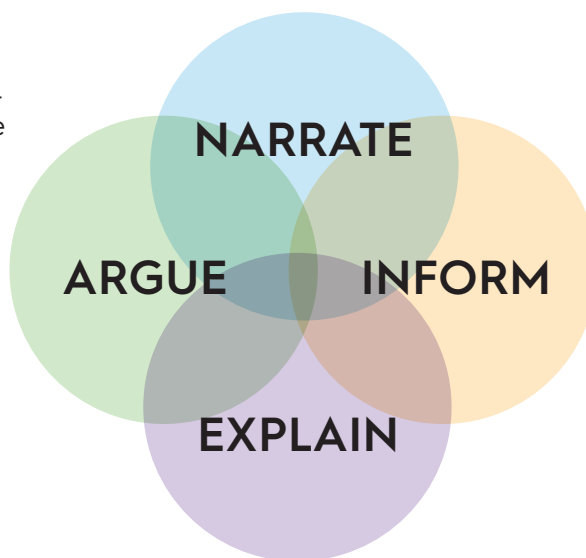


Figure 2-3: Four Key Language Uses



<sup>1</sup> WIDA Key Language Uses have been updated: their definition is refined in the 2020 Edition to mean genre families. “Recount” has been separated into “Narrate” and “Inform.” “Discuss” is not a genre family, but it is threaded throughout all Key Language Uses and applies across all five ELD standards.

- **Explain** highlights language to give an account for how things work or why things happen. As students explain, they substantiate the inner workings of natural, man-made, and social phenomena.
- **Argue** highlights language to justify claims using evidence and reasoning. Argue can be used to advance or defend an idea or solution, change the audience's point of view, bring about action, or accept a position or evaluation of an issue.

Key Language Uses can overlap and inform each other. Key Language Uses should not be considered strict categorical divisions. As genre families, Key Language Uses can intersect, blend, and build on each other. For example, as students develop complex explanations, they may inform (by naming, defining, describing, or comparing and contrasting something), and even narrate (e.g., by including an anecdote) as they work to help their audiences accurately understand the how or why of a concept (Explain). Narratives can be embedded within other expository structures, such as those in the families of Argue and Explain. Argue can incorporate elements of many Key Language Uses, as it seeks to show an audience the validity of a position or claim.

All Key Language Uses are present across all grade levels and disciplines, and yet at each grade-level cluster and discipline, some are more prominent than others. The emphasis placed on these four Key Language Uses is not intended to restrict curriculum and instruction; rather, it accentuates the most prominent genre families as an organizing principle for the ELD Standards. **The most prominent Key Language Uses are the basis for its Language Expectations.**

**Genres** are multimodal types of texts (oral, written, visual) that recur frequently for specific purposes, with specific discourse organization and language features (e.g., biographies).

Genres with similar characteristics (e.g., biographies, autobiographies, short stories) can be grouped together into **genre families** (e.g., narrate).

**Key Language Uses** reflect the most high-leverage genre families across academic content standards. They are **Narrate, Inform, Explain, and Argue.**

### **Key Language Uses can overlap and inform each other.**

As genre families, Key Language Uses can intersect, blend, and build on each other.

### **All Key Language Uses are present across all grade levels and disciplines.**

The emphasis placed on these four Key Language Uses is not intended to restrict curriculum and instruction; rather it accentuates the most prominent genre families as an organizing principle for the ELD Standards.

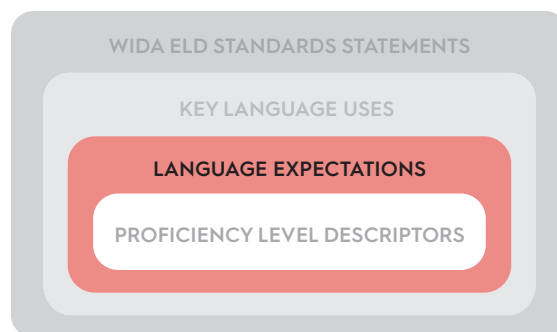


*For a deeper dive into the features of each Key Language Use across grades and disciplines, visit **Section 4: Resources—Key Language Uses: A Closer Look**. **Appendix C** shows K-12 distribution tables of the most prominent Key Language Uses by grade-level cluster and WIDA ELD Standard.*



## Language Expectations

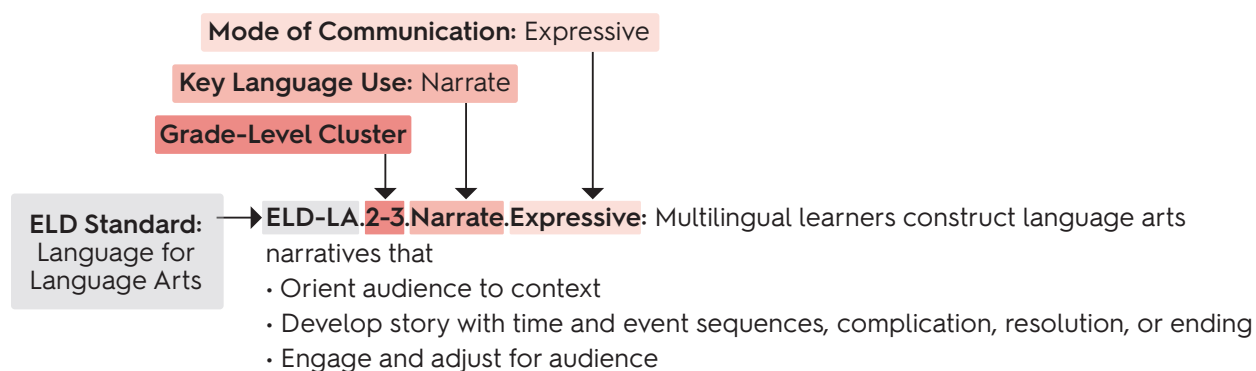
Language Expectations are goals for content-driven language instruction, adding specificity to the ELD Standards Statements and Key Language Uses. They are the statements most similar to what educators generally find in academic content standards. We'd like to call your attention to three aspects of Language Expectations: their reference codes, communication modes, Language Functions, and example Language Features.



### Language Expectations: Reference Code

As illustrated in Figure 2-4, each Language Expectation has a reference code that includes the WIDA ELD Standard Statement (incorporating an academic content area), grade-level cluster, Key Language Use, and communication mode.

Figure 2-4: Example Reference Code for a Language Expectation

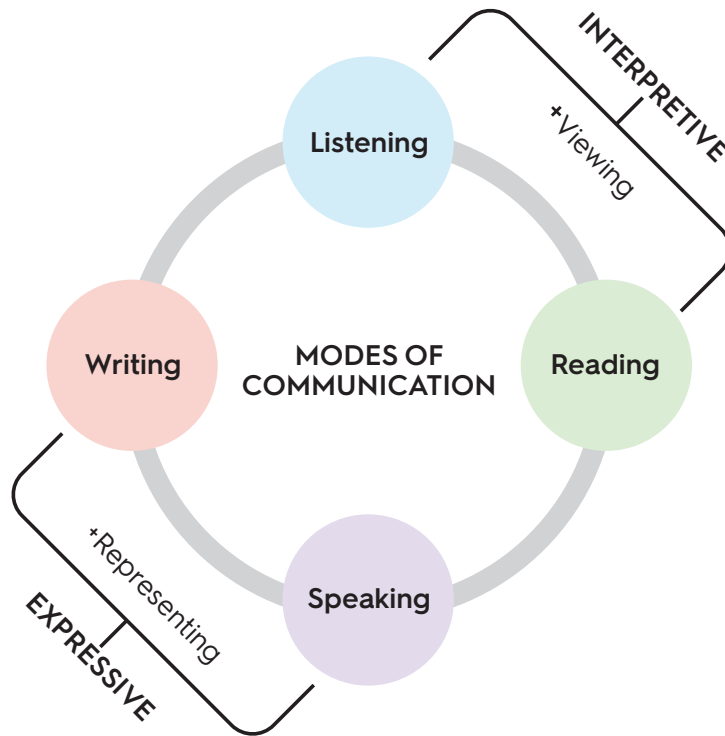


### Language Expectations: Communication Modes

In the Language Expectations, the four individual language domains (listening, speaking, reading, and writing) are consolidated into two more inclusive modes of communication: **interpretive** and **expressive**.

- The **interpretive communication mode** encompasses listening, reading, and viewing
- The **expressive communication mode** encompasses speaking, writing, and representing

Figure 2-5: Modes of Communication



These two broader modes of communication (interpretive and expressive) increase accessibility options for students and emphasize multimodal forms of communication (namely, by adding viewing in conjunction with listening and reading as well as representing in conjunction with speaking and writing).

### Language Expectations: Language Functions and Features

Developed from a systematic analysis of academic content standards, Language Expectations are built around a set of **Language Functions**. Language Functions are common patterns of language use that showcase particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation.

**Reminder:** the most *prominent* Key Language Uses are the basis for its Language Expectations.

Table 2-2 presents the Language Expectation for ELD-LA.2-3.Narrate.Expressive. It contains three Language Functions that highlight common patterns of language use associated with Language Arts narratives in grades 2-3:

- Orient audience to context
- Develop story with time and event sequences, complication, and resolution
- Engage and adjust for audience

In order to carry out particular Language Functions, language users rely on various language resources, including **Language Features** (e.g., types of sentences, clauses, phrases, and words). Together, the Language Functions and Features form a dynamic and illustrative set that shows some of the ways language works in service of content learning. Table 2-2 shows the Language Features that accompany the second Language Function from the Language Expectation ELD-LA.2-3.Narrate.Expressive.

**Table 2-2: The Anatomy of a Language Expectation**

Language Expectation ELD-LA.2-3.Narrate.Expressive		
Stem <i>Indicates interpretive or expressive mode</i>	Language Function Common patterns of language use associated with Key Language Uses (e.g., stages of the genre)	Example Language Features Sample language resources that carry out specific Language Functions (e.g., different types of sentences, clauses, phrases, and words)
Construct language arts narratives that...	Develop story with time and event sequences, complication, resolution, or ending through...	<ul style="list-style-type: none"> <li>• Saying verbs (<i>yelled, said, whispered</i>) to add details about characters in dialogs</li> <li>• Verbs to describe what characters do, think, and feel</li> <li>• Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text (<i>Miguel=my little brother=he; that night=the worst night</i>)</li> <li>• Connectors to sequence time (<i>first, next, and then</i>), and events (<i>before, after, later</i>), and to combine and link event details (<i>and, but, so</i>)</li> </ul>

This close integration of content and language invites collaboration between content and language educators as they collectively share responsibility for teaching multilingual learners. Language development is its own field of expertise, just as each discipline is. As content and language teachers dive deeper into standards-based planning and delivery of instruction, language specialists can help content teachers learn more about Language Functions and Features. Similarly, content teachers can help language specialists connect to content learning.

## Proficiency Level Descriptors

Proficiency Level Descriptors (PLDs) are a detailed articulation of multilingual learners' growth in interpretive and expressive language across levels of English language proficiency.

PLDs describe how multilingual learners use language toward the end of each language proficiency level (PL) until they reach PL6. PL6 is open ended: it indicates that for all of us, language development continues throughout life. Each end-of-level descriptor includes and builds on previous proficiency levels (e.g.,  $PL4 = PL1 + PL2 + PL3 + PL4$ ). Educators should scaffold learning and resources across all levels of language proficiency.

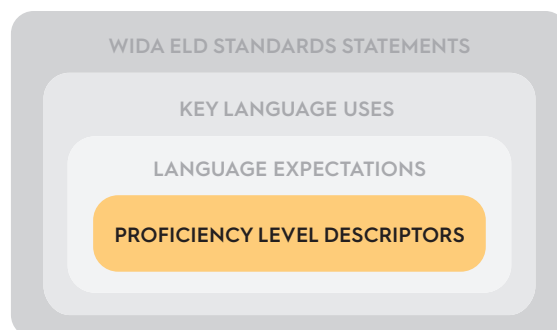
For the purposes of representation and understanding, PLDs describe proficiency in a linear way. However, language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors, including multilingual learners' familiarity with the topic, audience, and situation. Therefore, multilingual learners may take various paths to develop and reach Language Expectations.

At any given point along their continua of language development, multilingual learners may demonstrate a range of abilities within and across each proficiency level. For example, they may speak at a higher proficiency level while write at an earlier proficiency level. A proficiency level does not categorize a multilingual learner (e.g., 'a PL1 student'), but, rather, identifies snapshots of what a multilingual learner knows and can do at a particular stage of language development (e.g., 'a student at PL1' or 'a student whose listening performance is at PL1').

PLDs maintain consistency with the K-12 Performance Definitions of the 2012 edition of the WIDA ELD Standards. As such, the PLDs continue to be written according to the three dimensions of language use: discourse, sentence, and word/phrase.

## The Dimensions of Language Use

The dimensions of language use are one way to conceptualize the linguistic system within a sociocultural context. Language users make choices in all three dimensions of language that contribute to how a text is purposely constructed to have the desired effect on its intended audience(s).



### The relationship between Language Expectations and Proficiency Level Descriptors

**Language Expectations** offer goals for how all students might use language to meet academic content standards.

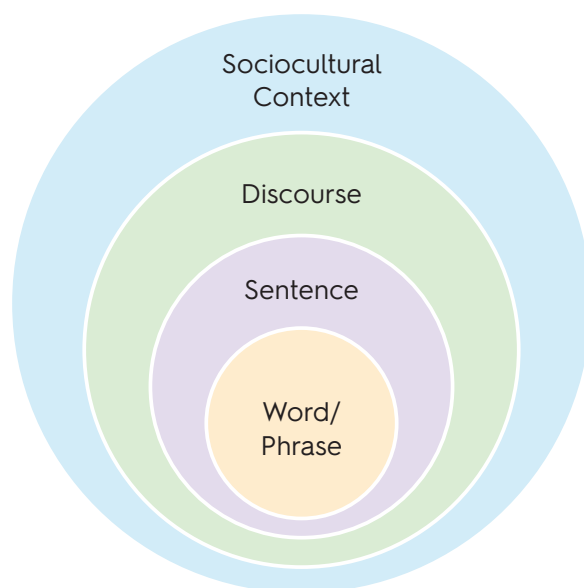
**Proficiency Level Descriptors** describe how multilingual learners might develop language across levels of English language proficiency as they move toward meeting Language Expectations.

The **discourse dimension** imparts overall meaning across an entire text, supported by the sentence and word/phrase dimensions. To consider how a language user constructs a meaningful message, begin by looking at the discourse dimension and the overarching message to see how language is organized to communicate particular ideas, how language holds ideas together in a text (its cohesion), and how loosely or tightly language is packed (its density).

The **sentence dimension** contributes to the grammatical complexity of a text. Language users make choices in how they express ideas and their interrelationships through clauses in various sentences types. These also help shape how a text is sequenced and connected.

The **word/phrase dimension** adds precision to communication. For example, language users strategically select everyday, cross-disciplinary, or technical language; employ multiple meanings and nuances of words and phrases; or play with their shades of meaning.

**Figure 2-6: Dimensions of Language within a Sociocultural Context**



**Everyday language:** language for representing ideas in nontechnical ways (e.g., dogs instead of canines)

**Cross-disciplinary language:** common academic language used across content area contexts (e.g., analyze, evaluate, summarize)

**Technical language:** specialized language associated with a content area such as science and history (e.g., mitosis, imperialism)

Table 2-3 updates the Features of Academic Language table (WIDA, 2014). It delineates five criteria across the three dimensions of language, framed within a sociocultural context. In addition to the dimensions and their criteria, the column to the far right presents sample features found in the PLDs.

**Table 2-3: Dimensions of Language in the Proficiency Level Descriptors:  
Criteria Foci and Sample Language Features**

The three language dimensions operate within sociocultural contexts for language use.			
Dimension	Criteria	Focus on . . .	Sample Language Features
Discourse	Organization of language	How ideas are coherently organized to meet a purpose through organizational patterns characteristic of the genre	Whole text organizational patterns, such as introduction, body, conclusion; claim, evidence, reasoning
	Cohesion of language	How language connects ideas within and across sentences and discourse using a range of cohesive devices	Cohesive devices, such as repeated words, synonyms, pronoun substitution, connectors
	Density of language	How information in noun groups is expanded or consolidated	Noun groups expanded with resources, such as adjectives or other modifiers added before nouns, prepositional phrases following nouns, nominalization
Sentence	Grammatical complexity of language	How relationships are expressed with clauses through simple, compound, and complex sentences	Simple, compound, complex sentences; coordinating, subordinating conjunctions; dependent and independent clauses
Word/Phrase	Precision of language	How everyday, cross-disciplinary, and technical language more effectively conveys precise meaning	A variety of words and phrases, such as adverbials of time, manner, and place; verb types; abstract nouns

## Applicable Uses of the WIDA Proficiency Level Descriptors

Below are some non-exhaustive examples of ways the PLDs may be used.

The PLDs might be used during

- Collaboration between language development and content area educators
- Professional learning activities about language development
- School team discussions about the language growth of multilingual learners
- Conversations with families in their preferred language

The PLDs might be used to

- Help design and scaffold classroom instruction and assessment tasks—as one tool among others
- Support teacher and student discussions around language performance in relation to learning goals
- Monitor progress of multilingual learners as they show language growth over time
- Evaluate evidence from student work (portfolio of speaking and writing samples) as part of the eligibility process for special services

## Inapplicable Uses of the WIDA Proficiency Level Descriptors

The PLDs should not be used as restrictive examples or as a finite list of student abilities. Nor should they be used to limit access to complex texts and grade-level materials, participation in rigorous learning, or engagement in meaningful classroom discussions. Finally, the grade-level cluster PLDs should not be used to lower expectations or slow student growth.

The Proficiency Level Descriptors should not be used as a sole source to define or categorize a multilingual learner or teacher.

PLDs should not be used as the single document or as the only evidence in high-stakes situations such as

- Identification for special education services; for example in trying to obtain cognitive support services solely based on a student's English language proficiency level
- Description of cognitive ability
- Identification of student readiness abilities
- Tracking for remediation or enrichment
- Grading in report cards
- Consideration for grade placement or retention
- Evaluation of teachers



# The WIDA ELD Standards Framework: What It is and What It is Not

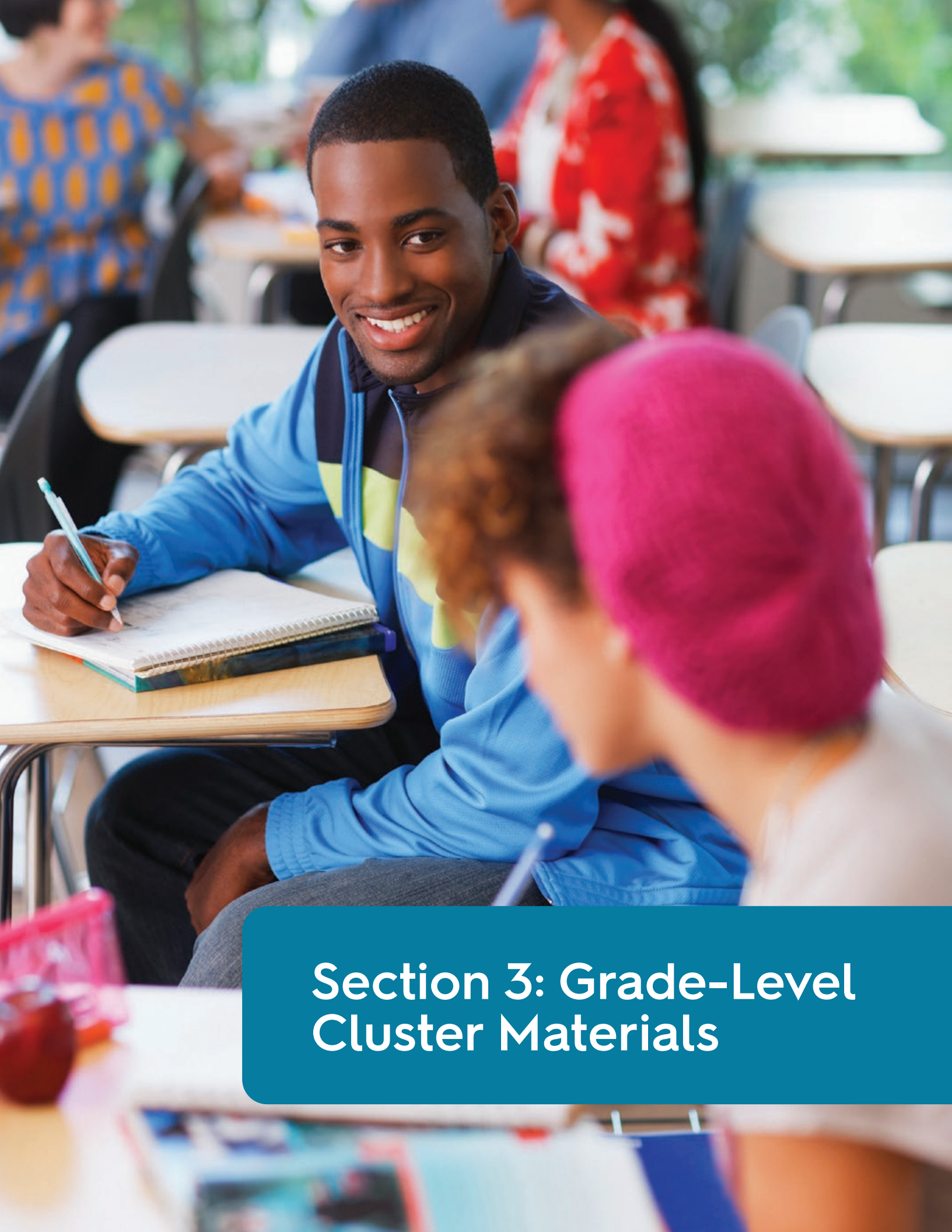
The WIDA ELD Standards Framework, together with cross-disciplinary academic content standards and disciplinary practices, defines the language multilingual learners need as they move toward college, career, and civic readiness.

The WIDA ELD Standards Framework does not—indeed, cannot—enumerate all or even most of the language of school. Use of the Standards Framework must therefore be complemented by a well-developed, content-rich curriculum and effective pedagogical approaches within an equitable educational program for multilingual learners (See Section 4: Resources—Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations).

**Table 2-4: What the WIDA ELD Standards Framework is and What It Is Not**

The WIDA ELD Standards Framework is	The WIDA ELD Standards Framework is NOT intended to be
<ul style="list-style-type: none"><li>• A description of clear and measurable goals for language learning represented by<ul style="list-style-type: none"><li>• Language Expectations for interpretive and expressive modes of communication</li><li>• Grade-level cluster PLDs of what multilingual learners can do at consecutive language proficiency levels</li></ul></li><li>• A resource for state, district, and school accountability</li><li>• A guide for informing the design of linguistically and culturally sustaining curriculum, instruction, and assessment</li><li>• A central component of the comprehensive WIDA research-based system of language standards, assessment, and professional learning</li></ul>	<ul style="list-style-type: none"><li>• Statements of grade-level knowledge and skills</li><li>• A prescriptive document to be enacted without consideration for the local setting</li><li>• A de facto curriculum or course of study</li><li>• Specific lessons associated with units of learning with a series of language objectives</li><li>• A step-by-step process for teaching and learning</li><li>• An endorsement for any particular language pedagogy</li><li>• A form of evaluation or a basis for grading</li><li>• A compendium of academic content standards and disciplinary practices</li><li>• Used in isolation, independent of grade-level content</li></ul>





## Section 3: Grade-Level Cluster Materials



# Grade-Level Cluster Materials

WIDA recognizes that English language development occurs over multiple years, is variable, and depends on many factors, such as multilingual learners' ages, maturation, classroom experiences, motivation, attitudes, and types of educational programming.

With this in mind, we have developed sets of materials that are appropriate for students in different grade-level clusters (K, 1, 2-3, 4-5, 6-8, and 9-12). Within each grade-level cluster section, the materials are organized according to the components of the WIDA ELD Standards Framework, and include some additional resources. The grade-level cluster materials help educators enact the WIDA ELD Standards Framework.

Please be sure you have read the information in the previous two sections of this publication:

- Section 1 introduces the Big Ideas that are threaded throughout this document.
- Section 2 introduces the components of the WIDA ELD Standards Framework.

The table on the next page shows the components of the WIDA ELD Standards Framework on the left, and the corresponding grade-level cluster materials on the right.

Grade-level cluster materials rely on a deep understanding of how language works in the service of content learning. Whereas we recognize that collaboration is not possible in every situation, partnerships between language and content teachers are critically important for planning and enacting curriculum, instruction, and assessment for multilingual learners.



**Table 3-1: Representations of the Components of the WIDA ELD Standards Framework in Grade-Level Cluster Materials**

Section 2: Components of the WIDA ELD Standards Framework	Section 3: Representation of the Framework in Each Grade-Level Cluster Section
<b>WIDA ELD Standards Statements</b> – Language for Social and Instructional Purposes, Language for Language Arts, Language for Mathematics, Language for Science, and Language for Social Studies – the broadest conceptual framing of language and content integration	<b>WIDA ELD Standards Statements</b> – Remain the same from kindergarten through grade 12
<b>Key Language Uses</b> – Narrate, Inform, Explain, Argue – select genre families summarizing the most prominent language uses across academic content standards	<b>Key Language Use Distribution Table</b> – Most prominent Key Language Uses for a particular grade-level cluster and ELD standard
<b>Language Expectations</b> – Interpretive and expressive goals for content-driven language learning	<b>Language Expectations</b> , along with embedded <b>Language Functions</b> and example <b>Language Features</b>
<b>Proficiency Level Descriptors</b> – Continua of language development across six language proficiency levels and six grade-level clusters	<b>Proficiency Level Descriptors</b> – A continuum of language development across six language proficiency levels for a particular grade-level cluster

An additional resource in Section 3, **Annotated Language Samples**, illustrates WIDA ELD Standards Statements, Key Language Uses, and Language Expectations, Functions, and Features in authentic grade-level texts. These samples are drawn from teachers and multilingual students from across the WIDA Consortium. Together, the grade-level cluster materials enhance visibility of language to help educators enact the WIDA ELD Standards Framework, planning for the simultaneous development of content and language in systematic, sustained, and explicit ways.



# K

## Kindergarten

### KINDERGARTEN

Entering kindergarten is a big milestone for many children and their families. Children develop in different ways and at different rates, but in general, kindergartners tend to be quite active—playing, running, enjoying

being silly, and making friends. Around this time, young children learn many new skills, from hopping on one foot, to holding a pencil, cutting with scissors, and recognizing colors, shapes, numbers, and letters. As kindergartners develop in social-emotional ways, they are also beginning to learn academic concepts through language and other multimodal means of communication.

The physical, hands-on world of kindergartners fosters their language development. Make-believe, singing, dancing, and playing games create natural connections between school and home, where, bolstered by their families, multilingual learners interact in multiple languages and draw on their cultures and experiences to express feelings, tell stories, and enter the world of print.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for kindergarten:

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
  - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic kindergarten texts
- **Proficiency Level Descriptors**

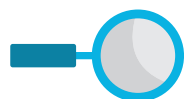
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

# Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-2 offers snapshots of some ways students engage in each Key Language Use throughout kindergarten.

**Table 3-2: Snapshots of Key Language Uses in Kindergarten**

Snapshots of Key Language Uses in Kindergarten	
<b>Narrate</b>	<ul style="list-style-type: none"> <li>• Reflect on their lived experiences</li> <li>• Retell personal experiences</li> <li>• Create imaginative new stories through multimodal text, combining drawings and spelling approximations</li> </ul>
<b>Inform</b>	<ul style="list-style-type: none"> <li>• Describe observations about the world around them</li> <li>• Share observations about experiences and topics they know well</li> <li>• Compare and contrast information about individual entities</li> <li>• Categorize objects</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>• Wonder and ask questions about natural observable phenomena, such how caterpillars become butterflies</li> <li>• Construct pictorial representations of their emerging understandings of phenomena</li> <li>• Ask and answer how things work or why things are the way they are</li> </ul>
<b>Argue</b>	<ul style="list-style-type: none"> <li>• Express likes and dislikes on familiar topics, such as food and games</li> <li>• Express emotions stemming from personal experiences</li> <li>• Share opinions about issues from their own lives</li> </ul>



*Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.*

The most prominent Key Language Uses in kindergarten are the basis for its Language Expectations. They are marked with a filled-in circle (●) in the boxes of Table 3-3. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

**Table 3-3: Distribution of Key Language Uses in Kindergarten**

Distribution of Key Language Uses in Kindergarten				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	◐

 Most Prominent
  Prominent
  Present

# Language Expectations, Functions, and Features

## Language Expectations

**Language Expectations** are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

## Language Functions

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-1, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive Language Expectations.

## Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

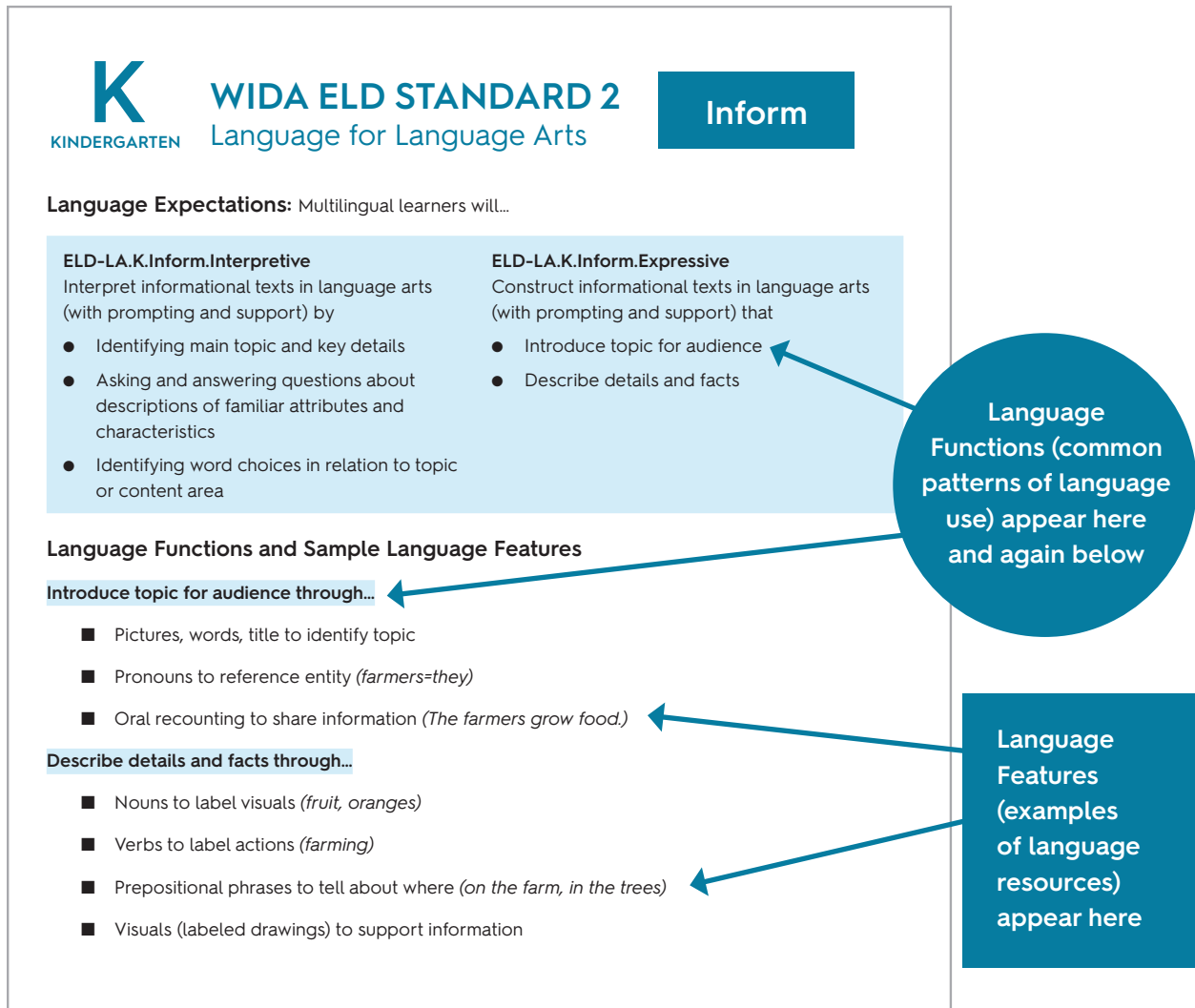
## Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-1, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-1 on the next page shows how the Language Functions and Language Features appear.

Figure 3-1: Kindergarten Language Functions and Language Features



The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

**Language Expectations:** Multilingual learners will...

## Narrate

### ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

**Language Expectations:** Multilingual learners will...

## Inform

### ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences



**Language Expectations:** Multilingual learners will...

## Explain

### ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

**Language Expectations:** Multilingual learners will...

## Argue

### ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

**Language Expectations:** Multilingual learners will...

**ELD-LA.K.Narrate.Interpretive**

Interpret language arts narratives (with prompting and support) by

- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

**ELD-LA.K.Narrate.Expressive**

Construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

**Language Functions and Sample Language Features**

**Orient audience to story through...**

- Pictures, words, title, simple statements, or common story expressions to introduce context
- Noun groups to state who or what the story is about (*tall man, baby bear*)
- Prepositional phrases to specify location and time (*at Grandma's house, by the river; in the winter, at night*)

**Describe story events through...**

- Verbs to describe character actions (*jumped*), feelings (*was sad*), behaviors (*eating*)
- Connectors to establish sequence (*then, after, and*)
- Pronouns and renaming to reference a character across the text (*the girl=she=Nancy*)

**Language Expectations:** Multilingual learners will...

**ELD-LA.K.Inform.Interpretive**

Interpret informational texts in language arts (with prompting and support) by

- Identifying main topic and key details
- Asking and answering questions about descriptions of familiar attributes and characteristics
- Identifying word choices in relation to topic or content area

**ELD-LA.K.Inform.Expressive**

Construct informational texts in language arts (with prompting and support) that

- Introduce topic for audience
- Describe details and facts

**Language Functions and Sample Language Features**

**Introduce topic for audience through...**

- Pictures, words, title to identify topic
- Pronouns to reference entity (*farmers=they*)
- Oral recounting to share information (*The farmers grow food.*)

**Describe details and facts through...**

- Nouns to label visuals (*fruit, oranges*)
- Verbs to label actions (*farming*)
- Prepositional phrases to tell about where (*on the farm, in the trees*)
- Visuals (labeled drawings) to support information

**Language Expectations:** Multilingual learners will...

**ELD-MA.K.Inform.Interpretive**

Interpret mathematical informational texts (with prompting and support) by

- Identifying concept or object
- Describing quantities and attributes

**ELD-MA.K.Inform.Expressive**

Construct mathematical informational texts (with prompting and support) that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

**Language Functions and Sample Language Features**

**Define or classify concept or entity through...**

- Single nouns to represent class of things (*colors, shapes, patterns*)
- Relating verbs (*be, have*) to define, describe, or classify (*The pattern is red, blue, red, blue.*)

**Describe a concept or entity through...**

- Expanded noun groups to add specificity (*The red star has five points.*)
- Sequential signals (*first, second, then, last*) to describe patterns (*First is a green bear, then two blue bears.*)
- Prepositional phrases (*behind, on top of, under, next to, below, above*) to specify location (*The blue star is next to the green triangle.*)

**Compare/contrast concepts or entities through...**

- Comparison/contrast language (*both, same, different*) and pointing to differentiate between entities (*This pattern is different than that one.*)
- Causal language (*because, so*) and demonstration to provide reasoning (*I can make a triangle because I have three sticks.*)

**Language Expectations:** Multilingual learners will...

**ELD-SC.K.Inform.Interpretive**

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying a concept or entity

**ELD-SC.K.Inform.Expressive**

Construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity

**Language Functions and Sample Language Features**

**Introduce others to a topic or entity through...**

- Pictures, words, drawings to introduce others to the topic
- Generalized nouns to identify class of things (*pollinators, insects*)
- Pronouns (*it, they*) to reference entity or idea (*insects=they*) (demonstratives identify that this is a plant)
- Oral recounting to share information (*The butterflies fly for a really long time.*)

**Provide details about an entity through...**

- Prepositional phrases to tell about where (*in the trees, on the flowers, next to, above, below*)
- Verbs to label actions (*fly, grow, eat*)
- Relating verbs (*be, have*) to define entity (*Butterflies are pollinators. Butterflies have antennae.*)
- Adjectives to add details (*red and black wings*)
- Pictures, labeled drawings, words to categorize, compare, and contrast information (*moths=night, butterflies=day*)

**Language Expectations:** Multilingual learners will...

**ELD-SC.K.Explain.Interpretive**

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Using information from observations to find patterns and to explain how or why a phenomenon occurs

**ELD-SC.K.Explain.Expressive**

Construct scientific explanations that

- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

**Language Functions and Sample Language Features**

**Describe information from observations about a phenomenon through...**

- Single words to identify context (*floating, sinking*)
- Relating verbs (*have, be*) to state relationships or attributes
- Pictures, diagrams, to add information or illustrate phenomenon

**Relate how a series of events causes something to happen through...**

- Nouns to represent concepts (*investigation*)
- Simple sentences to describe the phenomenon (*A feather floats.*)
- Cohesion to reference ideas, people across text, including pronouns, articles, demonstratives (*it, a, the, this, that*)
- Causal connectors to combine ideas into logical relationships (*so, because, when/then*)
- Connectors to link or compare observations (*Paper floats but rocks sink.*)

**Compare multiple solutions to a problem through...**

- Simple statements to represent conclusions (*Heavy things float.*)



**Language Expectations:** Multilingual learners will...

**ELD-SS.K.Inform.Interpretive**

Interpret informational texts in social studies by

- Determining topic associated with a compelling or supporting question
- Defining attributes and characteristics in relevant information

**ELD-SS.K.Inform.Expressive**

Construct informational texts in social studies that

- Introduce topic associated with a compelling or supporting question
- Provide a detail about relevant information

**Language Functions and Sample Language Features**

**Introduce topic associated with a compelling or supporting questions through...**

- Pictures, words, title to identify topic or concept (*My Neighborhood, Activities*)
- Visuals (labeled drawings, diagrams) to share information about topic attributes

**Provide a detail about relevant information through...**


- Nouns to label visuals or cultural items (*family members, weather words, food, events*)
- Verbs to label actions and activities (*dancing, cooking*)
- Prepositional phrases to tell about location (*on the block, in the house, next to the store, at Grandma's house, on the bus*)
- Adjectives to add description to labeled nouns and simple sentences (*It is a sunny day.*)

# Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

## LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a blue background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

## Annotated Language Sample

**Context:** This text was written by a multilingual kindergartner. At this time, students were writing every day about their lives or about books they were reading. This is the first of two texts presented here, written by the same kindergartner on two consecutive days. Both are modeled after a book the learner was reading.

**Prompt:** It's story writing time!

### Language Expectation: ELD-LA.K.Narrate.Expressive

Multilingual learners use language to construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

Functions & Features		Functions & Features
<b>Orient audience to story through...</b>  Simple statements • Brather ... hopey  Noun groups to introduce context • Brather [brother] • Mother	<p>Brather [Brother] is hopey [hoping].</p> <p>Mother is hoee [home].</p> <p>He will wear boots and a scarf.</p>	<b>Describe story events through...</b>  Verbs (and verb groups) • is hopey [hoping] • will wear  Pronoun to reference characters • Brather ... he

Example of Student Writing

Brather is hopey.  
Mother is hoee.  
He will wear boots and a scarf.

## Annotated Language Sample

**Context:** This is the second text written by the same multilingual kindergartner (the first is on the previous page). The student had been reading informational books about animals.

**Prompt:** "Ok friends, it's writing time! Get out your notebooks and pencils. Remember you can write about books you are reading."

### Language Expectation: ELD-SC.K.Inform.Expressive

Multilingual learners use language to construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity

Functions & Features		Functions & Features
<p><b>Introduce others to the topic through...</b></p> <p>Generalized nouns</p> <ul style="list-style-type: none"> <li>• <u>a_gosling</u></li> <li>• <u>a_piglet</u></li> <li>• <u>a_calf</u></li> <li>• <u>a_wing</u></li> <li>• <u>a_tail</u></li> <li>• <u>a_nose</u></li> </ul>	<p><u>A_gosling</u> <u>has</u> <u>a_wing</u>.</p> <p><u>A_piglet</u> <u>has</u> <u>a_tail</u>.</p> <p><u>A_calf</u> <u>has</u> <u>a_nose</u>.</p> <p>...</p> <p>This horse <u>is</u> <u>fast</u>. This duck and this pig <u>are</u> <u>slow</u>.</p>	<p><b>Provide details about an entity through...</b></p> <p>Relational verbs</p> <ul style="list-style-type: none"> <li>• <u>has</u>, <u>is</u>, <u>are</u></li> </ul> <p>Adjectives to add details</p> <ul style="list-style-type: none"> <li>• <u>fast</u></li> <li>• <u>slow</u></li> </ul> <p>Noun groups to add details</p> <ul style="list-style-type: none"> <li>• <u>a_wing</u></li> <li>• <u>a_tail</u></li> </ul>

Example of Student Writing

A gosling has a wing.  
A piglet has a tail.  
A calf has a nose.

This horse is fast.  
This duck and this pig are slow.

# Proficiency Level Descriptors

## Remember...

**Proficiency Level Descriptors (PLDs)** illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g.,  $PL4 = PL1 + PL2 + PL3 + PL4$ ). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
  - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

# Grade K WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Understand how coherent texts (spoken, written, multimodal) are created...						
<b>DISCOURSE</b> Organization of language	around topics ( <i>my family</i> ) with words, pictures, phrases, or chunks of language	around topics ( <i>all about me</i> ) with repetition, rhyming, and common language patterns	around topics ( <i>all about me</i> ) with repetition, rhyming, and other language patterns with short sentences	to meet a purpose ( <i>to inform, narrate, entertain</i> ) through multiple related sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text
Understand how ideas are connected across a whole text through...						
<b>DISCOURSE</b> Cohesion of language	patterned language with repetitive words	patterned language with repetitive words and phrases ( <i>This is a duck. The duck says quack, quack. This is a goat.</i> )	repetitive words and phrases across a text ( <i>Brown bear, brown bear, what do you see?</i> )	some frequently used cohesive devices (demonstratives: <i>this, these, that, those</i> )	a few different types of cohesive devices ( <i>repetition, pronoun referencing, etc.</i> )	multiple types of cohesive devices ( <i>synonyms, antonyms, repetition</i> )
Understand how ideas are elaborated or condensed through...						
<b>DISCOURSE</b> Density of language	labels with single nouns ( <i>ball, car</i> )	frequently used single noun groups ( <i>my toys, my car, your ball?</i> )	frequently used multi-word noun groups ( <i>my favorite book</i> )	multi-word noun groups with connectors ( <i>a shiny truck and a red ball</i> )	expanded noun groups with classifiers ( <i>the red fire truck</i> )	expanded noun groups with prepositional phrases ( <i>the red fire truck in the station</i> )
Understand how meanings are extended or enhanced through...						
<b>SENTENCE</b> Grammatical complexity	words, pictures, and phrases ( <i>Anna's chair</i> )	words, pictures, phrases, and chunks of language ( <i>ran to her room</i> )	chunks of language ( <i>sat in her chair, jumps on her bed</i> )	simple sentences ( <i>She picked it up.</i> )	related simple sentences ( <i>She picked it up. She carried it to her room. She opened it up.</i> )	multiple related simple sentences ( <i>She picked it up. She carried it to her room. She opened it up.</i> )
Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...						
<b>WORD, PHRASE</b> Precision of language	a few words and phrases in familiar contexts and topics ( <i>map, desk, hello</i> )	repeated words and phrases in familiar contexts and topics ( <i>sound it out, think first</i> )	frequently used words and phrases in familiar contexts ( <i>time to clean up</i> )	situation-specific words and phrases ( <i>What sounds do we hear?</i> )	an increasing number of words and phrases ( <i>We need four different colors to make a pattern.</i> )	a growing number of words and phrases in a variety of contexts ( <i>special visitor, school assembly</i> )



**Grade K WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)**  
*Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...*

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>DISCOURSE</b> Organization of language	<b>Create coherent texts (spoken, written, multimodal) using...</b>					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose ( <i>and, then</i> )	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: <i>The parrot eats nuts and seeds.</i> )	text that conveys an intended purpose with emerging organizational patterns ( <i>first, and then, also, next</i> )
<b>DISCOURSE</b> Cohesion of language	<b>Connect ideas across a whole text through...</b>					
	single words and phrases related to topic ( <i>water, leaf</i> )	an emerging use of cohesive devices (repetition: <i>water, water, the water</i> )	a few frequently used cohesive devices (repetition: <i>this leaf is red, this leaf is yellow</i> )	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)
<b>DISCOURSE</b> Density of language	<b>Elaborate or condense ideas through...</b>					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	simple types of elaboration (newly learned single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the or these clouds</i> )
<b>SENTENCE</b> Grammatical complexity	<b>Extend or enhance meanings through...</b>					
	words, pictures, and phrases ( <i>cats and dogs</i> )	words, pictures, phrases and chunks of language ( <i>cats meow and dogs bark</i> )	sentence fragments ( <i>cats and dogs</i> )	sentence fragments and emerging use of simple sentences ( <i>Dogs sleep, Dogs bark.</i> )	simple sentences ( <i>Cats like to climb. Dogs like to run.</i> )	sentences with emerging use of clauses ( <i>My cat sleeps all day. My dog runs all the time. They are my pets.</i> )
<b>WORD, PHRASE</b> Precision of language	<b>Create precise meanings through everyday, cross-disciplinary, and technical language with...</b>					
	frequently reoccurring words and phrases ( <i>Good Morning, let's play</i> )	emerging use of words and phrases with attempted precision ( <i>Today is Friday, September 15.</i> )	few frequently used words and phrases with emerging precision ( <i>lunch time, morning meeting</i> )	some frequently used words and phrases with some precision ( <i>my pattern is red, blue, red, blue</i> )	a small repertoire of words and phrases with developing precision ( <i>beautiful butterfly, repeating pattern</i> )	a growing repertoire of words and phrases with growing precision ( <i>green and yellow stripes</i> )



# GRADE 1

Moving from kindergarten to first grade can mean big changes for children in the way they think about and interact with peers and their surroundings. In general, these young learners tend to ask and answer questions about the world, themselves, and texts in

multimodal ways (for example, oral, visual, or written). Social and thinking skills develop rapidly as first graders actively explore their environment and look for answers in increasingly logical ways. Working with partners or in small groups, students feel proud to share their discoveries with others. They start to combine spoken language with some reading and writing, and make connections among ideas, illustrations, and words.

In first grade, educators and families may easily connect school to home by encouraging multilingual learners to share observations about the world in multiple languages. For example, academic learning can readily be reinforced at home simply by walking around the neighborhood to describe plant life or notice environmental print. Activities like dancing, playing games, and doing chores are also great opportunities to strengthen the home-school connection in culturally and linguistically sustaining ways. Likewise, in school, multicultural books allow students to practice academic concepts in ways that reflect the experiences of multilingual learners and their families.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grade 1:

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
  - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

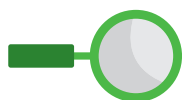
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

## Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-4 offers snapshots of some ways students engage in each Key Language Use throughout grade 1.

**Table 3-4: Snapshots of Key Language Uses in Grade 1**

Snapshots of Key Language Uses in Grade 1	
<b>Narrate</b>	<ul style="list-style-type: none"><li>• Imagine and create new stories</li><li>• Begin to develop a sense of story structures</li><li>• Interpret narratives read aloud with predictable structures and language patterns</li></ul>
<b>Inform</b>	<ul style="list-style-type: none"><li>• Describe and define familiar concepts or topics</li><li>• Categorize and classify information</li><li>• Interpret and construct brief descriptions or reports on familiar, concrete entities, such as animals, objects, places, or people</li></ul>
<b>Explain</b>	<ul style="list-style-type: none"><li>• Describe their observations in relation to concrete phenomena in their immediate environment</li><li>• Ask and answer questions about how things work or why things are the way they are</li><li>• Interpret and construct multimodal representations of their emerging understandings of observed relationships</li></ul>
<b>Argue</b>	<ul style="list-style-type: none"><li>• Formulate opinions</li><li>• Give reasons for their opinions</li><li>• Interpret persuasive texts</li></ul>



*Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.*

The **most prominent Key Language Uses** in grade 1 are the **basis for its Language Expectations**. They are marked with a filled-in circle (●) in the boxes of Table 3-5. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

**Table 3-5: Distribution of Key Language Uses in Grade 1**

Distribution of Key Language Uses in Grade 1				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	●

 Most Prominent
  Prominent
  Present

# Language Expectations, Functions, and Features

## Language Expectations

**Language Expectations** are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

## Language Function

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-2, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

## Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

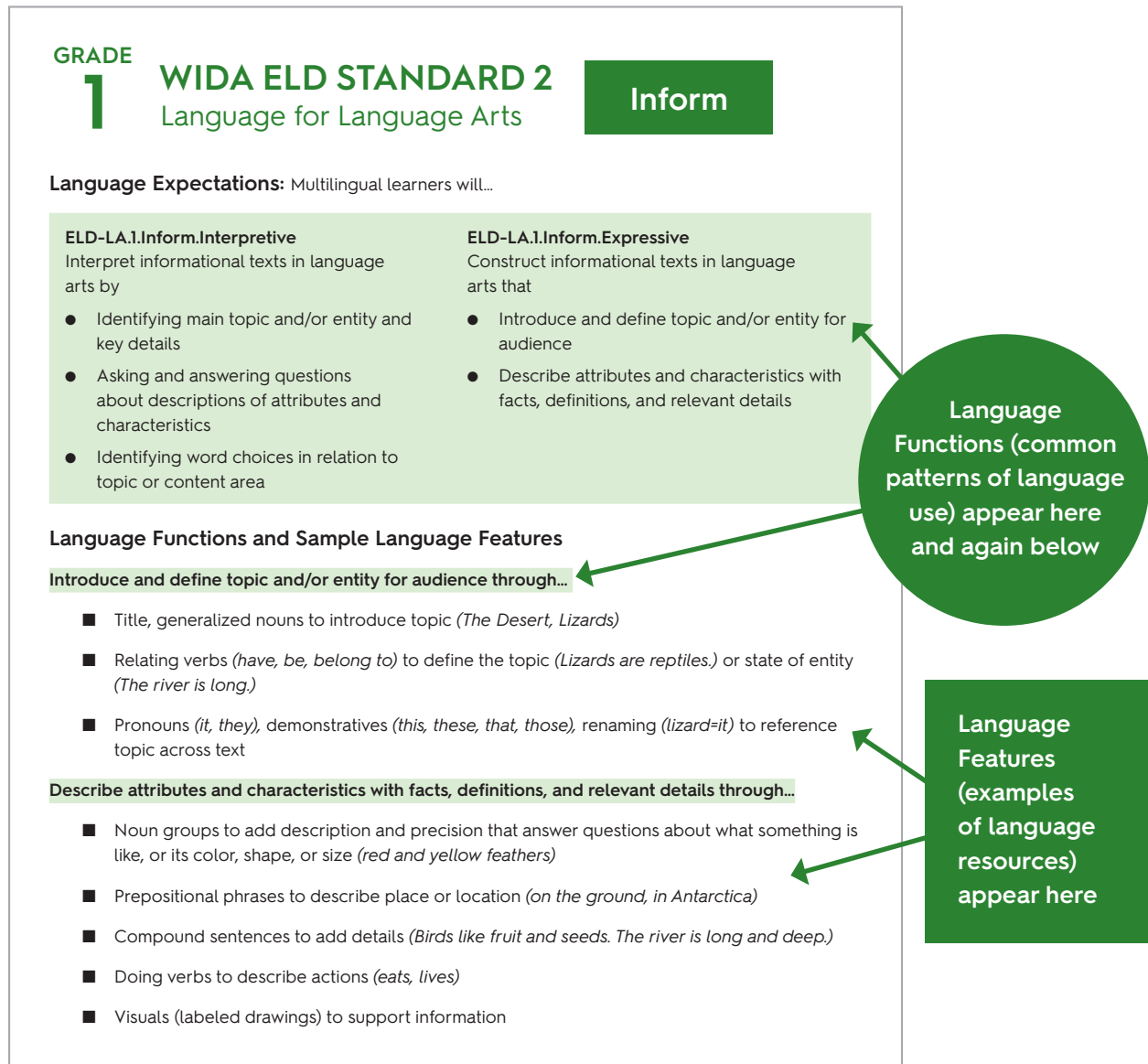
## Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-2, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-2 on the next page shows how the Language Functions and Language Features appear.

Figure 3-2: Grade 1 Language Functions and Language Features





## GRADE

# 1

## WIDA ELD STANDARD 1

### Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

**Language Expectations:** Multilingual learners will...

### Narrate

#### ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

**Language Expectations:** Multilingual learners will...

### Inform

#### ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

GRADE

1

# WIDA ELD STANDARD 1

## Social and Instructional Language

**Language Expectations:** Multilingual learners will...

### Explain

#### ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

**Language Expectations:** Multilingual learners will...

### Argue

#### ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

**Language Expectations:** Multilingual learners will...

**ELD-LA.1.Narrate.Interpretive**

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

**ELD-LA.1.Narrate.Expressive**

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

## Language Functions and Sample Language Features

### Orient audience to story through...

- Pictures, words, title, statements or common story expressions (*Once upon a time*) to introduce context
- Noun groups to state who or what the story is about (*the white swans, Joey's big family*)
- Simple statements to introduce the problem (*They got lost.*)
- Prepositional phrases to specify location and time (*by the river, in the barn, during the summer, last year, every night*)

### Develop story events through...

- Verbs to describe what characters do, think, feel, and say
- Connectors to sequence time (*first, next, and then*), and events (*before, after, later*), and to combine and link event details (*and, but, so*)
- Pronouns, renaming, and synonyms to reference a character or idea across the text (*my neighbor=Bob, the tree fort=my special place*)
- Simple statement to provide closure (*The End, And then we went home.*)

### Engage and adjust for audience through...

- Pictures and other graphics to complement the storyline
- Word choices to convey attitudes, develop suspense, share excitement (*my best friend, really scary, wonderful!*)
- Literary and familiar expressions (*big, ugly monster; run, run as fast as you can!*), sensory language (*yucky*) onomatopoeia (*BOOM! CRASH!*) to add interest; tone of voice and gesturing to tell a story

**Language Expectations:** Multilingual learners will...

**ELD-LA.1.Inform.Interpretive**

Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics
- Identifying word choices in relation to topic or content area

**ELD-LA.1.Inform.Expressive**

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

## Language Functions and Sample Language Features

### Introduce and define topic and/or entity for audience through...

- Title, generalized nouns to introduce topic (*The Desert, Lizards*)
- Relating verbs (*have, be, belong to*) to define the topic (*Lizards are reptiles.*) or state of entity (*The river is long.*)
- Pronouns (*it, they*), demonstratives (*this, these, that, those*), renaming (*lizard=it*) to reference topic across text

### Describe attributes and characteristics with facts, definitions, and relevant details through...

- Noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size (*red and yellow feathers*)
- Prepositional phrases to describe place or location (*on the ground, in Antarctica*)
- Compound sentences to add details (*Birds like fruit and seeds. The river is long and deep.*)
- Doing verbs to describe actions (*eats, lives*)
- Visuals (labeled drawings) to support information

**Language Expectations:** Multilingual learners will...

**ELD-MA.1.Inform.Interpretive**

Interpret mathematical informational texts by

- Identifying concept or entity
- Describing attributes and characteristics

**ELD-MA.1.Inform.Expressive**

Construct mathematical informational texts that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

## Language Functions and Sample Language Features

### Define or classify concept or entity through...

- Generalized nouns to identify class of things (*shapes, patterns, properties*)
- Relating verbs (*be, have*) to define, describe, or classify (*Rectangles have four sides. This is a closed shape.*)

### Describe a concept or entity through...

- Expanded noun groups to add specificity (*this has three equal sides*)
- Technical word choices to add precision and detail (*flat or solid shapes*)
- Common phrasal verbs (*part of, put together*) to describe concepts (*These two halves are part of the whole triangle.*)
- Conditional clauses (*if/then*) to demonstrate relationships (*If I put these shapes together then I can make a rectangle.*)

### Compare/contrast concepts or entities through...

- Compare/contrast signals (*both, same, different, but*) to differentiate attributes of objects (*They are both solids but this one is a triangle and this one is a cube.*)
- Causal connectors (*because, so*) to link ideas and provide reasoning (*These two shapes are the same kind because they both have four sides.*)

**Language Expectations:** Multilingual learners will...

**ELD-SC.1.Inform.Interpretive**

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

**ELD-SC.1.Inform.Expressive**

Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

## Language Functions and Sample Language Features

### Introduce others to the topic or entity through...

- Generalized nouns to introduce topic or idea (*Whales, Sound, Patterns*)
- Openers to address audience (*Have you ever wondered about? Did you know?*)
- Relating verbs (*belong to, have, be*) to define or present state of entity (*Whales are mammals.*)
- Pronouns (*it, they*) and demonstratives (*this, that, these, those*) to reference entity or concept across text (*Paper vibrates. It makes a sound.*)

### Define, describe, and classify concept, topic, or entity through...

- Noun groups to add details that answer questions about what something is like, its qualities, and descriptions (*floating objects, long, brown fur*)
- Visuals (labeled drawings, graphs, tables) to support information
- Timeless present verbs to indicate generalizable nature of action (*floats, sinks, eats, swims, turns*)
- Qualifiers (*some, all, many*) to describe observation or fact (*some things float, all sound is vibration, many dolphins hunt together*)
- Sequence words (*first, and, then, next, last*) to clarify order or sequence of events (*First whales swim to cold water, then...*)

### Summarize observations or factual information through...

- Compare/contrast signals (*-er, -est, bigger than, more, both, but, different*) to differentiate or summarize attributes, details or behaviors (*Feathers float better than paper.*)
- Declarative statements to present conclusions (*Some objects float and some sink.*)
- Speculation to hypothesize to additional contexts (*I think, I wonder if...*)

**Language Expectations:** Multilingual learners will...

**ELD-SC.1.Explain.Interpretive**

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

**ELD-SC.1.Explain.Expressive**

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

## Language Functions and Sample Language Features

### Describe observations and/or data about a phenomenon through...

- Openers to engage audience (*Did you know how frogs change?*)
- Abstract and technical terms to add precision (*tadpole, adapt, life cycle*)
- Pictures, diagrams, graphs to add information or illustrate content
- Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives such as *this, that*)

### Relate how a series of events causes something to happen through...

- Timeless verbs to state on-going facts about phenomenon (*Tadpoles change into frogs*)
- Prepositional phrases to provide details (*where, when, how; Tadpoles live in the water.*)
- Relating verbs (*have, be, belong to*) and conjunctions to state relationships or compare attributes (*Tadpoles have gills but frogs have lungs.*)
- Connectors to express sequences in time (*first, next, last*)

### Compare multiple solutions to a problem through...

- Visual data displays (charts, graphs) to support explanations
- Declarative statements to present conclusions (*Living things grow and change.*)
- Speculation to hypothesize to additional contexts (*I think, I wonder if...*)



**Language Expectations:** Multilingual learners will...

**ELD-SS.1.Inform.Interpretive**

Interpret informational texts in social studies by

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

**ELD-SS.1.Inform.Expressive**

Construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

## Language Functions and Sample Language Features

### Introduce topic associated with compelling or supporting questions through...

- Generalized nouns to introduce topic (*weather, maps, environment*)
- Pronouns (*it, they*), demonstratives (*this, these, that, those*), to reference topic or ideas across text
- Relating verbs (*have, be, belong*) to define topic or type of information (*There are seven continents.*)
- Verbs (*are going to, will,*) to link compelling questions with topic (*We're going to learn about what people do in different places.*)

### Provide details about disciplinary ideas through...

- Noun groups to describe and add precision to answer questions about what something is like, its quantity, qualities (*hot places, many countries, lots of rain*)
- Prepositional phrases to describe place or location (*below the Equator, on the corner, underground, in the desert*)
- Adverbials to specify periods of time, duration, specific points in time (*last year, long ago, August 12, in the future, everyday*)
- Visuals, labeled drawings to support ideas and information
- Compound sentences to add details (*Rice grows in hot and wet places.*)

**Language Expectations:** Multilingual learners will...

**ELD-SS.1.Argue.Interpretive**

Interpret social studies arguments by

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

**ELD-SS.1.Argue.Expressive**

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claim with evidence
- Show relationship between claim, evidence and reasoning

## Language Functions and Sample Language Features

### Introduce topic through...

- Title, generalized nouns to introduce topic (*Fresh fruit for lunch*)
- Declarative statements to identify position (*School lunch should have fresh fruit.*) and/or provide background information (*Fruit is good for children to eat.*)
- Pronouns (*it, they, we, our*), demonstratives (*these, this, that, those*), and renaming subject (*food=it; students=we=children*) to reference topic across text

### Select relevant information to support claim with evidence through...

- Relating verbs (*have, be*) to identify topic (*Fruit is part of the food pyramid. Children need fruit every day.*)
- Prepositional phrases to identify time and place (*every day, at lunch, in school*)
- Visuals (labeled drawings) to support purpose
- Expanded noun phrases to add details (*fresh fruit, healthy food*)

### Show relationship between claim and evidence, and reasoning through...


- Connectors (*because, so, and*) to link claims with evidence and reasoning (*We should eat fruit every day because it has vitamins to help us grow.*)

# Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

## LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a green background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

## Annotated Language Sample

**Context:** This text was written by a first-grader as part of a lesson on how to write procedural texts. This student chose to write about making an edible spider out of Rice Krispie treats (cereal with marshmallows). The teacher guided the students to sequence the steps in the procedure using connectors (e.g., first, next, then, lastly).

**Prompt:** Write a paragraph that tells someone how to make something.

## Language Expectation: ELD-LA.1.Inform.Expressive

Multilingual learners use language to construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

Functions & Features	How to Make a Spider Treat	Functions & Features
<p>Introduce and define topic and/or entity for audience through...</p> <p>Title</p> <p>Describe attributes and characteristics with facts, definitions and relevant details through...</p> <p>Doing verbs to describe actions</p> <ul style="list-style-type: none"> <li>• <u>sceesd</u> [<u>squeezed</u>]</li> <li>• <u>to mack</u> [<u>make</u>]</li> <li>• <u>use</u></li> <li>• <u>pushd</u> [<u>pushed</u>]</li> <li>• <u>put</u></li> </ul>	<p>First, I <u>sceesd</u> [<u>squeezed</u>] a <u>Rice krispy treat</u> <u>to</u> <u>mack</u> [<u>make</u>] the body.</p> <p>Next, I <u>use</u> <u>8 pretzels</u> for the legs and 2 <u>for the fangs</u>.</p> <p>Then, I <u>pushd</u> [<u>pushed</u>] <u>2 penusts</u> [<u>peanuts</u>] <u>in thet back</u> as <u>the spinnert</u> [<u>spinneret</u>]</p> <p>lastly, I <u>put</u> <u>3 raisins</u> <u>for the eyes</u>.</p>	<p>Describe attributes and characteristics with facts, definitions and relevant details through...</p> <p>Noun groups to add description and precision</p> <ul style="list-style-type: none"> <li>• <u>Rice krispy treat</u></li> <li>• <u>8 pretzels</u></li> <li>• <u>2 penusts</u> [<u>peanuts</u>]</li> <li>• <u>the spinnert</u> [<u>spinneret</u>]</li> <li>• <u>3 raisins</u></li> </ul> <p>Prepositional phrases</p> <ul style="list-style-type: none"> <li>• <u>for the fangs</u></li> <li>• <u>in thet back</u></li> <li>• <u>for the eyes</u></li> </ul>

## Annotated Language Sample

**Context:** This text was written by first grade teacher modeling the writing of sequential explanations about observed phenomena. Together, the class deconstructed the text, examined its language and stages, and then jointly constructed a similar text about the life cycle of a butterfly.

## Language Expectation ELD-SC.1.Explain.Expressive

Multilingual learners use language to construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Functions & Features	The Life Cycle of a Frog	Functions & Features
<p><b>Describe observations and/or data about a phenomenon through...</b></p> <p>Cohesion to reference ideas across a text</p> <ul style="list-style-type: none"> <li>• a tadpole ... it (pronoun referencing)</li> <li>• the tadpole ... it (pronoun referencing)</li> </ul> <p>Abstract and technical terms</p> <ul style="list-style-type: none"> <li>• <u>the life cycle of a frog</u></li> <li>• <u>stages</u></li> <li>• <u>tadpole</u></li> <li>• <u>froglet</u></li> <li>• <u>adult frogs</u></li> <li>• <u>the life cycle</u></li> </ul>	<p><u>The life cycle of a frog</u> <u>has</u> several <u>stages</u>.</p> <p>First, <u>a tadpole</u> <u>hatches out of an egg</u>. <u>It</u> looks like a little fish.</p> <p>Next, <u>the tadpole</u> <u>grows</u> two back legs and its tail gets smaller. <u>It</u> is now called <u>a "froglet."</u></p> <p>Then, it grows two front legs and the tail gets even smaller.</p> <p>Finally, it <u>is</u> a full-grown adult frog with four legs and no tail.</p> <p><u>Adult frogs</u> can lay more eggs and <u>the life cycle</u> starts again.</p>	<p><b>Relate how a series of events causes something to happen through...</b></p> <p>Relating verbs</p> <ul style="list-style-type: none"> <li>• <u>has</u></li> <li>• <u>is</u></li> </ul> <p>Timeless verbs</p> <ul style="list-style-type: none"> <li>• <u>hatches</u></li> <li>• <u>grows</u></li> </ul> <p>Prepositional phrases to provide details about where or when</p> <ul style="list-style-type: none"> <li>• <u>out of an egg</u></li> </ul> <p>Connectors</p> <ul style="list-style-type: none"> <li>• <b>first</b></li> <li>• <b>next</b></li> <li>• <b>then</b></li> <li>• <b>finally</b></li> </ul>

## Annotated Language Sample

**Context:** This text was jointly written by a first grader and his teacher, who scribed for him. The student dictated the words and the teacher wrote them down. The teacher had been reading aloud informational texts on animals. The teacher had pointed out that in the texts, the authors write about what animals eat, their habitat, and where they live. Then each student chose an animal and made their own information booklet.

**Prompt:** Write an information report on an animal: tell your reader what type of animal it is, what it eats, and describe its habitat.

**Language Expectation: ELD-SS.1.Inform.Expressive**

Multilingual learners use language to construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Functions & Features	Pandas	Functions & Features
<p><b>Introduce topic associated with compelling or supporting questions through...</b></p> <p>Generalized nouns</p> <ul style="list-style-type: none"> <li>• <u>pandas</u></li> <li>• <u>habitat</u></li> <li>• <u>a panda</u></li> </ul> <p>Relating verbs</p> <ul style="list-style-type: none"> <li>• <u>are</u></li> <li>• <u>should have</u></li> </ul>	<p><u>Pandas</u> eat bamboo to stay alive.</p> <p><u>Pandas</u> need <u>a habitat</u> to have food.</p> <p><u>Pandas are a type of animal.</u></p> <p><u>Pandas are a type of bear.</u></p> <p><u>A panda should have a type of habitat or a home.</u></p> <p><u>A panda</u> lives <u>in China</u>.</p> <p><u>Pandas</u> also have to drink <u>fresh water</u>.</p>	<p><b>Provide details about disciplinary ideas through...</b></p> <p>Noun groups to describe and add precision</p> <ul style="list-style-type: none"> <li>• <u>a type of animal</u></li> <li>• <u>a type of bear</u></li> <li>• <u>a type of habitat or a home</u></li> <li>• <u>fresh water</u></li> </ul> <p>Prepositional phrases to describe place or location</p> <ul style="list-style-type: none"> <li>• <u>in China</u></li> </ul>

# Proficiency Level Descriptors

## Remember...

**Proficiency Level Descriptors (PLDs)** illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g.,  $PL4 = PL1 + PL2 + PL3 + PL4$ ). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
  - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.



# Grade 1 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>Understand how coherent texts (spoken, written, multimodal) are created...</b>						
<b>DISCOURSE</b> Organization of language	around topics ( <i>all about pandas</i> ) with repetition, rhyming, and common language patterns	around topics ( <i>all about pandas</i> ) with short sentences	around topics (habitat, diet, behavior) through multiple related simple sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text (to inform, narrate, entertain)	to meet a purpose through generic (not genre-specific) organizational patterns in texts (beginning, middle, end)
<b>Understand how ideas are connected across a whole text through...</b>						
<b>DISCOURSE</b> Cohesion of language	patterned language with repetitive words, phrases, and sentences	repetitive chunks of meaning across a text ( <i>Brown bear, brown bear, what do you see?</i> )	some frequently used cohesive devices (demonstratives: <i>these, those, that, this</i> )	a few different types of cohesive devices (repetition, pronoun referencing, etc.)	multiple types of cohesive devices (synonyms, antonyms, <i>We are all alike. We are all different.</i> )	a variety of cohesive devices that connect larger meaningful chunks of text (class/ subclass: <i>animals like dogs, cats, tigers</i> )
<b>Understand how ideas are elaborated or condensed through...</b>						
<b>DISCOURSE</b> Density of language	frequently used single word noun groups ( <i>dinosaurs</i> )	frequently used multi-word noun groups ( <i>big tall dinosaurs</i> )	multi-word noun groups with connectors ( <i>a big and hungry dinosaur</i> )	expanded noun groups with classifiers ( <i>the biggest meat-eating dinosaurs</i> )	expanded noun groups with prepositional phrases ( <i>the meat-eating dinosaurs in the jungle</i> )	expanded noun groups with embedded clauses ( <i>the biggest meat-eating dinosaurs, who lived at that time</i> )
<b>Understand how meanings are extended or enhanced through...</b>						
<b>SENTENCE</b> Grammatical complexity	words, pictures, phrases, and chunks of language ( <i>turtle eggs</i> )	chunks of language ( <i>turtles swimming</i> )	simple sentences ( <i>Turtles swim in the ocean.</i> )	related simple sentences ( <i>Turtles are reptiles. They like warm water.</i> )	multiple related simple sentences ( <i>There are many types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.</i> )	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>Some turtles eat only sea grasses, but others eat shrimp, crabs, and small fish.</i> )
<b>Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...</b>						
<b>WORD, PHRASE</b> Precision of language	repeated words and phrases in familiar contexts and topics ( <i>classroom helpers</i> )	frequently used words and phrases in familiar contexts and topics ( <i>Would you like to share...?</i> )	situation-specific words and phrases ( <i>Plant the seeds in this pot</i> )	an increasing number of words and phrases ( <i>Tell me about your picture on the left.</i> )	a growing number of words and phrases in a variety of contexts ( <i>How many red triangles are there?</i> )	an expanding number of words and phrases, including idioms and collocations ( <i>plus and minus</i> )

# Grade 1 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern ( <i>one day, first, last, I think, etc.</i> )	short texts that convey an intended purpose using basic connectors ( <i>first, and then, next</i> )	text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	patterned language with repetitive phrases and sentences ( <i>The big, hungry bear...</i> )	few frequently used cohesive devices (repetition: <i>The tiger... The tiger...</i> )	some frequently used cohesive devices (simple pronouns: <i>it, they, she, he</i> )	some formulaic cohesive devices (pronoun referencing: <i>my ball, her brother, they gave it to us, etc.</i> )	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: <i>that one, so did I</i> )	an expanding number of cohesive devices to connect larger bundles of meaning (class/ subclass: <i>wild animals like lions, bears, tigers</i> )
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>those big fluffy white clouds</i> )	a variety of types of elaboration (adding in a variety of adjectives)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, phrases, and chunks of language ( <i>flowers and trees</i> )	sentence fragments ( <i>grow taller</i> )	sentence fragments and emerging use of simple sentences ( <i>had no water so died</i> )	simple sentences ( <i>Plants need water. They need sun.</i> )	sentences with emerging use of clauses ( <i>Plants need water but... They need sun. Those ones died.</i> )	simple and compound sentences (with some coordinating conjunctions: <i>Our plants died and those ones did too.</i> )
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and disciplinary language with...					
	emerging use of words and phrases with attempted precision ( <i>over there, line up in a row</i> )	few frequently used words and phrases with emerging precision ( <i>lunch time, clean up my desk</i> )	some frequently used words and phrases with some precision ( <i>have a nice day, I'm finished</i> )	a small repertoire of words and phrases with developing precision ( <i>best friend, the red ball</i> )	a growing repertoire of words and phrases with growing precision ( <i>preschool friends, math time, after lunch</i> )	an expanding repertoire of words and phrases including idioms and collocations, with expanding precision ( <i>do homework, saving time</i> )



# GRADES 2-3

## Grades 2-3

Second- and third-graders continue to make leaps in the ways they use language and think about themselves, their peers, and the world. These students are becoming more coordinated physically, and their problem-solving skills continue to sprout. These young learners reason and use

logic to make more in-depth connections, discover causes and effects of phenomena or events, do more complex math, and experiment with how they express themselves through speech, writing, and multimodal means of communication (for example, through gestures, facial expressions, drawings, charts, and technology).

As multilingual learners explore specific activities that interest them, they can benefit from using all of their cultural experiences and multilingual skills—be it to communicate through social interactions or to tackle academic challenges. Children this age tend to enjoy being part of groups and teams and are generally eager to fit in. By partnering with families, educators can create culturally and linguistically sustaining classrooms so that all children feel welcome, nurtured, and safe, thus supporting their social and emotional development. As students in this age group are developmentally ready to start understanding various perspectives, this is an opportune time to highlight various cultures and languages in the classroom.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 2-3:

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
  - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

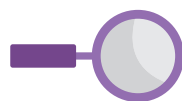
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

# Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-6 offers snapshots of some ways students engage in each Key Language Use throughout grades 2-3.

**Table 3-6: Snapshots of Key Language Uses in Grades 2-3**

Snapshots of Key Language Uses in Grades 2-3	
<b>Narrate</b>	<ul style="list-style-type: none"> <li>• Develop a sense of narrative structure and the purposes for which people use narratives</li> <li>• Structure narratives to express experiences and ideas about familiar places and people</li> <li>• Add interactions and reactions to characters' actions to develop characters' inner and outer worlds</li> </ul>
<b>Inform</b>	<ul style="list-style-type: none"> <li>• Recognize the difference between imaginative stories and nonfiction informational texts</li> <li>• Develop an emerging sense of text structure as they interpret and create multimodal representations of their knowledge on topics of interest</li> <li>• Develop emerging research skills to build knowledge for reports</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>• Develop a sense of some causal, sequential, and cyclical relationships by observing concrete phenomena</li> <li>• Report observations of phenomena to build understanding of the world around them</li> <li>• Interpret and construct multimodal representations, such as diagrams and drawings, to illustrate how or why things work</li> </ul>
<b>Argue</b>	<ul style="list-style-type: none"> <li>• State opinions or construct tentative claims and offer those in class discussions</li> <li>• Recognize the difference between claims with and without support</li> <li>• Offer observations to support opinions and claims</li> <li>• Develop emerging research skills to use in constructing claims</li> <li>• Begin to use data from observations as evidence for their claims</li> </ul>



*Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.*

The **most prominent Key Language Uses** in grades 2-3 are the basis for its **Language Expectations**. They are marked with a filled-in circle (●) in the boxes of Table 3-7. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

**Table 3-7: Distribution of Key Language Uses in Grades 2-3**

Distribution of Key Language Uses in Grades 2-3				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

 Most Prominent
  Prominent
  Present

# Language Expectations, Functions, and Features

**Language Expectations** are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-3, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

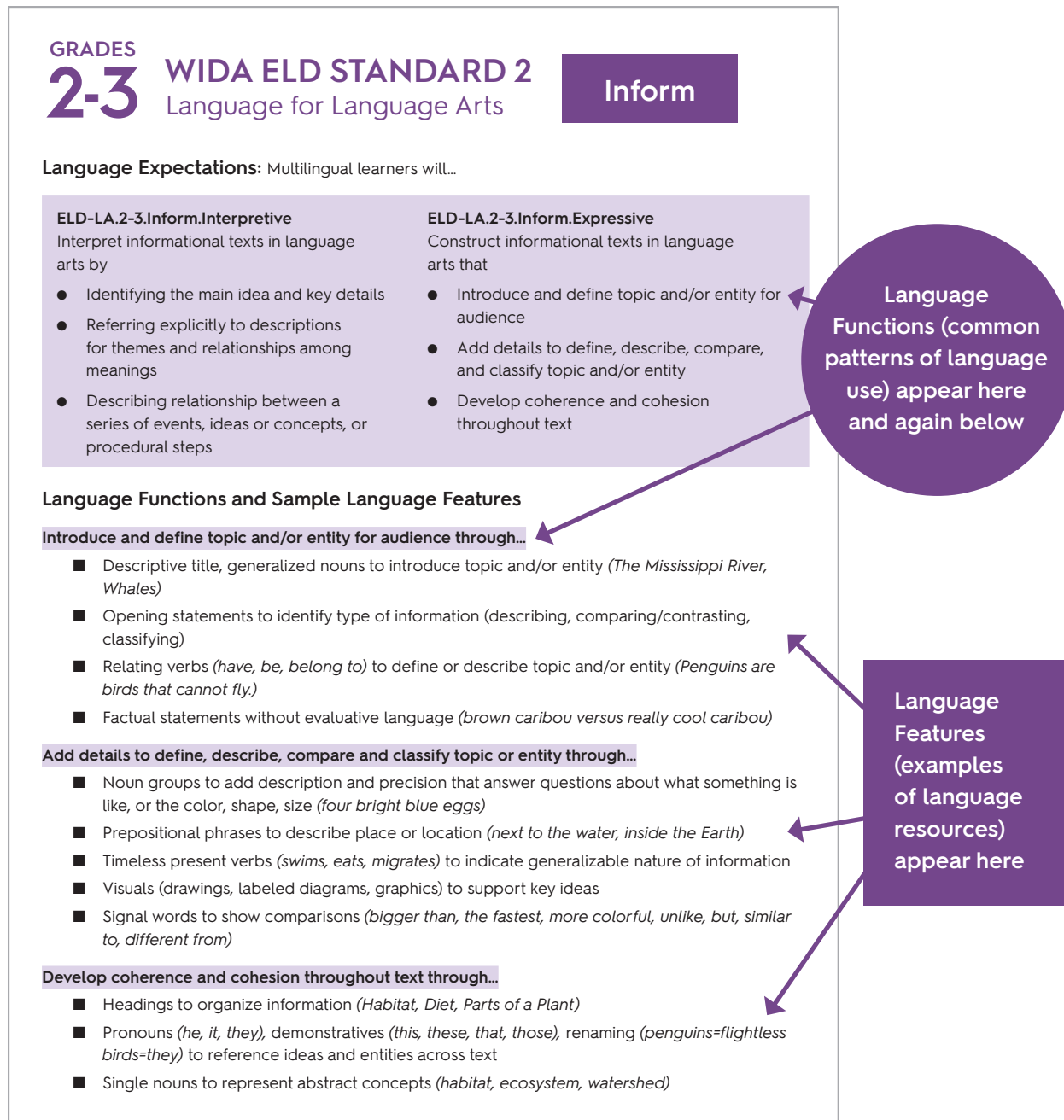
The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-3, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-3 on the next page shows how the Language Functions and Language Features appear.



Figure 3-3: Grades 2-3 Language Functions and Language Features



## GRADES **2-3** WIDA ELD STANDARD 1 Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

**Language Expectations:** Multilingual learners will...

### Narrate

#### ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

**Language Expectations:** Multilingual learners will...

### Inform

#### ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

GRADES  
**2-3** **WIDA ELD STANDARD 1**  
Social and Instructional Language

**Language Expectations:** Multilingual learners will...

## Explain

### ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

**Language Expectations:** Multilingual learners will...

## Argue

### ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADES  
**2-3** WIDA ELD STANDARD 2  
Language for Language Arts

**Narrate**

**Language Expectations:** Multilingual learners will...

**ELD-LA.2-3.Narrate.Interpretive**

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

**ELD-LA.2-3.Narrate.Expressive**

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

**Language Functions and Sample Language Features**

**Orient audience to context through...**

- Pictures, descriptive title, opening statements (*It was a dark and stormy night; "What?!" exclaimed Mom*) to capture the reader's interest
- Expanded noun groups to introduce characters (*the old man on the block, the hungry little mouse*)
- Adverbials and prepositional phrases to establish time and location (*a hundred years ago, when I was six, on the playground, around the corner*)
- Statements to introduce problem or complication (*The boat began to leak. It all started when...*)

**Develop story with time and event sequences, complication, resolution, or ending through...**

- Saying verbs (*yelled, said, whispered*) to add details about characters in dialogs
- Verbs to describe what characters do, think, and feel
- Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text (*Miguel=my little brother=he; that night=the worst night*)
- Connectors to sequence time (*first, next, and then*) and events (*before, after, later*), and to combine and link event details (*and, but, so*)
- Verbs and adjectives to judge behavior and situation (*mended, destroyed, nasty, thoughtful*)
- Declarative statements to provide closure (*The End, It was over for good.*)

**Engage and adjust for audience through...**

- Language to address reader/listener and draw them in (*It was so exciting!*)
- Word choices to convey attitudes, develop suspense, share excitement (*my amazing adventure, super interesting, fantastic!*)
- Sensory and literary language (*yucky*), onomatopoeia (*BOOM! CRASH!*) to add interest
- Tone of voice, gesturing, acting behaviors to adjust for story audience
- Pictures and other graphics to complement storyline

**Language Expectations:** Multilingual learners will...

**ELD-LA.2-3.Inform.Interpretive**

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

**ELD-LA.2-3.Inform.Expressive**

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

**Language Functions and Sample Language Features**

**Introduce and define topic and/or entity for audience through...**

- Descriptive title, generalized nouns to introduce topic and/or entity (*The Mississippi River, Whales*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs (*have, be, belong to*) to define or describe topic and/or entity (*Penguins are birds that cannot fly.*)
- Factual statements without evaluative language (*brown caribou versus really cool caribou*)

**Add details to define, describe, compare, and classify topic or entity through...**

- Noun groups to add description and precision that answer questions about what something is like, or the color, shape, size (*four bright blue eggs*)
- Prepositional phrases to describe place or location (*next to the water, inside the Earth*)
- Timeless present verbs (*swims, eats, migrates*) to indicate generalizable nature of information
- Visuals (drawings, labeled diagrams, graphics) to support key ideas
- Signal words to show comparisons (*bigger than, the fastest, more colorful, unlike, but, similar to, different from*)

**Develop coherence and cohesion throughout text through...**

- Headings to organize information (*Habitat, Diet, Parts of a Plant*)
- Pronouns (*he, it, they*), demonstratives (*this, these, that, those*), renaming (*penguins=flightless birds=they*) to reference ideas and entities across text
- Single nouns to represent abstract concepts (*habitat, ecosystem, watershed*)

# GRADES **2-3** WIDA ELD STANDARD 3 Language for Mathematics

## Explain

**Language Expectations:** Multilingual learners will...

### ELD-MA.2-3.Explain.Interpretive

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

### ELD-MA.2-3.Explain.Expressive

Construct mathematical explanations that

- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

## Language Functions and Sample Language Features

### Introduce a concept or entity through...

- Generalized nouns to identify concept (*fractions, equations, plot graphs*)
- Relating verbs (*be, have*) to define or describe concept (*Fractions are pieces of a whole thing.*)
- Mathematical terms to describe concept, process, purpose, or action (*mean, quotient, divide, subtract, reduce*)

### Describe solution and steps used to solve problem with others through...

- Abstract nouns to establish context (*process, answer, approach, solution*)
- Past tense doing (*added, grouped*) and thinking (*thought, remembered*) verbs to recount steps
- Visuals (charts, diagrams, manipulatives, drawings) to support approach and/or solution
- Connectors to order steps (*first, next, then*) and show causal relationships (*because, so, then*)
- Compare/contrast signal words to differentiate results, approaches, objects (*Our solution is... but your group has a different solution.*)

### State reasoning used to generate solution through...

- If/then clause structures to show reasoning (*if a shape only has 3 sides, then it is a triangle*)
- Declarative statements to state conclusion with a neutral stance of authority (*This shows five 3rd-grade students jumped higher than the average of seven inches.*)
- Thinking verbs to reflect on process (*I wonder if we tried, if it would be different, I think we should have done...*)

# GRADES **2-3** WIDA ELD STANDARD 3 Language for Mathematics

## Argue

**Language Expectations:** Multilingual learners will...

### ELD-MA.2-3.Argue.Interpretive

Interpret mathematics arguments by

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

### ELD-MA.2-3.Argue.Expressive

Construct mathematics arguments that

- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

## Language Functions and Sample Language Features

### Create conjecture using definitions through...

- Relating verbs (*have, belong to, be*) to make claim (*A is bigger than B because it is taller.*)
- Adverbial phrases (qualities, quantities, frequency) to add precision related to conjecture (*All squares have 4 equal sides. Triangles always have 3 sides.*)

### Generalize by finding commonalities across cases through...

- A variety of structures such as comparatives (*er, est; more, most*); demonstratives (*these, both, that*) to point out similarities (*Both squares and rhombuses have 4 equal sides,  $\frac{1}{2}$  is bigger than  $\frac{1}{4}$* )
- Conditional structures (*if/then, when*) to draw conclusions (*If  $34+68=102$  then  $102-68=34$ , When a number is even you can divide it into two equal parts.*)

### Justify conclusion steps and strategies in simple patterns through...

- Technical nouns to add precision and details (*place value, communicative property, angles, measurement, fractions, even/odd*)
- Causal connectors (*because, so, that means*) to present case to others (*The taller rectangle isn't always bigger because you have to look at the area inside.*)
- Drawings, manipulatives, models, diagrams to support thinking

### Identify and respond to others' arguments through...

- Questions (*how, what, why*) to ask for clarification or information (*How did you get your answer?*)
- Declarative statements to disagree/debate (*I disagree, I'm not sure, I got a different answer...*)
- Declarative statements to counter claim or reasoning (*5-3 is not the same as 3-5, Just because it has 4 sides that doesn't make it a square, the sides have to be equal*)

**Language Expectations:** Multilingual learners will...

**ELD-SC.2-3.Explain.Interpretive**

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

**ELD-SC.2-3.Explain.Expressive**

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

**Language Functions and Sample Language Features**

**Describe observations and/or data about a phenomenon through...**

- Abstract nouns and to introduce concepts (*habitat*)
- Declarative statements to present facts
- Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives: *this, that*)
- Relating verbs to state relationships or attributes (*have, be, belong to*)

**Develop a logical sequence between data or evidence and claim through...**

- Timeless verbs to state on-going facts about phenomenon (*Rain forests create oxygen.*)
- Connectors to sequence and order events across paragraphs (*first, second, begins, ends*)
- Causal connectors to link events (*because, so that, when*)
- Prepositional phrases to provide details (*where, when, how*)
- Clauses to express sequences in time (*after digestion, when the air cools*)
- Comparatives to show similarities and differences

**Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution through...**

- Technical terminology (*food chain, biome*) to add precision
- Comparatives to show similarities and differences
- Connectors to sequence and order events across paragraphs (*first, second, begins, ends*)
- Causal connectors to link events (*because, so that, when*)
- Prepositional phrases to provide details about where, when, how
- Clauses to express sequences in time (*after digestion, when the air cools*)



GRADES  
**2-3** WIDA ELD STANDARD 4  
Language for Science

**Argue**

**Language Expectations:** Multilingual learners will...

**ELD-SC.2-3.Argue.Interpretive**

Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

**ELD-SC.2-3.Argue.Expressive**

Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

**Language Functions and Sample Language Features**

**Introduce topic/phenomenon for an issue related to the natural and designed world(s) through...**

- Generalized nouns to interpret observations and evidence (*heating, cooling, temperatures, Heating butter makes it melt.*)
- Relating verbs (*have, belong to, be*) to define topic/phenomenon
- Nouns and adjectives to add precise technical descriptions (*solid, liquid*)

**Make a claim supported by relevant evidence through...**

- A variety of clause structures to connect and combine ideas (*If I add heat, I can melt butter. The butter melted because it got hot.*)
- Labeled pictures, diagrams to support claim
- Verb groups to add precision to the claim and/or evidence (*soften, harden, melt, cook, burn*)

**Establish a neutral tone through...**

- Declarative statements to state claim, observations, conclusion (*Temperature changes materials.*)
- Technical nouns to add precision and details (*materials, reversible/irreversible changes*)

**Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim through...**

- Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text (*Ice melts when it gets heated. It becomes water. Water turns to ice when it gets cold.*)
- A variety of clause structures to explain phenomenon (*because, but, when, like, so, so that*)

**Language Expectations:** Multilingual learners will...

**ELD-SS.2-3.Explain.Interpretive**

Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

**ELD-SS.2-3.Explain.Expressive**

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

**Language Functions and Sample Language Features**

**Introduce phenomena or events through...**

- Language to speak to the reader directly and draw them in (*Did you know?*)
- Prepositional phrases of time, place to contextualize phenomena or events
- Relating verbs (*be, have*) to define phenomena or events (*Deserts are the driest places on earth*)
- Pronouns and renaming to reference ideas and people across the text (*explorers=Spaniards=they*)
- Single nouns to represent abstract concepts (*habitat, pollution*)

**Describe components, order, causes, or cycles through...**

- Connectors to establish relationships among ideas: sequence examples (*first, another*); time markers (*after an earthquake, millions of years later*); causality (*because, so that*)
- Prepositional phrases to add spatial and directional details (*The river flows down the mountain.*)
- Expanded noun groups that include adjectives to answer questions about how many, and what something is like (*seven continents, longest river*)
- Past tense verbs to describe events
- Adverbials to place event in time (*last year, a long time ago, everyday*)

**Generalize possible reasons for a development or event through...**

- Declarative statements to evaluate and interpret events (*The fish are dying because people throw trash in the ocean.*)
- Verbs and adjectives to judge behavior or moral character (*wasting, destroying, bad*)
- Verbs to highlight agents and recipients
- Evaluative language to summarize event (*best, important, dangerous, sad*)

GRADES  
**2-3** WIDA ELD STANDARD 5  
Language for Social Studies

**Argue**

**Language Expectations:** Multilingual learners will...

**ELD-SS.2-3.Argue.Interpretive**

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion

**ELD-SS.2-3.Argue.Expressive**

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

**Language Functions and Sample Language Features**

**Introduce topic through...**

- Title, generalized nouns to introduce topic (*Important People, Nurses, Community Helpers*)
- Declarative statement to present position and/or provide background information (*Nurses are the most important people in our community.*)
- Pronouns (*they, we, us*), demonstratives (*these, this, that, those*), and renaming subject (*nurses=they=helpers*) to reference topic across text
- Text connectors to sequence ideas, support (*Three reasons why nurses are important. First..., Next..., Finally*)

**Select relevant information to support claims with evidence from one or more sources through...**

- Prepositional phrases to identify time, place, (*last year, in January, in our town, at school*)
- Past tense verbs to describe events (*helped, fixed, took care of*)
- Evaluative verbs, adverbs, and adjectives to add author's perspective (*helped, nicely, best*)

**Show relationships between claim, evidence, and reasoning through...**


- Connectors (*because, so, and*) to link claims with evidence and reasoning (*Nurses are important because they help sick people feel better.*)
- Connectors show concession or comparison/contrast (*if, but; Some people don't like shots but nurses do other things to help people.*)
- Summary statements to reiterate position (*That's why nurses are important community helpers.*)

# Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

## LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a purple background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

## Annotated Language Sample



**Context:** This text was written by a multilingual student in grade 2. As part of the language arts program, the teacher asks students to write every day in a journal. This is a piece from that journal.

**Prompt:** It is journal writing time. You can write about whatever you would like. Maybe you want to write a story, or some of you might want to write about characters from movies you like.

### Language Expectation: ELD-LA.2-3.Narrate.Expressive

Multilingual learners use language to construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution or ending
- Engage and adjust for audience

Functions & Features	Olaf	Functions & Features
<p><b>Orient audience to context through...</b></p> <p>Pictures</p> <p>Noun groups to introduce characters</p> <ul style="list-style-type: none"> <li>• <u>Olaf</u></li> </ul> <p>Prepositional phrases to establish time and location</p> <ul style="list-style-type: none"> <li>• <u>in Summer</u></li> </ul>	<p>This is <u>Olaf</u>  <u>he is playing.</u>  <u>in Summer</u> with  flowers and different  animals <u>he likes</u>  Summer <u>he is haveing fun in Summer!</u></p> <p><i>Example of Student Writing</i></p> 	<p><b>Develop story with time and event sequences, complication, resolution or ending through...</b></p> <p>Verbs to describe what characters do</p> <ul style="list-style-type: none"> <li>• <u>is playing.</u></li> <li>• <u>is haveing fun</u></li> </ul> <p>Verbs to describe what characters feel</p> <ul style="list-style-type: none"> <li>• <u>likes</u></li> </ul> <p>Pronouns to reference characters</p> <ul style="list-style-type: none"> <li>• Olaf ... he .... he ... he</li> </ul>
<p><b>Engage and adjust for audience through...</b></p> <p>Word choices to convey attitudes</p> <ul style="list-style-type: none"> <li>• <u>haveing fun</u></li> </ul>		

## Annotated Language Sample

**Context:** This text was written by a multilingual third grader. As the teacher worked on supporting students to develop explanations, she showed them how critical information was concentrated in the noun groups. Together, the class learned how to expand the noun groups to include details such as fewer sticky toe pads, the green anoles, etc. Students jointly constructed noun groups, comparing and contrasting which ones included sufficient information needed to communicate hereditary traits. After that, students wrote independently.

**Prompt:** Which green anoles (a type of lizard) were most likely to be caught by the brown anoles? Why is that?

### Language Expectation: ELD-SC.2-3.Explain.Expressive

Multilingual learners use language to construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

Functions & Features	Green and Brown Anoles	Functions & Features
<p><b>Describe observations and/or data about a phenomenon through...</b></p> <p>Declarative statements to state present facts</p> <ul style="list-style-type: none"> <li>• The green anoles that were born ... good.</li> </ul> <p>Cohesion to reference ideas across text</p> <ul style="list-style-type: none"> <li>• a brown anole ... the brown anoles (renaming subject)</li> </ul> <p>Relating verbs to state attributes</p> <ul style="list-style-type: none"> <li>• are</li> </ul>	<p>The green anoles that were born <u>with fewer sticky toe scales</u> <u>are</u> most likely to get caught <u>by a brown anole</u> because the brown anoles can't climb <u>that good</u>.</p>	<p><b>Develop a logical sequence between data or evidence and claim through...</b></p> <p>Causal connectors to link events</p> <ul style="list-style-type: none"> <li>• <b>because</b></li> </ul> <p>Prepositional phrases to provide details</p> <ul style="list-style-type: none"> <li>• <u>with fewer sticky toe scales</u></li> <li>• <u>by a brown anole</u></li> </ul> <p>Comparatives to show similarities and differences</p> <ul style="list-style-type: none"> <li>• <i>fewer</i></li> <li>• <i>most likely</i></li> <li>• <i>that good</i></li> </ul>

# Proficiency Level Descriptors

## Remember...

**Proficiency Level Descriptors (PLDs)** illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g.,  $PL4 = PL1 + PL2 + PL3 + PL4$ ). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
  - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.



# Grades 2-3 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Understand how coherent texts (spoken, written, multimodal) are created...						
<b>DISCOURSE</b> Organization of language	around general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
Understand how ideas are connected across a whole text through...						
<b>DISCOURSE</b> Cohesion of language	repetitive chunks of meaning across text (red crayon, yellow crayon, blue crayon)	frequently used cohesive devices (demonstratives: this, that, these, those)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: The <b>rectangle</b> is a big one.) and ellipsis (There isn't any. [milk])
Understand how ideas are elaborated or condensed through...						
<b>DISCOURSE</b> Density of language	frequently used multi-word noun groups (green frogs)	multi-word noun groups with connectors (green and slimy frogs)	expanded noun groups with classifiers (tree frogs and poison frogs)	expanded noun groups with prepositional phrases (three little green tree frogs on the log)	expanded noun groups with embedded clauses (three little green tree frogs that jumped into the water)	expanded noun groups with a variety of embedded clauses (three little green tree frogs with long legs that swam away and didn't come back)
Understand how meanings are extended or enhanced through...						
<b>SENTENCE</b> Grammatical complexity	chunks of language (stick to rocks and coral)	simple sentences (They stick to rocks and coral.)	related simple sentences (They look like plants. They stick to rocks and coral.)	multiple related simple sentences (They are called anemones. They look like plants. They stick to rocks and coral.)	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: They are called anemones and they look like plants.)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: Anemones look like plants but they are sea animals.)
Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...						
<b>WORD, PHRASE</b> Precision of language	frequently used words and phrases in familiar contexts and topics (time to clean up)	situation-specific words and phrases (How do we spell that word?)	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins...)



## Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>Last week, When I was five, I think, etc.</i> )	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the</i> or <i>these clouds</i> )	a variety of types of elaboration (adding in embedded clauses after the noun ( <i>those storm clouds that we saw yesterday</i> ))	a wide variety of types of elaboration (adding in embedded clauses after the noun ( <i>those storm clouds that we saw yesterday</i> ))
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments ( <i>triangles and rectangles</i> )	sentence fragments and emerging use of simple sentences ( <i>triangle has three sides</i> )	simple sentences ( <i>A square has 4 right angles.</i> )	sentences with emerging use of clauses ( <i>We put triangles, then rectangles</i> )	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>We put blue triangles, then we put red triangles.</i> )	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: <i>We put blue triangles, then red triangles, but there was no pattern.</i> )
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	few frequently used words and phrases with emerging precision ( <i>Time to eat?</i> )	some frequently used words and phrases with some precision ( <i>three groups of four equals...</i> )	a small repertoire of words and phrases with developing precision ( <i>best friend, the red ball</i> )	a growing repertoire of words and phrases with growing precision ( <i>preschool friends, math time, after lunch</i> )	an expanding repertoire of words and phrases including idioms and collocations with expanding precision ( <i>hard as a rock</i> )	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision ( <i>rounding off and finding the mean</i> )



# GRADES 4-5

## Grades 4-5

In the upper elementary grades, the classroom is bustling with activity as learners interact, interpret, and express themselves in multimodal ways. These students are beginning to think about more abstract ideas, and they are developing the ability to understand different points of view. They are improving their skills to plan and organize their thoughts and actions as they predict, process information, connect causes and effects, distinguish opinions from claims, and formulate claims substantiated with evidence. In the social-emotional realm, these students have a growing need to be independent, but also to be accepted and nurtured by family, adults in the school community, and peers.

Classrooms are windows for multilingual learners to make discoveries while expanding their language repertoire in content area learning. The oral and written language of fourth and fifth graders is becoming more sophisticated, and multilingual learners are increasing their range of numeracy, literacy, and other academic experiences through multiple languages and cultures. Authentic hands-on activities offer opportunities for multilingual learners to interact in pairs and small groups to enhance their learning. Collaborating in teams, multilingual learners rely on each other to problem-solve, dialogue, and build relationships with their peers as they share the world around them.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 4-5:

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
  - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

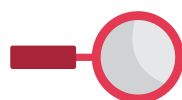
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

# Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-8 offers snapshots of some ways students engage in each Key Language Use throughout grades 4-5.

**Table 3-8: Snapshots of Key Language Uses in Grades 4-5**

Snapshots of Key Language Uses in Grades 4-5	
<b>Narrate</b>	<ul style="list-style-type: none"> <li>• Add details about characters and settings</li> <li>• Use dialogue to provide insight into characters' motives and personalities</li> <li>• Create images in the reader's mind through descriptive language</li> <li>• Interpret and construct narratives in a variety of contexts and purposes, including fictional or historical narratives about significant individuals or events</li> </ul>
<b>Inform</b>	<ul style="list-style-type: none"> <li>• Provide objective general descriptions of entities and concepts of observable and unobservable phenomena</li> <li>• Share factual knowledge by moving from concrete and familiar topics to unfamiliar topics</li> <li>• Construct generalizations of concepts beyond experiences (e.g., compare earthquakes and cyclones)</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>• Identify consequences of actions or events</li> <li>• Give account for the underlying causes of how something works or why something happens</li> <li>• Begin to show underlying causes of more abstract phenomena</li> </ul>
<b>Argue</b>	<ul style="list-style-type: none"> <li>• Substantiate claims with evidence and reasoning</li> <li>• Use evidence from texts or data to support claims</li> <li>• Consider and engage with other voices, possibilities, and perspectives</li> <li>• Argue about topics that go beyond students' immediate contexts to topics outside their realm of personal experience</li> </ul>



*Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.*

The **most prominent Key Language Uses** in grades 4-5 are the basis for its **Language Expectations**. They are marked with a filled-in circle (●) in the boxes of Table 3-9. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

**Table 3-9: Distribution of Key Language Uses in Grades 4-5**

Distribution of Key Language Uses in Grades 4-5				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

 Most Prominent
  Prominent
  Present

# Language Expectations, Functions, and Features

## Language Expectations

**Language Expectations** are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

## Language Functions

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-4, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

## Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

## Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-4, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-4 on the next page shows how the Language Functions and Language Features appear.

Figure 3-4: Grades 4-5 Language Functions and Language Features

GRADES  
**4-5**

**WIDA ELD STANDARD 2**  
Language for Language Arts

**Inform**

**Language Expectations:** Multilingual learners will...

<b>ELD-LA.4-5.Inform.Interpretive</b> Interpret informational texts in language arts by <ul style="list-style-type: none"><li>Identifying and summarizing main ideas and key details</li><li>Analyzing details and examples for key attributes, qualities, and characteristics</li><li>Evaluating the impact of key word choices in a text</li></ul>	<b>ELD-LA.4-5.Inform.Expressive</b> Construct informational texts in language arts that <ul style="list-style-type: none"><li>Introduce and define topic and/or entity for audience</li><li>Establish objective or neutral stance</li><li>Add precision and details to define, describe, compare, and classify topic and/or entity</li><li>Develop coherence and cohesion throughout text</li></ul>
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**Language Functions and Sample Language Features**

**Introduce and define topic and/or entity for audience through...**

- Descriptive titles and generalized nouns to introduce topic and/or entity (*Sea Turtles, The Human Body, Rainforest Mammals*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining)
- Relating verbs (*have, be, belong to, means, represents, is called*) to define or describe topic and/or entity (*Marsupials are mammals that carry their babies in a pouch.*)
- Timeless present verbs (*carries, travels, swims*) to indicate generalizable nature of information

**Establish objective or neutral stance through...**

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language (*the red-bellied piranha versus the terrifying piranha*)
- Generalized nouns to identify class of things (*marine life versus dolphins, sea turtles*)
- Reporting devices to integrate sourced information into report saying verbs (*said, reported, claims*), direct and indirect quotes

Language Functions (common patterns of language use) appear here and again below

Language Features (examples of language resources) appear here

# GRADES **4-5** WIDA ELD STANDARD 1

## Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

**Language Expectations:** Multilingual learners will...

### Narrate

#### ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

**Language Expectations:** Multilingual learners will...

### Inform

#### ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information



**GRADES**  
**4-5** **WIDA ELD STANDARD 1**  
Social and Instructional Language

**Language Expectations:** Multilingual learners will...

## Explain

### ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

**Language Expectations:** Multilingual learners will...

## Argue

### ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

**Language Expectations:** Multilingual learners will...

**ELD-LA.4-5.Narrate.Interpretive**

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

**ELD-LA.4-5.Narrate.Expressive**

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

**Language Functions and Sample Language Features**

**Orient audience to context through...**

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to establish the context e.g., questions, statements, dialog (*"We must think only of the things that we must do," the old lady said.*)
- Adverbial and prepositional phrases to establish time and location (*During the last century, Last Tuesday, On Saturn's second outer ring, High above the city*)
- Statements and questions to foreshadow or state complication (*Would her dream ever come true? She knew not to give up.*)

**Develop and describe characters and their relationships through...**

- Verbs to describe character behaviors (*raced, explored*), thoughts (*wondered, believed*), feelings (*hoped, longed for*), speech (*mumbled, screamed, questioned*)
- Expanded noun groups to add description and detail (*seven powerful kings, curly-haired baby girl*)
- Expanded verb groups to show relationship between characters (*Uncle smiled lovingly at his nephew. She whispered angrily into Sonia's ear.*)
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships
- Pronouns, demonstrative, renaming, synonyms to reference characters or ideas across the text (*he, his; these, this; Zeus=Greek God=King of Mt. Olympus*)

### Develop story with complication and resolution, time and event sequences through...

- Dependent clauses to add details (*the race, which only happened every four years*)
- A variety of verb tenses to locate events in time, including dialog (*"Where are you going?" I asked.*)
- Connectors to sequence time (*later that night*), and events (*While the game was on, we slipped out.*)
- Statements to provide closure, evaluate experience, or summarize narrative (*finally, it was over, the experience was enlightening, there are some things that can't be seen but only felt.*)

### Engage and adjust for audience through...

- Evaluative word choices to describe author's attitudes (*awesome, scared, mean, enjoyed the time, most people*)
- Literary devices to enrich the narrative, including simile (*as cool as a cucumber*), personification, alliteration (*lounging lizard*), sensory words/phrases (*tingling*), onomatopoeia (*ZAP!*)
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in (*Listen while I tell you the most amazing story.*)

**Language Expectations:** Multilingual learners will...

**ELD-LA.4-5.Inform.Interpretive**

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

**ELD-LA.4-5.Inform.Expressive**

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

**Language Functions and Sample Language Features**

**Introduce and define topic and/or entity for audience through...**

- Descriptive titles and generalized nouns to introduce topic and/or entity (*Sea Turtles, The Human Body, Rainforest Mammals*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining)
- Relating verbs (*have, be, belong to, means, represents, is called*) to define or describe topic and/or entity (*Marsupials are mammals that carry their babies in a pouch.*)
- Timeless present verbs (*carries, travels, swims*) to indicate generalizable nature of information

**Establish objective or neutral stance through...**

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language (*the red-bellied piranha versus the terrifying piranha*)
- Generalized nouns to identify class of things (*marine life versus dolphins, sea turtles*)
- Reporting devices to integrate sourced information into saying verbs (*said, reported, claims*), direct and indirect quotes

### Add precision and details to define, describe, compare, and classify topic and/or entity through...

- Adverbial and prepositional phrases to specify times and location (*every year, during the 17th century, in the North Atlantic, throughout Australia*)
- Comparing/contrasting connectors to differentiate between entities or components (*unlike/like, fewer/more than, however, likewise*)
- Variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to report on past events
- Expanded noun groups and adjectives to add details to the concept or entity (*spherical ball of rocks or gas*), and to classify or qualify information (*environmental threats, greenhouse gasses*)
- Visuals (graphs, labeled diagrams, photos) to support key details

### Develop coherence and cohesion throughout text through...

- Pronouns, demonstratives, synonyms, and renaming to reference and link ideas/entities across sections of text (*his, he; these, this; tornado=natural disaster; Orca=ocean mammal=killer whale*)
- Ellipsis to reduce repetition and redundancy (*Scientists asked legislators to make changes to protect turtles and they did [make the changes]*)
- Topic nouns to begin sentences or paragraphs across text
- Nominalizations to represent abstract concepts (*Leatherbacks are declining=this decline in population*)

**Language Expectations:** Multilingual learners will...

**ELD-LA.4-5.Argue.Interpretive**

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

**ELD-LA.4-5.Argue.Expressive**

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

**Language Functions and Sample Language Features**

**Introduce and develop a topic clearly; state an opinion through...**

- Declarative statements to frame topic, provide background information, and state opinion (*The Proudest Blue provides a great example of being proud of your heritage.*)
- Noun groups (*adjectives, embedded clauses*) to add description and/or introduce topic (*Lance, a first-generation immigrant; Dinner, which was always wonderful*)
- Pronouns, synonyms, renaming subjects to maintain cohesion (*they=the new arrivals=immigrants=the foreigners*)
- First person (*I think, In my opinion*) or third person (*this book provides, the author believes*) to state an opinion

**Support opinions with reasons and information through...**

- A variety of clauses (*adverbial, embedded*) to support opinion and/or claim (*quotes, examples, detailed descriptions*)
- Expanded noun and verb groups to add detail (*Faizah arrived for her first day of school with a new backpack and light-up shoes.*)
- Connectors to elaborate an idea/interpretation (*so, this means, therefore, a way to think about this*)
- Connectors to link claim/opinion with evidence and reasoning (*because, as a result, when, if, although, but*)
- Modality to express obligation or certainty (*might, could, must, need to, have to*)

### Use a formal style through...

- First person (personal) or third person (neutral) to present point of view (*The book tells us that even through difficult times, we can still stick to our culture.*)
- Authoritative declarative sentences to evaluate and interpret events (*The Proudest Blue teaches us to be proud of our culture.*)
- Evaluative adjectives and adverbs to add writer's perspective (*beautiful, amazing, unfortunately*)
- Emotive or objective language to appeal to logic or feelings (*love flowed from everything she made versus she cooked dinner*)

### Logically connect opinions to appropriate supporting evidence, facts, and details; offer a concluding statement or section through...

- That-clauses to link claim with evidence (*This shows that the theme is*)
- Connectors to sequence points in the argument (*first, furthermore, as evidenced by*)
- Summary statement to reiterate opinion or encourage a response (*I recommend this book, a book to help us remember*)

**Language Expectations:** Multilingual learners will...

**ELD-MA.4-5.Explain.Interpretive**

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

**ELD-MA.4-5.Explain.Expressive**

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

**Language Functions and Sample Language Features**

**Introduce concept or entity through...**

- Mathematical terms and phrases to describe concept, process, or purpose (*the angles within a circle can be measured with a protractor like this*)
- Relating verbs (*belong to, are part of, be, have*) to define or describe concept

**Share solution with others through...**

- Generalized nouns to add precision to discussion (*conversion, measurement, volume*)
- Language choices to reflect on completed and on-going process (*we should have done this, we might be able to, what if we try*)
- First person (*I, we*) to describe approach; third person to describe approach with neutral stance of authority
- Observational (*notice, it appears, looks like*) and comparative language (*different from, similar to, the same*) to share results (*We notice our process was different, but we have the same solution.*)



### Describe data and/or steps to solve problem through...

- Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions (*operation, associative property, area formula, function*)
- Past tense doing verbs (*measured, converted*) and thinking verbs (*remembered, thought, figured out*) to recount steps
- Visuals (charts, graphs, diagrams, manipulatives, drawings) to support approach and/or solution
- Connectors to order steps (*first, next, then*) and indicate causal relationships (*because, so, that means, as a result*)

### State reasoning used to generate solution through...

- Declarative statements to state conclusion with a neutral stance of authority (*These two fractions are equivalent because...*)
- Causal connectors to express reasoning (*We multiplied the two numbers together because...*)
- Conjunctions (*if/then, when/then, because, as, since, so that*) to establish result/condition relationships (*if the field has a length that is twice its width, then the area is...*)

**Language Expectations:** Multilingual learners will...

**ELD-MA.4-5.Argue.Interpretive**

Interpret mathematics arguments by

- Comparing conjectures with patterns, and/or rules
- Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations

**ELD-MA.4-5.Argue.Expressive**

Construct mathematics arguments that

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

**Language Functions and Sample Language Features**

**Create conjecture using definitions, patterns, and rules through...**

- Relating verbs (*have, belong to, be*) to make a claim (*9/15 is equivalent to 3/5 and 6/10 is an equivalent fraction too because they are all multiples*)
- Adverbial phrases (*for qualities, quantities, frequency*) to add precision related to conjecture (*The interior angles of a triangle will always add up to 180°*)

**Generalize commonalities and differences across cases through...**

- Conditional clauses (*when, if*) to extend conjecture (*If you remember the inverse operations, you can figure out the missing quantity by...*)
- Declarative statements to present generalizable processes (*The divisibility rules can help you find all the factor pairs of a product.*)

### Justify conclusion with patterns or rules through...

- Conditional structures (*if/then, when*) to demonstrate conclusions (*Adding 3 to an even number always gives you an odd number and if you add 3 to an odd number, you will get an even number.*)
- Technical nouns and noun groups to add precision and details (*exponents, decimals, inverse operations, intersecting lines*)
- Drawings, manipulatives, diagrams, graphs, models to demonstrate thinking

### Evaluate others' arguments through...

- Questions (*how, what, why*) and requests (*could, would*) to ask for clarification or information (*How did you know how to start? Could you explain this part of your diagram?*)
- Declarative statements to disagree/debate (*I don't think that's right, I disagree, how did you, I did it differently, let's compare our process*)

**Language Expectations:** Multilingual learners will...

**ELD-SC.4-5.Explain.Interpretive**

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

**ELD-SC.4-5.Explain.Expressive**

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

**Language Functions and Sample Language Features**

**Describe observations and/or evidence about a phenomenon through...**

- Abstract nouns to introduce concepts, ideas, and technical terms (*cycles, states of matter, condensation*)
- Cohesion to reference ideas, people across text (*pronouns, renaming subject, synonyms*)
- Relating verbs to state relationships or attributes (*have, be, belong to*)
- Timeless verbs to state on-going facts about the phenomenon (*ocean water evaporates*)

**Establish neutral or objective stance in communicating results through...**

- Passive voice and declarative statements (*evaporation is caused by, ice and snow evaporate*)
- Word choices to moderate stance, e.g., hedging (*could/might, sometimes, usually*)
- Objective language to adjust precision and/or invite shared interest

### **Develop reasoning to show relationships between evidence and claims through...**

- Nominalizations to represent abstract concepts (*condensation*)
- Connectors to link clauses and combine ideas into logical relationships (*so, because, and then*), or express causality (*when, although, in order to*)
- A variety of ways to describe phenomena (relative clauses, declarative statements)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

### **Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution through...**

- Labeling/describing diagrams, graphs and tables to add information about the phenomenon
- Ask and answer questions to clarify or hypothesize about phenomenon
- Conditional clauses (*if/then*) to generalize phenomenon to additional contexts

**Language Expectations:** Multilingual learners will...

**ELD-SC.4-5.Argue.Interpretive**

Interpret scientific arguments by

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation

**ELD-SC.4-5.Argue.Expressive**

Construct scientific arguments that

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

**Language Functions and Sample Language Features**

**Introduce topic/phenomenon related to the natural and designed world(s) through...**

- Generalized nouns to define phenomenon (*weathering, erosion, eruptions, mapping*)
- Relating verbs (*have, belong to, be*) to define topic/phenomenon (*The Earth is shaped by many forces like wind and water.*)
- Expanded noun phrases to add clarity, classify, or add descriptions (*underground pressure, marine shell fossils*)

**Make and define claim based on evidence, data, and/or model through...**

- Expanded noun groups to add precision and details (*Earth's cycles of heating and cooling*)
- Connectors to link ideas (*as a result, therefore, over time*)
- Maps, diagrams, graphics, data to support claim/evidence

### Establish a neutral tone or an objective stance through...

- Passive voice to keep focus on topic (*The Earth was shaped by many forces.*)
- Active verb groups to describe phenomenon (*Water erodes rock over time.*)
- Declarative third person statements to record claim, observations, conclusion (*Wind causes erosion in three ways.*)

### Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim through...

- Connectors to signal time (*next, at the same time*), causality (*therefore, consequently, as a result, because*), clarification (*for example, this shows how*)
- Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text
- Modal verbs to describe possible impacts of phenomenon on various situations, including human (*Natural forces like tsunamis and volcanic eruptions can impact the Earth's surface and people's safety.*)

**Language Expectations:** Multilingual learners will...

**ELD-SS.4-5.Explain.Interpretive**

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

**ELD-SS.4-5.Explain.Expressive**

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

**Language Functions and Sample Language Features**

**Introduce phenomena or events through...**

- Prepositional phrases of time, place to contextualize phenomena or events
- Relating verbs (*have, be*) to define phenomena or events
- Nouns to represent abstract concepts (*factors, effects, economics*)
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

**Describe components, order, causes and effects, or cycles using relevant examples and details through...**

- Connectors to order, sequence, show relationships among ideas (*the first factor, after the bill passed, that caused*)
- Noun groups to provide details answering who, what, when, where (*They made maple syrup in the spring outside the winter camp.*)
- Verbs groups to add accuracy (*traveled quickly and quietly*)

**Generalize probable causes and effects of developments or events through...**

- Word choices to evaluate, judge, or appreciate significance of event or phenomenon
- Nominalizations to summarize events and name abstract phenomenon (*city expansion*)
- Declarative statements to evaluate or interpret events



**Language Expectations:** Multilingual learners will...

**ELD-SS.4-5.Argue.Interpretive**

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

**ELD-SS.4-5.Argue.Expressive**

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

**Language Functions and Sample Language Features**

**Introduce topic through...**

- Generalized nouns and descriptive title to introduce topic (*Native Peoples of Wisconsin*)
- Declarative statements to present position and/or provide background information
- Expanded noun groups to provide detail about the topic with relative clauses (*The Ho-Chunk, an Indigenous Nation in Wisconsin*)
- Pronouns, synonyms, renaming subject to create cohesion
- Connectors to structure paragraphs (*first, In the beginning, meanwhile, as a result, In conclusion*)

**Select relevant information to support claims with evidence gathered from multiple sources through...**

- Variety of clauses (adverbial, embedded) to add details, examples, quotes, data (*in the book, according to, the author tells us*)
- Adverbial and prepositional phrases to specify time (duration, specific date, or range), location, how or why something happened (*During the 1800s, many native peoples were forced to move west because of settlers from the east.*)
- Doing verbs (*fled, hunted*) to identify agent

### Establish perspective through...

- Passive voice to keep emphasis on main topic rather than who or what is doing the action (*the people were forced off their land*). Alternately, use active voice to keep emphasis on who or what is doing the action.
- Evaluative verbs, adverbs, and adjectives to add author's perspective (*forced, lonely, worst*)
- Objective or emotive language to appeal to logic or feelings (*relocated versus forcibly driven from their home*)

### Show relationships between claims with reasons and multiple sources of evidence through...


- Connectors to link claims with evidence and reasoning (*because, so, and*)
- Connectors to signal alternate points of view (*one way, another way, on the other hand*)
- Connectors to show comparison/contrast (*if, unless, however*)
- Modality in summary statements to reiterate position, or create a call to action (*should, must, necessary to, might, could*)

# Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

## LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a red background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

## Annotated Language Sample

**Context:** This is a mentor text developed by a teacher to apprentice her fourth-grade class to write arguments. The teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured, as well as the way certain language features are employed to meet the purpose of the argument. Then, the teacher and students jointly constructed another argument text making use of similar structures and language features.

### Language Expectation: ELD-LA.4-5.Argue.Expressive

Multilingual learners use language to construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

Functions & Features	School over Summer?	Functions & Features
<p><b>Introduce and develop a topic clearly; state an opinion through...</b></p> <p>Declarative statement to frame the topic</p> <ul style="list-style-type: none"> <li>• Although there are ... school over the summer.</li> </ul> <p>First person to state an opinion</p> <ul style="list-style-type: none"> <li>• I</li> <li>• my position</li> </ul> <p>Noun groups to introduce topic</p> <ul style="list-style-type: none"> <li>• <u>many great things about vacations</u></li> <li>• <u>students and teachers</u></li> </ul>	<p>Although there are <u>many great things about vacations</u>, <u>students and teachers</u> should go to school over the summer. I will share <u>several reasons</u> to support my position on this issue.</p> <p><b>First</b>, if students went to school over the summer, they <u>would forget</u> less of what they learned during the <u>school year</u> and be better prepared for the next grade. <b>Also</b>, some students <u>do not go</u> on trips or go to camp, and going to school over the summer means they <u>would not get bored.</u></p>	<p><b>Support opinions with reasons and information through...</b></p> <p>Noun groups and verb groups to add detail</p> <ul style="list-style-type: none"> <li>• <u>several reasons</u></li> <li>• <u>school year</u></li> <li>• <u>would forget</u></li> <li>• <u>do not go</u></li> <li>• <u>would not get bored</u></li> </ul> <p><b>Logically connect opinions to appropriate evidence through...</b></p> <p>Connectors to sequence points in the argument</p> <ul style="list-style-type: none"> <li>• <b>first</b></li> <li>• <b>also</b></li> </ul>

Functions & Features	School over Summer? <i>Continued</i>	Functions & Features
<p><b>Introduce and develop a topic clearly; state an opinion through...</b></p> <p>Pronouns and renaming subject to maintain cohesion</p> <ul style="list-style-type: none"> <li>• teachers .... their own ... their time</li> </ul> <p><b>Use a formal style through...</b></p> <p>Third person to present point of view</p> <ul style="list-style-type: none"> <li>• teachers</li> <li>• students</li> </ul>	<p>Additionally, teachers work on their own during the summer anyway, and it <i>would be</i> a better use of their time to work with students.</p> <p><b>As stated above</b>, it is my position that going to school over the summer would benefit students and teachers.</p>	<p><b>Logically connect opinions to appropriate evidence through...</b></p> <p>Connectors to sequence points in the argument</p> <ul style="list-style-type: none"> <li>• <b>additionally</b></li> <li>• <b>as stated above</b></li> </ul> <p><b>Support opinions with reasons and information through...</b></p> <p>Modality to express certainty</p> <ul style="list-style-type: none"> <li>• <i>would be ...</i></li> </ul> <p>Summary statement to reiterate opinion</p> <ul style="list-style-type: none"> <li>• <b>As stated above</b>, it is my position that... teachers.</li> </ul>

## Annotated Language Sample

**Context:** This mentor text was developed by a researcher who modeled for fourth graders how to write an explanation for a social studies unit focusing on the indigenous people of Wisconsin. Students learned about who the groups of people are (and were) and studied the causes and effects of phenomena, such as removing people from their land, sending children to boarding schools, and treaties. For their writing assignment, students produced a factorial explanation where they identified and described the factors that led to a particular outcome, such as loss of identity, loss of language, and loss of culture.

### Language Expectation: ELD-SS.4-5.Explain.Expressive

Multilingual learners use language to construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

Functions & Features	Loss of Identity and the Menominee	Functions & Features
<p><b>Introduce phenomena or events through...</b></p> <p>Prepositional phrases of time, place to contextualize phenomenon or event</p> <ul style="list-style-type: none"> <li>• <u>from the forest</u></li> <li>• <u>before Europeans arrived</u></li> <li>• <u>in western Wisconsin</u></li> <li>• <u>along the Green Bay</u></li> <li>• <u>on the Wolf River</u></li> </ul> <p>Relating verbs to define phenomenon or event</p> <ul style="list-style-type: none"> <li>• <u>is, is, is</u></li> </ul> <p>Cohesion to reference people across text</p> <ul style="list-style-type: none"> <li>• the Menominee Nation, the Menominee, Menominee people (renaming)</li> </ul>	<p>Identity <u>is</u> who you are. So, to say that you lost your identity is to say you lost who you are. This is what happened to <u>the Menominee Nation of Wisconsin</u>.</p> <p><u>The Menominee Nation</u> <u>is</u> a group of people native to Wisconsin. Their traditions and identity come <u>from the forest</u>. <u>Before the Europeans arrived</u> <u>the Menominee</u> <u>lived</u> in western Wisconsin <u>along the shores of Lake Michigan and Green Bay</u>. They <u>hunted</u> for animals and <u>fished</u> for sturgeon <u>on the Wolf River</u>. <u>The forest</u> was very important to them. <u>The forest is</u> their identity. <u>Menominee people</u> say, "we are the forest".</p>	<p><b>Describe components, order, causes and effects, or cycles using relevant examples and details through...</b></p> <p>Noun groups to provide details answering who, what, when, where</p> <ul style="list-style-type: none"> <li>• <u>the Menominee Nation of Wisconsin</u></li> <li>• <u>a group of people native to Wisconsin</u></li> <li>• <u>their tradition and identity</u></li> <li>• <u>the forest</u></li> <li>• <u>Menominee people</u></li> </ul> <p>Verbs groups to add accuracy</p> <ul style="list-style-type: none"> <li>• <u>lived</u></li> <li>• <u>hunted</u></li> <li>• <u>fished</u></li> </ul>

Functions & Features	Loss of Identity and the Menominee Continued	Functions & Features
<p><b>Introduce phenomena or events through...</b></p> <p>Nouns to represent abstract concepts</p> <ul style="list-style-type: none"> <li>• <u>identity</u></li> <li>• <u>factors</u></li> <li>• <u>homelands</u></li> </ul> <p>Cohesion to reference ideas, people across text</p> <ul style="list-style-type: none"> <li>• the first factor ... this ... it (pronouns)</li> <li>• they, they, they (repetition)</li> <li>• had to give up, had to give up (repetition)</li> </ul> <p><b>Generalize probable causes and effects of events or developments through...</b></p> <p>Nominalizations to summarize event and name abstract phenomenon</p> <ul style="list-style-type: none"> <li>• <u>taking their land away</u></li> <li>• <u>cutting down their forest</u></li> <li>• <u>assimilation</u></li> </ul>	<p>When the Europeans arrived in the 1600s, everything changed for the worse. The Menominee people lost their <u>identity</u>, almost forever. <b>There are three factors</b> which caused the Menominee to lose their identity. The first is <u>taking their land away</u>, the second is <u>cutting down their forest</u>, the third is <u>assimilation</u>.</p> <p><u>The first factor</u> that <u>caused</u> the Menominee people <u>to lose</u> their identity was that the US government <u>forced</u> them <u>to give up</u> their land. <u>This</u> <u>happened</u> first in the 1820s. <u>Native peoples from New York were pushed out</u> of their <u>homelands</u> and <u>were trying to find</u> a new place to live. <u>The US government</u> told the Menominee they <u>had to give up</u> <u>500,000 acres of their land</u> to <u>the Oneida and the Mochican</u>. <u>It</u> <u>happened</u> again in 1848, when Wisconsin became a state. <u>They</u> <u>had to give up</u> the rest of their land. Without their forests, they <u>couldn't be</u> themselves. <u>They</u> <u>lost</u> their identity. <i>Fortunately</i>, <u>some of the Menominee</u> leaders fought back. In 1854, <u>they</u> got back <u>276,000 of forest along the Wolf River</u>.</p>	<p><b>Describe components, order, causes and effects, or cycles using relevant examples and details through...</b></p> <p>Connectors to order, sequence, show relationships among ideas</p> <ul style="list-style-type: none"> <li>• <b>there are three factors</b></li> <li>• <b>the first factor</b></li> </ul> <p>Noun groups to provide details answering who or what</p> <ul style="list-style-type: none"> <li>• <u>the US government</u></li> <li>• <u>native peoples from New York</u></li> <li>• <u>the Oneida and the Mochican</u></li> <li>• <u>500,000 acres of their land</u></li> <li>• <u>some of the Menominee leaders</u></li> <li>• <u>276,000 of forest along the Wolf River</u></li> </ul> <p>Verbs groups to add accuracy</p> <ul style="list-style-type: none"> <li>• <u>caused to lose</u></li> <li>• <u>forced ... to give up</u></li> <li>• <u>happened</u></li> <li>• <u>were pushed out</u></li> <li>• <u>were trying to find</u></li> <li>• <u>had to give up</u></li> <li>• <u>couldn't be ...</u></li> <li>• <u>lost</u></li> </ul>

Functions & Features	Loss of Identity and the Menominee Continued	Functions & Features
<p><b>Introduce phenomena or events through...</b></p> <p>Nouns to represent abstract concepts</p> <ul style="list-style-type: none"> <li>• <u>tradition</u></li> <li>• <u>assimilation</u></li> </ul> <p>Relating verbs to define phenomenon</p> <ul style="list-style-type: none"> <li>• <u>is</u></li> </ul> <p><b>Generalize probable causes and effects of events or developments through...</b></p> <p>Word choices to evaluate, judge, or appreciate significance of event</p> <ul style="list-style-type: none"> <li>• <i>unfortunately</i></li> <li>• <i>destroyed</i></li> <li>• <i>fortunately</i></li> <li>• <i>alive</i></li> <li>• <i>almost lost forever</i></li> <li>• <i>never do that again</i></li> </ul> <p>Declarative statements to evaluate or interpret events</p> <ul style="list-style-type: none"> <li>• Unfortunately, the US ... forest.</li> <li>• Fortunately, ... assimilation.</li> <li>• We should ... group of people.</li> </ul>	<p><u>The second factor</u> that caused the <u>Menominee to lose their identity</u> was logging. <u>The Menominee tradition</u> was to only cut down mature trees. This is a way to protect the forest. <i>Unfortunately, the</i> <u>US forest service</u> put a big sawmill on their land and used it to clear-cut <u>big sections of the forest</u>. Clear-cut <u>is</u> when you cut down everything at once. <u>The forest service</u> also left behind lots of brush which caught fire and <i>destroyed</i> more of the forest. The Menominee believe that they are the forest. When you cut down the forest, you cut down the people.</p> <p><b>The third factor</b> that led to the Menominee to lose their identity was <u>assimilation</u>.</p> <p>....</p> <p><i>Fortunately</i>, there were enough Menominee people who <u>fought</u> the US government against taking their land, logging, and assimilation. <b>One time</b> <u>the Menominee elders lay down</u> on the highway <u>to prevent</u> the land from being sold. In 1969, a law <u>was passed</u> that gave them back their Reservation. <b>Today</b> there are many Menominee people who still remember their identity and <u>teach</u> their ways to the children. So <u>the Menominee identity</u> is still <i>alive</i>. But because of the bad things the US government did, it was <i>almost lost forever</i>. We <u>should remember</u> what happened and <i>never do that again</i> to <u>a group of people</u>.</p>	<p><b>Describe components, order, causes and effects, or cycles using relevant examples and details through...</b></p> <p>Connectors to order, sequence, show relationships among ideas</p> <ul style="list-style-type: none"> <li>• <b>the second factor</b></li> <li>• <b>the third factor</b></li> <li>• <b>one time</b></li> <li>• <b>today</b></li> </ul> <p>Noun groups to provide details about who or what</p> <ul style="list-style-type: none"> <li>• <u>the second factor that caused the Menominee to lose their identity</u></li> <li>• <u>the Menominee tradition</u></li> <li>• <u>the US forest service</u></li> <li>• <u>big sections of the forest</u></li> <li>• <u>the Menominee elders</u></li> <li>• <u>the Menominee identity</u></li> <li>• <u>a group of people</u></li> </ul> <p>Verb groups to add accuracy</p> <ul style="list-style-type: none"> <li>• <u>fought</u></li> <li>• <u>lay down...to prevent</u></li> <li>• <u>was passed</u></li> <li>• <u>teach</u></li> <li>• <u>should remember</u></li> </ul>



# Proficiency Level Descriptors

## Remember...

**Proficiency Level Descriptors (PLDs)** illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g.,  $PL4 = PL1 + PL2 + PL3 + PL4$ ). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
  - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward their independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

# Grades 4–5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Understand how coherent texts (spoken, written, multimodal) are created...						
<b>DISCOURSE</b> Organization of language	around specific topics ( <i>Clean water</i> ) with multiple related simple sentences	to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
Understand how ideas are connected across a whole text through...						
<b>DISCOURSE</b> Cohesion of language	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
Understand how ideas are elaborated or condensed through...						
<b>DISCOURSE</b> Density of language	multi-word noun groups with connectors ( <i>mean and nasty bullies</i> )	expanded noun groups with classifiers ( <i>mean and nasty fourth grade bullies</i> )	expanded noun groups with prepositional phrases ( <i>my favorite character in this book</i> )	expanded noun groups with embedded clauses ( <i>my favorite character who stood up to the bullies</i> )	expanded noun groups with a variety of embedded clauses ( <i>my favorite character who stood up to the bullies and hardship</i> )	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization: <i>she stood up to bullies = her courage</i> )
Understand how meanings are extended or enhanced through...						
<b>SENTENCE</b> Grammatical complexity	simple sentences ( <i>Strong winds blow through the forest.</i> )	related simple sentences ( <i>Winds blow through the forest. The trees sway and shake.</i> )	multiple related simple sentences ( <i>Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.</i> )	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>The trees sway and shake, and dead branches fall off to the ground.</i> )	compound sentences with frequently used ways of combining clauses ( <i>Strong winds blow through the forests, but the mighty oaks stand tall and proud.</i> )	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area ( <i>When strong winds blow through the forests, the trees sway and shake.</i> )
Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...						
<b>WORD, PHRASE</b> Precision of language	situation-specific words and phrases ( <i>between those two black wires</i> )	an increasing number of words and phrases ( <i>Over there on the board?</i> )	a growing number of words and phrases in a variety of contexts ( <i>lightbulb went off, the electric circuit</i> )	an expanding number of words and phrases including idioms and collocations ( <i>push and pull, quit pulling my leg</i> )	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns ( <i>the invisible force between two magnets</i> )	a wide variety of words, phrases, and expressions with multiple meanings across content areas ( <i>electric shock versus I'm shocked</i> )

## Grades 4–5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>DISCOURSE</b> Organization of language	<b>Create coherent texts (spoken, written, multimodal) using...</b>					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>first, and then, then</i> )	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text ( <i>the first reason, the second reason, the evidence is...</i> )
<b>DISCOURSE</b> Cohesion of language	<b>Connect ideas across a whole text through...</b>					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
<b>DISCOURSE</b> Density of language	<b>Elaborate or condense ideas through...</b>					
	a few types of elaboration (adding familiar adjectives to describe nouns: <i>maple syrup</i> )	some types of elaboration (adding newly learned or multiple adjectives to nouns ( <i>thick, sweet, sticky maple syrup</i> ))	a growing number of types of elaboration (adding articles or demonstratives to nouns: <i>the dark syrup</i> )	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: <i>the long, slow process...</i> )	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>the sap which boiled for six hours...</i> )	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: <i>a sweet sap that turned into a delicious syrup after hours of boiling and condensing through nominalization: this tedious process</i> )

CONTINUED

**Grades 4–5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)**

*Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...*

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments and emerging use of simple sentences ( <i>the blue one, the red one</i> )	simple sentences ( <i>The red side pushed away. The blue side stayed.</i> )	sentences with emerging use of clauses ( <i>The red side blocked the paperclip. The blue side picked it up. They are opposites.</i> )	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: <i>The red side repelled the paperclip, but also it...</i> )	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: <i>Neither the red one nor the blue one...</i> )	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: <i>The magnetic force caused the paperclip to lift off the table because the paperclip is metal.</i> )
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	some frequently used words and phrases with some precision ( <i>social studies, government</i> )	a small repertoire of words and phrases with developing precision ( <i>branches of government, executive power</i> )	a growing repertoire of words and phrases with growing precision ( <i>the founders, "two if by land..."</i> )	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision ( <i>the lights are on but nobody's home...</i> )	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; with abstract nouns; with consistent precision ( <i>as a result of the war, forming a new nation</i> )	a variety of words and phrases, including evaluation, obligation, idioms, and collocations ( <i>necessary sacrifices, outdated law, fit for a king</i> )

# GRADES 6-8

## Grades 6-8

Middle schoolers are developing a stronger sense of independence, becoming more sophisticated thinkers and problem solvers. As they develop, they can more strategically self-regulate and plan how to use resources (including multiple languages and cultures), make decisions, and take steps to address academic challenges. They can use their thinking more flexibly, separate opinion from fact, substantiate claims with evidence, and recognize perspective and bias.

The home-school connection continues to be an important facet of education for middle-schoolers. Their interest in inquiry presents opportunities to explore various cultural points of view. In school and at home, students, families, and educators can discuss world events and issues while capitalizing on the community's collective linguistic and cultural knowledge.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 6-8:

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
  - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

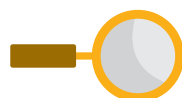
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

# Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-10 offers snapshots of some ways students engage in each Key Language Use throughout grades 6–8.

**Table 3-10: Snapshots of Key Language Uses in Grades 6–8**

Snapshots of Key Language Uses in Grades 6–8	
<b>Narrate</b>	<ul style="list-style-type: none"> <li>• Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices</li> <li>• Manipulate pace to bring attention to key points in the narrative</li> <li>• Underscore the significance of events</li> <li>• Create tension and suspense</li> <li>• Interpret and use historical narratives as primary source evidence in constructing arguments</li> </ul>
<b>Inform</b>	<ul style="list-style-type: none"> <li>• Manage information about entities according to their composition, taxonomies, and classifications</li> <li>• Identify and describe various relationships among ideas and information</li> <li>• Interpret multiple sources of information to develop knowledge before reporting on topics</li> <li>• Construct research reports that require multiple sources of factual information</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>• Identify, analyze, and give account for causal, consequential, or systems relationships</li> <li>• Apply scientific reasoning to show how or why something works</li> <li>• Construct explanations using models or representations</li> <li>• Use evidence in the construction of scientific explanations</li> </ul>
<b>Argue</b>	<ul style="list-style-type: none"> <li>• Interpret multiple sources of information to develop claims and counterclaims</li> <li>• Construct claims and offer them for debate</li> <li>• Respond to counterclaims</li> <li>• Contextualize and evaluate primary and secondary sources</li> <li>• Analyze literary techniques, such as the development of theme and characterization in works of fiction</li> </ul>



*Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.*

The **most prominent Key Language Uses** in grades 6-8 are the basis for its **Language Expectations**. They are marked with a filled-in circle (●) in the boxes of Table 3-11. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

**Table 3-11: Distribution of Key Language Uses in Grades 6-8**

Distribution of Key Language Uses in Grades 6-8				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

 Most Prominent
  Prominent
  Present



# Language Expectations, Functions, and Features

## Language Expectations

**Language Expectations** are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

## Language Functions

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-5, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

## Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

## Language Features

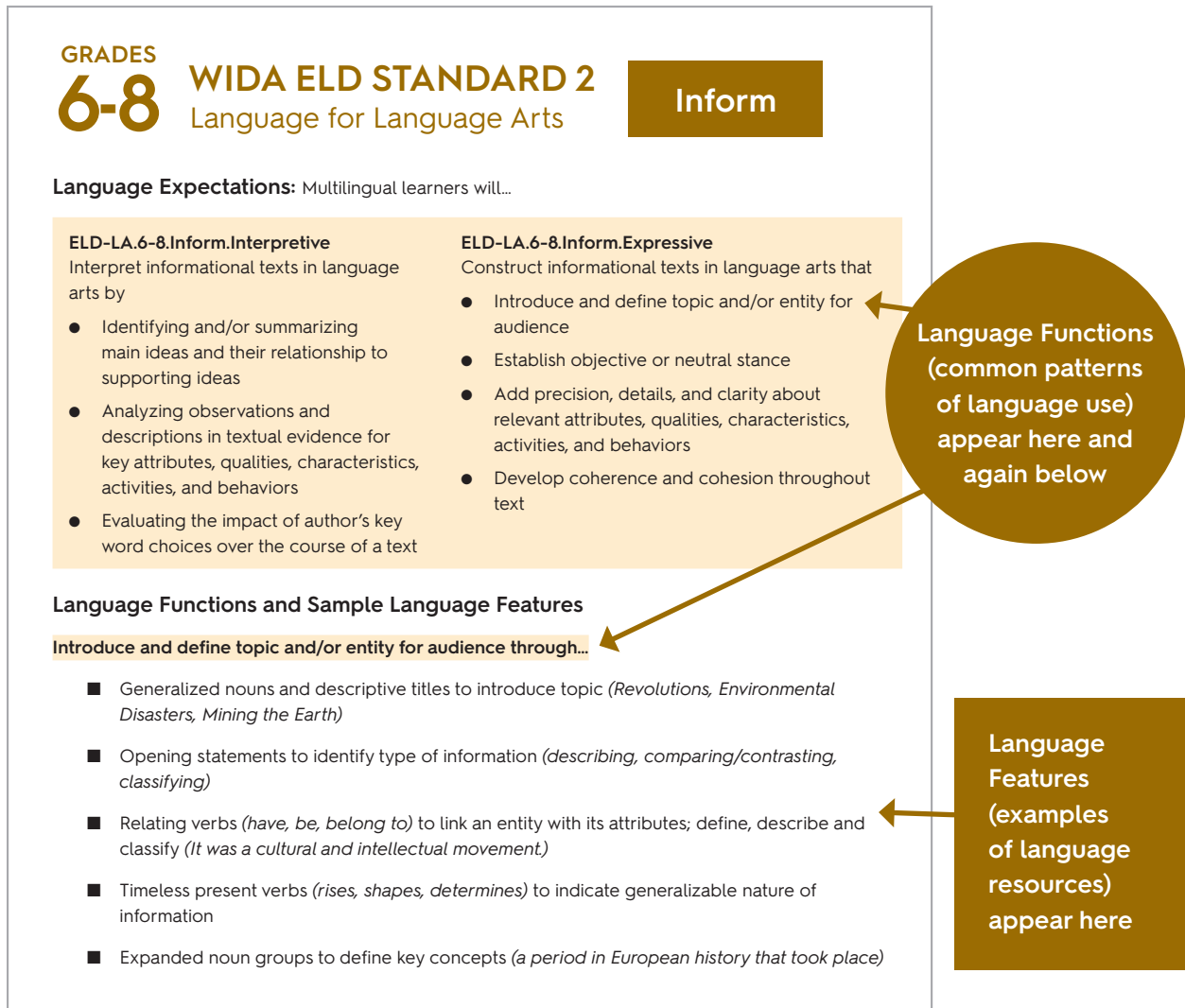
The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-5, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-5 on the next page shows how the Language Functions and Language Features appear.



Figure 3-5: Grades 6-8 Language Functions and Language Features



GRADES  
**6-8**

## WIDA ELD STANDARD 1

### Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

**Language Expectations:** Multilingual learners will...

### Narrate

#### ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

**Language Expectations:** Multilingual learners will...

### Inform

#### ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

**Language Expectations:** Multilingual learners will...

## Explain

### ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

**Language Expectations:** Multilingual learners will...

## Argue

### ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

**Language Expectations:** Multilingual learners will...

**ELD-LA.6-8.Narrate.Interpretive**

Interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

**ELD-LA.6-8.Narrate.Expressive**

Construct language arts narratives that

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

**Language Functions and Sample Language Features**

**Orient audience to context and point of view through...**

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to introduce the context such as rhetorical and other questions, statements, dialog (*Are we ever truly happy? It was confusing time, nothing seemed normal.*)
- Adverbial and prepositional phrases to establish time and location (*They stood together silently on the hill as the sun rose.*)
- Statements and questions to foreshadow or state complication (*As she walked home, she felt watched.*)

**Develop and describe characters and their relationships through...**

- Verbs to describe character behaviors (*turned instinctively*), thoughts (*concerned*), feelings (*pleased*), speech (*asked weakly*)
- Expanded verb groups to show relationship between characters
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships (*"Danny," the old man said, "I was angry. Forgive me."*)
- Expanded noun groups to add description and detail (*He was short, but strong, with light, closely cut hair and a determined face.*)
- Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text

### Develop story, including themes with complication and resolution, time, and event sequences through...

- Dependent clauses to add details (*the race, which only happened every four years*)
- A variety of verb tenses to pace narrative and locate events in time, including dialog (*"Where are you going?" I asked.*)
- Connectors to develop and link sections of text to sequence time (*meanwhile, later*), ideas (*in the first place, at this point*), and add information (*what's more, likewise, in addition*)
- Statements to provide closure, evaluate experience, or summarize narrative (*Finally, it was over; The experience was enlightening; There are some things that can't be seen but only felt.*)

### Engage and adjust for audience through...

- Evaluative word choices to describe author's attitudes (*with death-cold scorn in his voice; pitiful, gracious, self-sacrificing, enriching*)
- Literary devices (similes and metaphors) to enrich the narrative (*fly like an eagle, life is a highway*), alliteration (*babbling brook*), sensory words/phrases, and onomatopoeia (*tick-tock*)
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in (*She scuffled away across the snowy field like a small hunched animal.*)

**Language Expectations:** Multilingual learners will...

**ELD-LA.6-8.Inform.Interpretive**

Interpret informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

**ELD-LA.6-8.Inform.Expressive**

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

**Language Functions and Sample Language Features**

**Introduce and define topic and/or entity for audience through...**

- Generalized nouns and descriptive titles to introduce topic (*Revolutions, Environmental Disasters, Mining the Earth*)
- Opening statements to identify type of information (*describing, comparing/contrasting, classifying*)
- Relating verbs (*have, be, belong to*) to link an entity with its attributes; define, describe, and classify (*It was a cultural and intellectual movement.*)
- Timeless present verbs (*rises, shapes, determines*) to indicate generalizable nature of information
- Expanded noun groups to define key concepts (*a period in European history that took place*)

### Establish objective or neutral stance through...

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language (*the effects versus devastating effects*)
- Generalized nouns to maintain neutrality (*millennials, stringed instruments, marsupials*)
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices (saying verbs) to integrate sourced information into report (*said, reported, claims*), direct and indirect quotes

### Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through...

- Adverbial and prepositional phrases to specify time and location (*in 1592, following the Middle Ages, during the spring, along the ridge, located within the Earth's core*)
- Expanded noun groups to add precision (*strummed or plucked vibration of the strings*)
- Adjectives and adverbs to answer questions about quantity, size, shape, manner (*microscopic, right-angled, voraciously, precisely*)
- Contrasting connectors to differentiate between entities or components (*unlike, as opposed to, however*)
- Visuals (graphs, data, diagrams) to support key details

### Develop coherence and cohesion throughout text through...

- Referential devices (pronoun reference, synonyms, renaming, collocations) to link ideas across sections of text
- Topic or headings to serve as openers for sentences or paragraphs
- Nominalization to condense clauses (*it rained year after year=annual floods*) or summarize key ideas

**Language Expectations:** Multilingual learners will...

**ELD-LA.6-8.Argue.Interpretive**

Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

**ELD-LA.6-8.Argue.Expressive**

Construct language arts arguments that

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

**Language Functions and Sample Language Features**

**Introduce and develop claim(s) and acknowledge counterclaim(s) through...**

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim (*Graphic novels provide a unique way to read that appeals to many teenagers.*)
- Noun groups to provide details (*Maus, a graphic novel written and illustrated by Art Spiegelman...*)
- Connectors to introduce alternative points of view (*although, on the other hand, unlike, contrary to common belief*)
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion (*graphic novels=these unique texts=young adult comic books*)



### Support claims with reasons and evidence that are clear, relevant, and credible through...

- A variety of clauses (adverbial, embedded) to support opinion and/or claim(s) (quotes, references, detailed descriptions, examples or other sources and data) (*according to X, the author's claim*)
- Connectors to elaborate an idea/interpretation (*so, this means, therefore, leading one to believe, a way to think about this*)
- Connectors to link claim(s) with evidence and reasoning (*because, as a result, when, if, although, but*)
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty (*might, could, must, need to*) or to open up to other possibilities (*possibly, apparently, perhaps, definitely, absolutely*)

### Establish and maintain formal style through...

- First, second, third person use to connect with reader, build alliance, or maintain neutrality (*unjust power, a theme throughout the text, reminds us to be aware of our individual resourcefulness as sources of hope in desperate situations*)
- Authoritative declarative sentences to evaluate and interpret events (*Spiegelman's clever use of imagery and graphic layout presents a unique way of using the graphic novel format*)
- Nouns, adjectives, verbs, and adverbs to adjust intensity and strength of message (*somewhat powerful versus incredibly powerful; ugly versus grotesque*)

### Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion through...

- Connectors to support inferential conclusions (*Students' preference for graphic novels is evident because/due to the rate these novels are checked out of the library.*)
- Comparing/contrasting connectors to differentiate between claims and counterclaims (*unlike, as opposed to, contrasted with, conversely, similarly, in spite of that*)
- Verb structures to present information in a variety of ways (*past, timeless present, passive voice*)
- Connectors to sequence points in the argument and maintain logical progression (*one way, another point, as mentioned previously, in addition*)
- Summary statement to reiterate claim(s), call to action, or encourage a response (*While Maus relies on images to get the point across, the message of how we dehumanize others is loud and clear.*)

**Language Expectations:** Multilingual learners will...

**ELD-MA.6-8.Explain.Interpretive**

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing possible ways to represent and solve a problem
- Evaluating model and rationale for underlying relationships in selected problem-solving approach

**ELD-MA.6-8.Explain.Expressive**

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or problem-solving strategy
- State reasoning used to generate solution

**Language Functions and Sample Language Features**

**Introduce concept or entity through...**

- Mathematical terms and phrases to describe concept, process, or purpose (*this probability model, randomized sampling will provide more valid results*)
- Relating verbs (*belong to, are part of, be, have*) to define or describe concept

**Share solution with others through...**

- Generalized nouns to add precision to discussion (*distributions, probability, frequencies*)
- Language choices to reflect on completed and on-going process (*we should have done this, we might be able to, what if we try*)
- First person (*I, We*) to describe approach; third person to describe approach with neutral stance of authority
- Observational (*notice, it appears, looks like*) and comparative language (*different from, similar to, the same*) to share results (*We notice our process was different, but we have the same solution.*)
- Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement (*It's a possibility, We have to do it this way, Maybe we could look at*)

### Describe data and/or problem-solving strategy through...

- Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions (*randomized variation, proportional relationships, constituents*)
- Visual data displays (tables, tree diagrams, simulations, data charts, manipulatives) to clarify approach and/or solution
- Connectors to link sentences and longer stretches of text signaling details of time (*next, at the same time*), causality (*therefore, consequently, as a result*), clarification (*for example, as seen in the model*)
- Passive voice verbs to explain or analyze (*The variable is given a value of six.*)
- Timeless present verbs to present generalizable truths (*The hypotenuse is opposite the right angle.*)

### State reasoning used to generate solution through...

- Causal connectors to express reasoning (*We took these steps to solve problems with the ratios because...*)
- Conditional conjunctions to propose future options (*if/so, if/then*) and generalized relationships (*if/will, if we follow the order of operations, we will show that...*)

**Language Expectations:** Multilingual learners will...

**ELD-MA.6-8.Argue.Interpretive**

Interpret mathematics arguments by

- Comparing conjectures with previously established results
- Distinguishing commonalities among strategies used
- Evaluating relationships between evidence and mathematical facts to create generalizations

**ELD-MA.6-8.Argue.Expressive**

Construct mathematics arguments that

- Create conjecture, using definitions and previously established results
- Generalize logic across cases
- Justify conclusions with evidence and mathematical facts
- Evaluate and critique others' arguments

**Language Functions and Sample Language Features**

**Create conjecture, using definitions and previously established results through...**

- Conditional conjunctions (*if or when*) to make and justify conjecture (*If I add  $\frac{4}{5}$  and  $\frac{3}{4}$ , the result will be less than 2 because each fraction is less than a whole number.*)
- Relating verbs (*have, belong to, be*) to define principles, operational theorems, and properties (*for right angled triangles the Pythagorean formula is  $a^2 + b^2 = c^2$* )
- Adverbial phrases (qualities, quantities, frequencies) to add precision related to conjecture (*For all integers, For every vote candidate A received, candidate B received three votes which means...*)

**Generalize logic across cases through...**

- Declarative statements to present generalizable processes (*The expression  $4n-1$  can be used to find any value in the pattern.*)
- Verbs to apply mathematical principles (commands) (*use, do, apply, divide*) across cases (*Use the distributive property when there is no common factor.*)

### Justify conclusions with evidence and mathematical facts through...

- Conditional structures (*if/then, when*) to demonstrate conclusions (*If it's a proportional relationship then the ratio between the 2 variables is always going to be the same thing.*)
- Technical nouns and noun groups to add precision and details (*coordinate plane, one-variable equations, two- and three-dimensional shapes*)
- Models, drawings, graphs to demonstrate principles

### Evaluate and critique others' arguments through...

- Questions (*what, how, why, do*), requests (*could, would*) to request information, clarification, procedure (*Could you show me how you got that answer? Why did you do...instead of...?*)
- Causal connectors (*so, because, therefore*) to identify misconceptions (*The pattern is multiplying by a factor of 2, so it can't be a linear function.*)
- Negation (*don't, doesn't, can't*) and obligation modal verbs (*have to, must, should, could, might*) to engage with others (*I don't think you can apply that theorem, I think you have to use this....*)

**Language Expectations:** Multilingual learners will...

**ELD-SC.6-8.Explain.Interpretive**

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

**ELD-SC.6-8.Explain.Expressive**

Construct scientific explanations that

- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

**Language Functions and Sample Language Features**

**Describe valid and reliable evidence from sources about a phenomenon through...**

- Abstract nouns to introduce concepts, ideas, and technical terms (*effects, predator-prey relationships, magnetic forces*)
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)
- Relating verb groups to state relationships or attributes (*have, be, belong to*)
- A variety of ways to define phenomenon (relative clauses, declarative statements)

**Establish neutral or objective stance in how results are communicated through...**

- Passive voice and declarative statements (*Indonesia was formed by, tectonic plates have shifted for billions of years*)
- Word choices to moderate stance (hedging) (*could/might, a possibility, usually*)
- Objective and evaluative language to adjust precision and establish shared interest

**Develop reasoning to show relationships among independent and dependent variables in models and simple systems through...**

- Connectors to link clauses and combine ideas into logical relationships (*as a result, therefore*) or order events
- Variety of clause types to express causality (*If magma is thick, gas bubbles cannot easily escape, building pressure as the magma rises.*)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

**Summarize patterns in evidence, making trade-offs, revising, and retesting through...**

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon
- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
- Conditional clauses (*if/then*) to generalize a phenomenon to additional contexts

**Language Expectations:** Multilingual learners will...

**ELD-SC.6-8.Argue.Interpretive**

Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

**ELD-SC.6-8.Argue.Expressive**

Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

**Language Functions and Sample Language Features**

**Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s) through...**

- A variety of ways to define phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms (*molecules, atoms, reactions, energy, regrouping*)
- A variety of verb groups (past, timeless present, future, conditional) to describe events known or anticipated

**Support or refute a claim based on data and evidence through...**

- Expanded noun groups to classify and/or add details (*energy releasing reactions, reconfigured molecular bonds*)
- Connectors to link clauses and establish logical relationships (*as a result, therefore, to be more precise, instead, however, on the other hand*)
- Variety of clause types to express causality (*If the total number in each type of atom is conserved, there is no change in the atom's mass.*)
- Diagrams, models, data, graphics to add support to claim or evidence



### Establish and maintain a neutral or objective stance through...

- Passive voice and declarative statement to establish a factual stance (*Some chemical reactions release energy, others store it.*)
- Word choices to moderate stance (hedging) (*could/might, a possibility, usually, often*)

### Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim through...

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Cohesion to reference ideas, concepts, phenomena across text (pronouns, substitutions, renaming subjects, collocations, synonyms)
- Connectors to signal time (*next, at the same time*), causality (*therefore, consequently, as a result, because*), clarification (*for example, this shows how...*)

**Language Expectations:** Multilingual learners will...

**ELD-SS.6-8.Explain.Interpretive**

Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluating experts' points of agreement, along with strengths and weakness of explanations

**ELD-SS.6-8.Explain.Expressive**

Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

**Language Functions and Sample Language Features**

**Introduce and contextualize phenomena or events through...**

- Prepositional phrases of time, place to contextualize phenomena or events (*a place where tourists already come*)
- A variety of structures (embedded clauses, relating verbs, nominalizations, noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

**Establish perspective for communicating outcomes, consequences, or documentation through...**

- Passive voice to emphasize main topic (*British trade was disrupted by...*)
- Active verbs to highlight agents and recipients (*The colonists disrupted British trade.*)
- Declarative statements to evaluate and interpret events (*Feudalism was the ultimate system of control for medieval society.*)
- Verbs and adjectives to judge behavior or moral character (*rallied, conquered, cruel, compassionate*)

**Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses through...**

- Nominalizations to name abstract concepts, ideas, ideologies (*colonization, feudalism*)
- Dependent clauses to express details as a result of place, manner, duration, extent
- Complex sentences to clarify causal, linked, time-bound, or sequential relationships
- Expanded noun groups to add details (*living standards of 18th century people*)
- Connectors to maintain chronological, causal or logical relationships (*as a result, meanwhile, later, in order to*)

**Generalize multiple causes and effects of events and developments through...**

- Word choices to evaluate, judge, or appreciate significance of events or phenomena
- Nominalizations to summarize events and name abstract phenomena

**Language Expectations:** Multilingual learners will...

**ELD-SS.6-8.Argue.Interpretive**

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

**ELD-SS.6-8.Argue.Expressive**

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

**Language Functions and Sample Language Features**

**Introduce and contextualize topic through...**

- Generalized nouns and a descriptive title to introduce topic (*empire, excavation, The Cradle of Modern Civilization*)
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details (*Mesopotamia, often referred to as the Cradle of Life, was located between the Tigris and Euphrates Rivers.*)
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Connectors to structure paragraphs (*first, in the beginning, meanwhile, as a result, in conclusion*)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

### Select relevant information to support claims with evidence gathered from multiple sources through...

- A variety of clauses to frame details, examples, quotes, data (*according to, historians dis/agree, several sources suggest, these data suggest*)
- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened (*during the late Neolithic period, the area between...*)
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions (*I contradicted him, we support, they challenged*)

### Establish perspective through...

- Passive voice to keep emphasis on main topic rather than who or what is doing the action (*Soldiers were housed in primitive tents.*) or to keep emphasis on who or what is doing the action
- Objective or emotive language to appeal to logic or feelings (*credited with inventing the wheel versus the greatest inventions of all times*)
- Evaluative verbs, adverbs, and adjectives to add author's perspective (*dominated, absolutely, compelling*)

### Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning through...


- Connectors to link claims with evidence and reasoning (*because, but, as a result, when, if, although, therefore*)
- Connectors to signal alternate points of view (*on the other hand, contrary to common belief, according to*), show concession or comparison/contrast (*while, although, instead, despite this, however*)
- Modality in summary statements to reiterate position, or create a call to action (*could be argued, undoubtedly, ought to, may*)

# Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

## LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a gold background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

## Annotated Language Sample

**Context:** This is a mentor text developed by an ELA teacher to apprentice her seventh-grade students to write narratives with a climax and resolution. When she taught her personal narrative unit, the teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the narrative. For example, students learned to identify how writers use language to engage their audience and build tension. Students later were able to use this kind of language in their own writing.

### Language Expectation: ELD-LA.6-8.Narrate.Expressive

Multilingual learners use language to construct language arts narratives that

- Orient the audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

Functions & Features	Minerva	Functions & Features
<p><b>Orient the reader to the point of view and context through...</b></p> <p>First person signaling this is a personal narrative</p> <ul style="list-style-type: none"> <li>• I</li> <li>• my</li> </ul> <p>Prepositional phrases to establish time and location</p> <ul style="list-style-type: none"> <li>• <u>on the floor of my bedroom</u></li> <li>• <u>for 12 hours</u></li> <li>• <u>to a new house</u></li> </ul> <p>Statement foreshadowing complication</p> <ul style="list-style-type: none"> <li>• <u>She was gone and it was all my fault.</u></li> </ul>	<p>I collapsed <u>on the floor of my bedroom</u>, sobbing. I had been trying not to cry <u>for 12 hours</u>, and I couldn't hold it in any longer.</p> <p><u>She was gone, and it was all my fault.</u> I never should have moved <u>to a new house</u>.</p> <p>The day before, I moved from my apartment to a new house. The house was bigger than my apartment, with more space for my furniture, my piano, and most importantly of all, my two cats. But soon after I moved in, I <u>thought</u> I <u>had made</u> a terrible mistake by bringing my cats here.</p>	<p><b>Engage and adjust for audience through...</b></p> <p>Language to draw the reader in</p> <ul style="list-style-type: none"> <li>• <i>collapsed</i></li> <li>• <i>sobbing</i></li> <li>• <i>never should have</i></li> </ul> <p><b>Develop and describe characters and their relationships through...</b></p> <p>Verbs describing thoughts</p> <ul style="list-style-type: none"> <li>• <u>thought</u></li> <li>• <u>had made</u></li> </ul>

Functions & Features	Minerva Continued	Functions & Features
<p><b>Develop the story with complication through...</b></p> <p>Dependent clauses to add details</p> <ul style="list-style-type: none"> <li>• <u>fixing the garage door</u></li> <li>• <u>what to do out there</u></li> <li>• <u>to take my search back outside</u></li> </ul> <p>A variety of verb tenses</p> <ul style="list-style-type: none"> <li>• <u>was</u></li> <li>• <u>make</u></li> <li>• <u>left...to unpack</u></li> <li>• <u>walked</u></li> <li>• <u>wouldn't know</u></li> </ul> <p>Dialog</p> <ul style="list-style-type: none"> <li>• "Please make sure you don't let the cats outside"</li> <li>• "Minerva! Minerva!"</li> </ul>	<p>A contractor <u>was</u> at the house <u>fixing the garage door</u>. "Please <u>make</u> sure you don't let the cats outside," I <u>told</u> him. "Make sure you don't leave the door open." Then I <u>left</u> the room <u>to unpack</u> - that is where I went wrong.</p> <p><b>A little while later</b> I <u>walked</u> into the kitchen and I <u>noticed</u> the garage door was wide open. My heart started <i>pounding</i>.</p> <p>My cats <u>had never been</u> outside alone before, and <u>they</u> <u>wouldn't know</u> <u>what to do out there</u>.</p> <p>I quickly checked outside but I didn't see either cat, so I <u>started to search</u> the house. I found <u>one cat, but not the other</u>.</p> <p><u>Minerva</u> was missing. I <u>continued to search</u>, getting more and more frantic as I ran <u>around the house</u> looking inside and <u>under and behind anything</u> I could think of.</p> <p><u>She</u> was nowhere to be found. I knew I had <u>to take my search back outside</u>.</p> <p>...</p> <p>"Minerva! Minerva!" I <u>called</u>, my voice shaking as I <u>tried not to cry</u>. With no luck finding her, I went back inside.</p>	<p><b>Develop and describe characters and their relationships through...</b></p> <p>Expanded verb groups</p> <ul style="list-style-type: none"> <li>• <u>had never been</u></li> <li>• <u>started to search</u></li> <li>• <u>continued to search</u></li> </ul> <p>Saying, thinking, and feeling verbs</p> <ul style="list-style-type: none"> <li>• <u>told</u></li> <li>• <u>noticed</u></li> <li>• <u>called</u></li> <li>• <u>tried not to cry</u></li> </ul> <p>Cohesive devices</p> <ul style="list-style-type: none"> <li>• my cats ... they</li> <li>• ... either cat ...</li> <li>• one cat ... the other (pronoun referencing)</li> <li>• Minerva ...</li> <li>• she (pronoun referencing)</li> </ul> <p>Expanded noun groups to add description and detail</p> <ul style="list-style-type: none"> <li>• <u>one cat, but not the other</u></li> </ul> <p><b>Engage and adjust for audience through...</b></p> <p>Descriptive emotive language builds tension</p> <ul style="list-style-type: none"> <li>• <i>pounding</i></li> <li>• <i>missing</i></li> <li>• <i>nowhere to be found</i></li> </ul>



Functions & Features	Minerva Continued	Functions & Features
<p><b>Develop the story with complication through...</b></p> <p>Dependent clauses to add details</p> <ul style="list-style-type: none"> <li>• <u>to see if they <b>had</b> <b>found</b> any cats.</u></li> <li>• <u>that I would probably never see her again.</u></li> </ul> <p><b>Develop the story with time and event sequences through...</b></p> <p>Connectors to sequence time</p> <ul style="list-style-type: none"> <li>• <b>at that point</b></li> <li>• <b>since 9 o'clock</b></li> </ul> <p>Connectors to link ideas</p> <ul style="list-style-type: none"> <li>• <b>that's how</b></li> <li>• <b>just then</b></li> </ul>	<p>I <b>called</b> animal control <u>to see if they <b>had</b> <b>found</b> any cats.</u> They had not, and they told me to keep looking. They didn't sound optimistic. <b>At that point</b> it was almost 9 o'clock at night, and she had been missing <b>since 9 o'clock</b> that morning. 12 hours and no sign of Minerva. "How could I let this happen?" I thought to myself. "I can't believe I rescued her from a shelter and then I lost her. She would have been better off if I had never gotten her at all. I let it sink in <u>that I would probably never see her again.</u>" <b>That's how</b> I ended up on the floor, crying.</p> <p>....</p> <p><b>Just then</b>, as I started to pack my bag for school, I <b>heard</b> <u>a noise that sounded like a cat's meow.</u> I <b>whipped</b> my head around. "Is that..?" I <b>heard</b> it again. It was so quiet that it had to be coming from outside. I went back out and <b>searched</b> again. I even looked up in the trees this time but she wasn't there. So I went back inside and listened very carefully. I <b>heard</b> the meow again but I still didn't see her.</p>	<p><b>Develop and describe characters and their relationships through...</b></p> <p>Verbs to describe behavior</p> <ul style="list-style-type: none"> <li>• <b>called</b></li> <li>• <b>had found</b></li> <li>• <b>whipped</b></li> <li>• <b>heard</b></li> <li>• <b>searched</b></li> </ul> <p>Expanded noun groups to add description and detail</p> <ul style="list-style-type: none"> <li>• <u>noise that sounded like a cat's meow</u></li> </ul> <p><b>Engage and adjust for audience through...</b></p> <p>Language to address reader/listener and draw them in</p> <ul style="list-style-type: none"> <li>• <u>probably never see her again</u></li> <li>• <u>ended up on the floor, crying.</u></li> </ul>

## Functions & Features

**Orient audience to context and point of view through...**

Prepositional phrases to establish location

- behind the dryer
- in the house
- in a little hole in the wall
- in one of her hiding spots
- up in the ceiling of the garage
- in my lap

Prepositional phrases to establish time

- for at least the fifth time
- the whole time
- all day

**Develop story with complication and resolution, time and event sequences through...**

Statements to provide closure, evaluate experience, or summarize narrative

- Now I call her ... to panic.
- The whole ordeal was exhausting, ... than ever that I adopted her.
- And when she's curled up in my lap, I think she's grateful, too.

## Minerva Continued

Then, as I looked behind the dryer for at least the fifth time, I heard a tiny meow and saw a little bit of fur poking out from a hole in the wall. It looked like a hole where a mouse in a cartoon might live. But it was no mouse - it was Minerva!

I pulled her out of the hole in the wall and hugged her tightly. I kissed her on the head and told her how happy I was to see her. "I'll never lose you again!" I said to her through happy tears. But then I thought, "I never really lost her at all!" She was in the house the whole time, hiding in a little hole in the wall all day. I never knew a cat could do that!

Now I call her my expert hider, and whenever I can't find her, I know not to panic. She's just in one of her hiding spots - most recently it was up in the ceiling of the garage!

More often than not, however, she's in my lap snuggling and purring. The whole ordeal was exhausting, but when it was over, I felt more grateful than ever that I adopted her. And when she's curled up in my lap, I think she's grateful, too.

## Functions & Features

**Develop and describe characters and their relationships through...**

Expanded noun groups to add description and detail

- a tiny meow
- a little bit of fur
- my expert hider

Saying, thinking, and feeling verbs to add nuance to characters' relationships

- told
- said
- thought

Cohesive devices to reference character across text (repetition)

- her ... her ... her

**Engage and adjust for audience through...**

Evaluative word choices to describe author's attitudes

- hugged her tightly
- kissed
- how happy
- never lose

## Annotated Language Sample

**Context:** This text was written by a multilingual 8th grader. As part of the English language arts curriculum, the students had been studying the genre of biography. Students were paired and interviewed each other. Each wrote an “author biography” of a peer. (Kamaly Tineaval is a pseudonym).

**Prompt:** Imagine you are a biographer. Write a biography that tells the story of your subject.

### Language Expectation: ELD-LA.6-8.Inform.Expressive

Multilingual learners use language to construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

Functions & Features	Kamaly Tineaval	Functions & Features
<p><b>Introduce and define topic and/or entity for audience through...</b></p> <p>Opening statements to identify type of information (describing)</p> <ul style="list-style-type: none"> <li>• Kamaly ... Massachusetts</li> </ul> <p>Relating verbs to link an entity with its attributes</p> <ul style="list-style-type: none"> <li>• is</li> </ul> <p>Expanded noun groups</p> <ul style="list-style-type: none"> <li>• an author/poet ... Massachusetts</li> </ul> <p><b>Develop coherence and cohesion throughout text through...</b></p> <ul style="list-style-type: none"> <li>• Kamaly Tineaval (repetition)</li> <li>• Kamaly Tineaval ... his birth ... his safe spot</li> </ul>	<p>Kamaly Tineaval is an author/poet and student living in Leeds, Massachusetts.</p> <p>Kamaly Tineaval was born on January 8, 2005, in Holyoke, Massachusetts but then moved to PR for nursery school. Since his birth he has explored through, essays, chapter books, coloring books, and so on. And finally found his safe spot in poems.</p>	<p><b>Establish an objective or neutral stance through...</b></p> <p>Generalized nouns</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• chapter books</li> <li>• coloring books</li> </ul> <p><b>Add precision, details, and clarity about complex attributes through...</b></p> <p>Prepositional and adverbial phrases to specify time and duration</p> <ul style="list-style-type: none"> <li>• on January 8, 2005</li> <li>• in Holyoke, Massachusetts</li> <li>• since his birth</li> </ul>

## Functions & Features

## Kamaly Tineaval Continued

## Functions & Features

### Develop coherence and cohesion throughout text through...

Referential devices to link ideas across text

- he ... he ... he (repetition)
- Kamaly Tineaval... he's, his (pronoun referencing)
- the teacher ... his English teachers

Topic or headings to serve as openers for sentences or paragraphs

- **Kamaly Tineaval**
- **he**

After moving back from PR to Holyoke and then from Holyoke to Northampton, he started new school at Leeds Elementary. When he was in elementary school, he taught by his teachers how to speak English. Soon, he learned to write stories about the worst day of his life and his favorite seasons. He also learned from texting his mom that he don't know how to work the machine and keeping up with his Insta followers how to write. After elementary school, he moved on to JFK, where he learned new things and is a better writer now.

**Kamaly Tineaval** writes all different kinds of poems to[sic], list poems, similes, utopia poems. Some poems that Kamaly Tineaval has written are called, "I had a Goldfish", "Seasons", and "Things I hear in the morning...". Kamaly Tineaval never won an award, but never say never! He's very determined to be the best author/poet he can be and make his old/new teachers, friends, and family proud.

**He** mostly edits all of his pieces and makes sure they're presentable to the teacher. With the help of his English teachers, he gets his work out there for others to see, admire and to gawk over. Right now Kamaly Tineaval is starting 8th grade and is also working on a new masterpiece called "Kamaly Tineaval's Author bio" (coming out soon).

### Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through...

Adverbials and prepositional phrases to specify time and location

- after moving back from Holyoke
- from Northampton
- at Leeds Elementary
- in elementary school
- after elementary school
- on to JFK
- where he ... things
- out there for others to see

Expanded noun groups to add precision

- stories about the worst day of his life
- his Insta followers
- all different kinds ... poems
- the best author/poet he can be
- a new masterpiece called ... bio

Adjectives and adverbs to answer questions about size, shape, manner

- better
- never, never
- very determined
- old/new
- mostly
- presentable

# Proficiency Level Descriptors

## Remember...

**Proficiency Level Descriptors (PLDs)** illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g.,  $PL4 = PL1 + PL2 + PL3 + PL4$ ). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
  - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how *multilingual learners* might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

## Grades 6–8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic-related sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (orientation and explanation sequence)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)
	Understand how ideas are connected across a whole text through...					
DISCOURSE Cohesion of language	a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)	cohesive devices and common strategies that connect ideas throughout text (given/new)	various types of cohesive devices and strategies that connect ideas throughout text
	Understand how ideas are elaborated or condensed through...					
DISCOURSE Density of language	expanded noun groups with classifiers ( <i>crescent moon</i> )	expanded noun groups with prepositional phrases ( <i>waxing crescent moon in the second half of the month</i> )	expanded noun groups with embedded clauses ( <i>waxing crescent moon that was growing each day</i> )	expanded noun groups with a variety of embedded clauses ( <i>predictable and observable moon phases in your particular time zone</i> )	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)	multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas ( <i>the relative positions of the sun, earth, and moon cause these changes</i> )

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	related simple sentences ( <i>African savannas are full of wildlife.</i> )	multiple related simple sentences ( <i>African savannas are full of life. Explore Tanzania.</i> )	simple or compound sentences with familiar ways of combining clauses through (using coordinating conjunctions: <i>African savannas are unique and they have amazing wildlife.</i> )	compound sentences with frequently used ways of combining clauses ( <i>A variety of wildlife live in the savanna such as...</i> )	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area ( <i>Since it's an ecosystem, it has a variety of...</i> )	a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area ( <i>The Black Rhino is at risk of extinction, unless...</i> )
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	an increasing number of words and phrases ( <i>don't be late for class</i> )	a growing number of words and phrases in a variety of contexts ( <i>inside the membrane</i> )	an expanding number of words and phrases including idioms and collocations ( <i>gravity is bringing me down</i> )	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns ( <i>at the speed of light</i> )	a wide variety of words, phrases, and expressions with multiple meanings across content areas	strategic use of various words, phrases, and expressions with shades of meaning across content areas ( <i>trembling in the corner, pounding rain, the whisper of dragonfly wings</i> )



**Grades 6–8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)**  
*Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...*

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>DISCOURSE</b> Organization of language	<b>Create coherent texts (spoken, written, multimodal) using...</b>					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: <i>First... Finally, In 1842, This is how volcanos form</i> )	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text ( <i>the first reason, the second reason, the evidence...</i> )	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
<b>DISCOURSE</b> Cohesion of language	<b>Connect ideas across a whole text through...</b>					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
<b>DISCOURSE</b> Density of language	<b>Elaborate or condense ideas through...</b>					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: the or these clouds)	a variety of types of elaboration (adding classifiers: <i>cumulus</i> and <i>cumulonimbus</i> clouds)	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>those storm clouds that we saw yesterday</i> )	a flexible range of types of elaboration and some ways to condense ideas ( <i>scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system</i> )	multiple types of elaboration and a growing number of ways to condense ideas throughout a text



Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences ( <i>The main character is Harry. He is a wizard.</i> )	sentences with emerging use of clauses (no conjunctions: <i>The main character is Harry. His friends are... They go to Hogwarts.</i> )	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>He goes to Hogwarts School and his friends are...</i> )	compound sentences with frequently used ways of combining clauses ( <i>They fight the forces of evil, yet they can't overcome them.</i> )	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <i>Harry has a lightning bolt scar because he was attacked when...</i> )	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area ( <i>When Harry is close to Voldemort, his scar throbs.</i> )
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a small repertoire of words and phrases with developing precision ( <i>order of operations, on page 12</i> )	a growing repertoire of words and phrases with growing precision ( <i>kinetic energy, law of motion</i> )	an expanding repertoire of words and phrases including idioms and collocations with expanding precision ( <i>love-hate relationship</i> )	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision ( <i>fill the beaker to the top line</i> )	a variety of words and phrases, including evaluation and obligation, with precision ( <i>stupid test, we should figure this out</i> )	a wide variety of words and phrases with precision ( <i>weighing 4.4 pounds on Earth, wrong answer</i> ) according to the genre, purpose and discipline



# GRADES 9-12

## Grades 9-12

Multilingual learners bring knowledge of the world, along with multiple languages and cultural insights, to high school classrooms. Their values, experiences, and socioemotional development are foundations for formulating perspectives in the exploration of complex new ideas. Incorporating students' backgrounds and identities into meaningful topics can promote their engagement in disciplinary practices. High schoolers are critical thinkers who develop deep understandings, evaluate information and attitudes, make choices, and effect change.

Multilingual learners must have access to meaningful rigorous coursework and programs that maximize language development within and across disciplines. The course of studies that multilingual learners choose in high school plays a critical role in their successful transition to college or entrance into satisfying careers. Such coursework, including advanced classes, should be delivered through an asset-based, culturally and linguistically sustaining approach.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 9-12.

- The most prominent **Key Language Uses**
- **Language Expectations**, Language Functions, and Language Features
  - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

# Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-12 offers snapshots of some ways students engage in each Key Language Use throughout grades 9-12.

**Table 3-12: Snapshots of Key Language Uses in Grades 9-12**

Snapshots of Key Language Uses in Grades 9-12	
<b>Narrate</b>	<ul style="list-style-type: none"> <li>• Interpret and construct narratives with complex plots, themes, and developments</li> <li>• Identify perspectives in historical narratives and discern authors' intent in presenting history in a particular light</li> <li>• Develop characters in their own stories and connect themes to issues in past and present</li> </ul>
<b>Inform</b>	<ul style="list-style-type: none"> <li>• Manage information about entities according to their composition, taxonomies, and classifications</li> <li>• Identify and describe various relationships among ideas and information</li> <li>• Use available new information to construct and revise research reports that incorporate multiple sources of information</li> </ul>
<b>Explain</b>	<ul style="list-style-type: none"> <li>• Analyze and evaluate data in explanations</li> <li>• Identify multilayered causal or consequential relationships in social or scientific phenomena</li> <li>• Apply reasoning or theory to link evidence to the claims in explanations</li> <li>• Construct and revise explanations based on evidence from multiple sources</li> </ul>
<b>Argue</b>	<ul style="list-style-type: none"> <li>• Construct claims that offer objective stance using less polarized language so that claims appear more "balanced"</li> <li>• Anticipate what evidence audiences will need and adjust evidence and reasoning accordingly</li> <li>• Adjust arguments based on new data from experiments</li> <li>• Discern what types of arguments are needed, when they are needed, and what purposes they meet in different content areas</li> </ul>



*Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.*

The **most prominent Key Language Uses** in grades 9-12 are the basis for its **Language Expectations**. They are marked with a filled-in circle (●) in the boxes of Table 3-13. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

**Table 3-13: Distribution of Key Language Uses in Grades 9-12**

Distribution of Key Language Uses in Grades 9-12				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

 Most Prominent
  Prominent
  Present

# Language Expectations, Functions, and Features

## Language Expectations

**Language Expectations** are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

## Language Functions

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-6, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

## Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

## Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-6, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-6 on the next page shows how the Language Functions and Language Features appear.

Figure 3-6: Grades 9-12 Language Functions and Language Features

GRADES  
**9-12**

**WIDA ELD STANDARD 2**  
Language for Language Arts

**Inform**

**Language Expectations:** Multilingual learners will...

<b>ELD-LA.9-12.Inform.Interpretive</b> Interpret informational texts in language arts by <ul style="list-style-type: none"><li>● Identifying and/or summarizing central ideas</li><li>● Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li><li>● Evaluating cumulative impact and refinement of author's key word choices over the course of text</li></ul>	<b>ELD-LA.9-12.Inform.Expressive</b> Construct informational texts in language arts that <ul style="list-style-type: none"><li>● Introduce and define topic and/or entity for audience</li><li>● Establish an objective or neutral stance</li><li>● Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</li><li>● Develop coherence and cohesion throughout text</li></ul>
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**Language Functions and Sample Language Features**

**Introduce and define topic and/or entity for audience through...**

- Generalized nouns, descriptive titles, and headings to introduce topic and/or entity (*Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs (*have, be, belong to, consist of*) to link and define entity by its attributes (*The Harlem Renaissance was the development of...*)
- Expanded noun groups to define key concepts, add details or classify information (*economic development that changed a nation, 200 years of occupation, extinct species*)

**Establish an objective or neutral stance through...**

- Generalized nouns to maintain neutral voice of authority (*artists, scientists, prominent figures*)
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices to acknowledge outside sources and integrate information into report as in saying verbs and direct quotes (*said, reported, claimed, predicted; expressions according to, as mentioned by*)

**Language Functions**  
(common patterns of language use) appear here and again below

**Language Features**  
(examples of language resources) appear here

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# GRADES 9-12 WIDA ELD STANDARD 1

## Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

**Language Expectations:** Multilingual learners will...

### Narrate

#### ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

**Language Expectations:** Multilingual learners will...

### Inform

#### ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information



**GRADES**  
**9-12** **WIDA ELD STANDARD 1**  
Social and Instructional Language

**Language Expectations:** Multilingual learners will...

## Explain

### ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

**Language Expectations:** Multilingual learners will...

## Argue

### ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

# GRADES 9-12 WIDA ELD STANDARD 2 Language for Language Arts

## Narrate

**Language Expectations:** Multilingual learners will...

### ELD-LA.9-12.Narrate.Interpretive

Interpret language arts narratives by

- Identifying themes or central ideas that develop over the course of a text
- Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
- Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

### ELD-LA.9-12.Narrate.Expressive

Construct language arts narratives that

- Orient audience to context and one or multiple point(s) of view
- Develop and describe characters and their relationships over a progression of experiences or events
- Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
- Engage and adjust for audience

## Language Functions and Sample Language Features

### Orient audience to context and one or multiple point(s) of view through...

- Title, heading, opening statements to capture readers' interest (*March. Two people, a man and a woman, are walking along the corridor.*)
- Expanded noun groups to introduce the setting (*the sands stretch into the distance, bands of yellow, and grey and gold*)
- A variety of sentence types to introduce the context (rhetorical and other questions, statements, points of view) (*One good deed to set against other, darker, actions. What did it matter?*)
- Statements and questions to foreshadow or introduce complications (*Where the road led, he didn't know, but he was determined to leave David behind before the morning came.*)

### Develop and describe characters and their relationships over a progression of experiences or events through...

- Action verbs to describe character behaviors (*Joe leaps into action, grabs his phone and dives for the door, yelling for Julie to follow him.*)
- Complex sentences to establish context and characters (*He stayed with the job because the merchant, although he was an old grouch, treated him fairly.*)
- Attitudinal word choices to express character's feelings, (very upset), appreciation (lovely, fascinating), or judgment/evaluation (intricate, grossly incompetent)
- Cohesive devices (pronouns, demonstratives, renaming, synonyms, collocation, deletion) (*They told us to sit, and we did.*) to reference characters or ideas across the text

### Develop story, advancing the plot and themes with complications and resolutions, time and event sequences through...

- A variety of verb tenses to pace the narrative and locate events in time, including dialog (*The wind told me you would be coming and that you would need help.*)
- Dependent clauses to add details (*Village children scampered out the door, which left the room strangely quiet.*)
- A variety of short and complex sentence structures to pace the narrative (*The door flung open. The snow spat at him, sleet slashed his face, winds whistled down the hall.*)
- Connectors to develop and link sections of text as in time, sequence, clarifying (*for instance*), adding information (*likewise, furthermore*), contrast (*on the other hand, even so, at least*)
- Statements to provide closure, evaluate experience, or summarize narrative

### Engage and adjust for audience through...

- Word choices to advance mood (surprise, tension, humor, reflection) and to describe author's purpose (*contemptuous eyes, his voice softened*)
- Literary devices to enrich the narrative as in similes and metaphors, alliteration, idioms (*butterflies in her stomach*), figurative and sensory words/phrases, collocation, multilingual words/phrases (*he ate like a burro, focused and intentional*)
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in (*Instantly, the tension in the room lessened.*)

# **GRADES** **9-12**

## **WIDA ELD STANDARD 2** Language for Language Arts

### **Inform**

**Language Expectations:** Multilingual learners will...

#### **ELD-LA.9-12.Inform.Interpretive**

Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

#### **ELD-LA.9-12.Inform.Expressive**

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

### **Language Functions and Sample Language Features**

#### **Introduce and define topic and/or entity for audience through...**

- Generalized nouns, descriptive titles, and headings to introduce topic and/or entity (*Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs (*have, be, belong to, consist of*) to link and define entity by its attributes (*The Harlem Renaissance was the development of...*)
- Expanded noun groups to define key concepts, add details or classify information (*economic development that changed a nation, 200 years of occupation, extinct species*)

#### **Establish an objective or neutral stance through...**

- Generalized nouns to maintain neutral voice of authority (*artists, scientists, prominent figures*)
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices to acknowledge outside sources and integrate information into report as in saying verbs and direct quotes (*said, reported, claimed, predicted; expressions according to, as mentioned by*)

**Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through...**

- Adverbial and prepositional phrases to specify point in time or duration (*on Sept 12, from 1910 to 1920, during World War II*), location (*in a NYC neighborhood*), and manner (*in a calculated movement*)
- Technical word choices to define and classify entity (*Jazz, characterized by polyrhythms and improvisation was...*)
- Verb structures to present information in a variety of ways: timeless present indicates generalizable nature (*It chases and scavenges for food*); passive voice focuses attention on action (*when the food is prepared*)
- Adjectives and adverbs to answer questions about quantity, size, shape, manner (*abundant, colossal, amorphous, rightfully*)
- Comparing/contrasting connectors to entities or components (*unlike, as opposed to, contrasted with, conversely, similarly, in spite of that*)
- Visual representations (graphs, data, diagrams) to support key details

**Develop coherence and cohesion throughout text through...**

- Referential devices (pronoun reference, synonyms, renaming) (*the subsequent social and artistic explosion=the Harlem Renaissance*) to link ideas across sections of text
- Topic and/or entity, headings to serve as openers for sentences and paragraphs
- Single technical nouns and collocations (*improvisation, blues, piano, double bass*) to define class/subclass (*jazz/New Orleans, West African*), general/specific (*musician/Louis Armstrong*), whole/part relationships (*historical influences on jazz*)

# GRADES 9-12 WIDA ELD STANDARD 2 Language for Language Arts

## Argue

**Language Expectations:** Multilingual learners will...

### ELD-LA.9-12.Argue.Interpretive

Interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

### ELD-LA.9-12.Argue.Expressive

Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

## Language Functions and Sample Language Features

### Introduce and develop precise claims and address counterclaims through...

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim (*In “Tongue Tied” Maxine Hong Kingston captures her experience of growing up as a Chinese American woman.*)
- Noun groups to provide details (*The Harlem Renaissance’s intellectual, social, and artistic explosion*)
- Connectors to introduce alternative points of view (*although, on the other hand, unlike, contrary to common belief*)
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion (*someone=character=s/he=teenager*)

### Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through...

- A variety of clauses (adverbial, embedded) to support claim (quotes, references, detailed descriptions, examples or other sources and data) and provide detail about issue/literary technique (*In “Letter from Birmingham Jail,” King’s extended allusions to multiple philosophers...*)
- Connectors to elaborate an idea/interpretation (*so, this means, therefore, leading one to believe, a way to think about this*)
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty (*might, could, must, need to*), to open up to other possibilities (*possibly, apparently, perhaps, definitely, absolutely*), or to temper space for negotiation (*most would agree, could be a consideration*)

### Establish and maintain a formal style and objective tone through...

- First, second, or third person to connect with reader, build alliance, or maintain neutrality (*as teenagers, we...*)
- Authoritative declarative sentences to evaluate and interpret events (*Anzaldúa’s interweaving of literary genres, languages, cultures, and identities in “Borderlands” is highly innovative.*)
- Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence (*a toxic perspective, contradictory information, impressive presentation, successful outcome*)

### Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through...

- A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning (embedded clauses, active and passive voice, nominalizations, given/new patterns)
- Comparing/contrasting connectors to differentiate between claims and counterclaims (*unlike, as opposed to, contrasted with, conversely, similarly, in spite of that*)
- If/then clauses to support inferential conclusions (*If these studies are accurate, then it is reasonable to expect*)
- Cohesive devices (deletions, substitutions, ellipsis) to reduce repetition, redundancy (*Teens were told to stop and they did. Teens use social media as a substitute for in-person socializing...if they do that...*)
- Connectors to sequence points in the argument and maintain logical progression (*one way, another point, as mentioned previously, in addition, it is clear then*)
- Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps

# GRADES 9-12 WIDA ELD STANDARD 3

## Language for Mathematics

### Explain

**Language Expectations:** Multilingual learners will...

#### ELD-MA.9-12.Explain.Interpretive

Multilingual learners use language to interpret mathematical explanations by

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

#### ELD-MA.9-12.Explain.Expressive

Multilingual learners use language to construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

### Language Functions and Sample Language Features

#### Introduce a concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose (*the sum of the angles of a triangle is 180°*)
- Relating verbs (*belong to, are part of, be, have*) to define or describe concept

#### Share solutions with others through...

- Generalized nouns to add precision to discussion (*congruence, theorems, bisector*)
- Language choices to reflect on completed and on-going process (*we should have done this, we might be able to, what if we try*)
- First person (*I, We*) to describe approach; third person to describe approach with neutral stance of authority
- Observational (*notice, it appears, looks like*) and comparative language (*different from, similar to, the same*) to share results (*We notice our process was different, but we have the same solution.*)
- Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement (*it's a possibility, that's definitely wrong, we need to*)



### Describe data and/or approach to solve a problem through...

- Abstract, generalized, or multi-meaning noun groups to provide precision to mathematical descriptions (*theorems, transformations, plane, translation, reflection*)
- Imperative verbs (*factor, solve, invert, simplify, apply*) to establish a process or approach
- Visual data displays (drawings, software, demonstrations, reflective devices, tables, charts) to clarify approach(es) and solution(s)
- Connectors to link sentences and longer stretches of text signaling details of time (*next, at the same time*), causality (*therefore, consequently, as a result*), clarification (*for example, as seen in the model*).
- Reference devices (personal and demonstrative pronouns, articles, text reference) to create cohesion

### State reasoning used to generate own or alternate solutions through...

- Causal connectors to establish or refute relationship, solution, validity (*the relationship is not a function because a function is...*)
- Conditional conjunctions to propose future options (*if/so, if/then*) and generalized relationships (*if/will; if a transversal crosses parallel lines, then the alternate interior angles are congruent*)

# GRADES 9-12 WIDA ELD STANDARD 3 Language for Mathematics

## Argue

**Language Expectations:** Multilingual learners will...

### ELD-MA.9-12.Argue.Interpretive

Interpret concepts in arguments by

- Comparing conjectures with previously established results and stated assumptions
- Distinguishing correct from flawed logic
- Evaluating relationships among evidence and mathematical principles to create generalizations

### ELD-MA.9-12.Argue.Expressive

Construct mathematics arguments that

- Create precise conjecture, using definitions, previously established results, and stated assumptions
- Generalize logical relationships across cases
- Justify (and refute) conclusions with evidence and mathematical principles
- Evaluate and extend others' arguments

## Language Functions and Sample Language Features

**Create precise conjecture, using definitions, previously established results, and stated assumptions through...**

- Verb groups and sequential connectors (*first, then*) to recount and explain steps in solving problems assumed to be solvable
- Conditional (*if, when*) to make and justify conjecture (*If a population doubles each week, then it will always be 16 times the original population after 4 weeks.*)
- Adverbial phrases (*qualities, quantities, frequencies*) to add precision related to conjecture (*Lines with equivalent slopes will never intersect.*)
- Relating verbs (*have, belong to, be*) to define principles, operational theorems and properties (*an inscribed angle is the angle formed when... A rhombus is a parallelogram with perpendicular diagonals.*)

**Generalize logical relationships across cases through...**

- Declarative statements to present generalizable processes (*We don't have outliers in our data. We can use a dot plot or histogram.*)
- Verbs to apply mathematical principles, as in commands (*use, do, apply*) across cases (*We need to rewrite the equation to see if we can use factors to solve it.*)

### Justify (and refute) conclusions with evidence and mathematical principles through...

- Conditional structures (*if/then, when, given*) to demonstrate conclusions (*Given all the sides of a cube are the same, take the length and raise it to the third power to find the volume.*)
- Technical nouns and noun groups to add precision and details (*inscribed and circumscribed circles, quadratic equations, recursive definition*)
- Models, drawings, graphs to demonstrate principles

### Evaluate and extend other's arguments through...

- Questions (*what, how, why, do*), requests (*could, would*) to ask for information, clarification, procedure (*Could you show me how you got that answer? Why did you do...instead of...?*)
- Causal connectors (*so, because, therefore*) to identify misconceptions (*These two figures have to have the same volume because they have the same height and area even when you change the shape; it's Cavalieri's principle.*)
- Negation (*don't, doesn't, can't*) and obligation modal verbs (*have to, must, should, could, might*) to engage with others (*I don't think you can apply that theorem, I think you have to use this, I found a counterexample.*)

# GRADES 9-12 WIDA ELD STANDARD 4 Language for Science

## Explain

**Language Expectations:** Multilingual learners will...

### **ELD-SC.9-12.Explain.Interpretive**

Interpret scientific explanations by

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

### **ELD-SC.9-12.Explain.Expressive**

Construct scientific explanations that

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

## Language Functions and Sample Language Features

### **Describe reliable and valid evidence from multiple sources about a phenomenon through...**

- Abstract nouns to introduce concepts, ideas, and technical terms (*effects, impairment, perception, antioxidants*)
- Cohesion to reference ideas, information across text (pronouns, substitutions, renaming, synonyms, collocations)
- Relating verb groups to state relationships or attributes (*have, be, belong to*)
- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define a phenomenon

### **Establish neutral or objective stance in how results are communicated through...**

- Passive voice and declarative statements (*The heat within the earth is transmitted. Disease spreads through human contact.*)
- Word choices to moderate stance, such as hedging (*could/might, a possibility, usually*)
- Objective and evaluative language to adjust precision, soften tone, acknowledge others

**Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system through...**

- Nominalizations to represent abstract concepts
- Connectors to link clauses and combine ideas into logical relationships (*as a result, therefore*)
- Variety of clause types to express causality (*Unable to grow or repair themselves, the corals eventually die.*)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

**Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs through...**

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon
- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
- Conditional clauses (*if/then*) to generalize a phenomenon to additional contexts

# GRADES 9-12 WIDA ELD STANDARD 4 Language for Science

## Argue

**Language Expectations:** Multilingual learners will...

### **ELD-SC.9-12.Argue.Interpretive**

Interpret scientific arguments by

- Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
- Comparing reasoning and claims based on evidence from competing arguments or design solutions
- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

### **ELD-SC.9-12.Argue.Expressive**

Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
- Defend or refute a claim based on data and evidence
- Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

## Language Functions and Sample Language Features

**Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science through...**

- A variety of ways to define a phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms (*atmosphere, organisms, carbon dioxide, noble gases*)
- A variety of verb groups (past, timeless present, future, conditional) to describe and/or extrapolate events known or anticipated

**Defend or refute claim based on data and evidence through...**

- Expanded noun groups to classify and/or add details (*greenhouse gasses, gradual atmospheric changes, irrevocable damage*)
- Connectors to link clauses and establish logical relationships (*as a result, therefore, to be more precise, instead, however, on the other hand*)
- Clauses to link claim with evidence and reasoning (*based on these data, the scientific principle here is...*)
- Diagrams, models, projections, data, graphics to add support to claim or evidence

**Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective) through...**

- Passive voice and declarative statements to establish a factual stance (*Elliptical paths around the sun are formed by orbiting objects. The sun's radiation varies due to sudden solar flares.*)
- Word choice to moderate stance, i.e., hedging (*undoubtedly, is likely, probable, a possibility, usually, arguably*)

**Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal through...**

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Cohesion to reference ideas, concepts, phenomena across text, using pronouns, substitutions, renaming subjects, collocations, synonym (*fusion-radiation-energy*)
- Connectors to signal time (*next, at the same time*), causality (*therefore, consequently, as a result, because*), clarification (*for example, this shows how...*)

**GRADES**  
**9-12** **WIDA ELD STANDARD 5**  
Language for Social Studies

**Explain**

**Language Expectations:** Multilingual learners will...

**ELD-SS.9-12.Explain.Interpretive**

Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

**ELD-SS.9-12.Explain.Expressive**

Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

**Language Functions and Sample Language Features**

**Introduce and contextualize multiple phenomena or events through...**

- Prepositional phrases to establish conditions, time, place (*during the Industrial Revolution*)
- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)



**Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through...**

- Passive voice to keep emphasis on main topic (*Farm policies were enforced by regulatory agents.*)
- Verbs to highlight agents and recipients (*Migrant workers challenged farm policies.*)
- Declarative statements to evaluate and interpret events (*Impressionist artists showcased a new way to observe and depict the world.*)
- Evaluative verbs and adjectives to judge behavior or moral character (*dominated, succumbed to; ineffective, powerful*)

**Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through...**

- Nominalizations to name abstract concepts, ideas, ideologies (*racism, reunification, criminalization*)
- Dependent clauses to express details that occur as a result of place, manner, duration, extent
- Complex sentences to clarify causal, linked, time-bound or sequential relationships
- Expanded noun groups to add details (*One young girl lives in the urban streets of Chicago.*)
- Connectors to maintain chronological, causal or logical relationships (*as a result, meanwhile, therefore*)

**Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through...**

- Word choices to evaluate, judge, or appreciate significance of events or phenomena
- Nominalizations to summarize event and name abstract phenomena

# GRADES 9-12 WIDA ELD STANDARD 5 Language for Social Studies

## Argue

**Language Expectations:** Multilingual learners will...

### ELD-SS.9-12.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

### ELD-SS.9-12.Argue.Expressive

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

## Language Functions and Sample Language Features

### Introduce and contextualize topic through...

- Generalized nouns and descriptive title to introduce topic (*occupation, reunification, The Allied and Axis forces*)
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details (*Germany's growing domination, which expanded into...*)
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

### Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through...

- A variety of clauses to frame details, examples, quotes, data (*according to, historians dis/agree, several sources suggest, these data suggest*)
- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions (*they decreed, she conspired, children were playing when*)

### Establish perspective through...

- Passive voice to keep emphasis on main topic rather than who or what is doing the action (*Those who resisted were rounded up and sent to work camps.*) or to use active voice to keep emphasis on who or what is doing the action.
- Objective or emotive language to appeal to logic or feelings (*forces, versus brave, focused fighters*)
- Evaluative verbs, adverbs, and adjectives to add author's perspective (*tormented, bravely, substantial*)

### Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through...


- Connectors to link claims with evidence and reasoning (*because, but, as a result, when, if, although, therefore*)
- Connectors to signal alternate points of view (*on the other hand, contrary to common belief, according to*); show concession or comparison/contrast (*while, although*)
- Modality in summary statements to reiterate position or create a call to action (*could be argued, undoubtedly, ought to, may*)

# Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

## LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on an orange background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

## Annotated Language Sample

**Context:** This essay *draft* was written by an 11th grader from Vietnam. Students had been defending their textual interpretations and the validity of their analyses of authors' uses of rhetorical strategies and their effects. This assignment was completed after the class and the teacher had jointly deconstructed and analyzed similar rhetorical strategies, both from published authors and from other students.

**Prompt:** Carefully read the first five paragraphs from Alice Walker's "Everyday Use." In the beginning of the story, the narrator describes the idealistic world of television in juxtaposition to her "real life." Consider Walker's rhetorical strategy in the context of this juxtaposition, and describe the effects.

### Language Expectation: ELD-LA.9-12.Argue.Expressive

Multilingual learners use language to construct language arts arguments that

- Introduce and develop precise claim(s) and address counterclaim(s)
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Functions & Features	"Everyday Use"	Functions & Features
<p><b>Introduce and develop precise claims through...</b></p> <p>Declarative statements to frame topic, provide background information, state claim</p> <ul style="list-style-type: none"> <li>• In "Everyday Use" ... invisible conflict.</li> </ul> <p>Noun groups to provide details</p> <ul style="list-style-type: none"> <li>• <u>unique organization</u></li> <li>• <u>an almost invisible conflict</u></li> <li>• <u>the opposing views in content of adjacent paragraphs</u></li> <li>• <u>the continuing subject of division</u></li> </ul>	<p>In "Everyday Use" Alice Walker intertwines context, <u>unique organization</u> and juxtaposition to subtly shine a light on an <u>almost invisible conflict</u>.</p> <p>Juxtaposition is <u>the opposing views in content of adjacent paragraphs</u> is used to show <u>the continuing subject of division</u>.</p> <p>The introduction of Dee is begun with <u>what Mama wanted with a T.V. show providing the dream setting</u> and <u>what Dee actually is in real life</u>.</p>	<p><b>Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through...</b></p> <p>A variety of clauses to support claim</p> <ul style="list-style-type: none"> <li>• <u>what Mama wanted with a T.V. show providing the dream setting</u></li> <li>• <u>what Dee actually is in real life</u></li> </ul>

## Functions & Features

## "Everyday Use" Continued

## Functions & Features

### Introduce and develop precise claims through...

Noun groups to provide details

- slight negative tension to her arrival
- the meek resentment the reader initially has
- the idea of sentimental value
- the memory of the quilt

Pronouns and renaming subjects to maintain cohesion

- the contrast ... the conflict ... the issue ... the true conflict (renaming)
- this (pronoun)

The contrast Dee shows to Mama's hopes and dreams build slight negative tension to her arrival. The meek resentment the reader initially has is superficial as the standard Mama set was fantasy but, the prescence of the emotion set the stage for the conflict. The issue expands with comparisons between Maggie and Dee to show the many differences between the two. **Later in the story** Maggie and Dee end up arguing over a quilt. The literal argument itself is unremarkable and one-sided as Mama has to defend Maggie; the true conflict was in the idea of sentimental value. Dee puts value in the quilt and not in the memory of the quilt. She sees the quilt or any heirloom as something to be collected or chosen. Maggie and Mama cherish memories and knowledge in their entirety, it cannot be denied or rejected. This mirrors the context and contributes to the message of different ways people remember not only the past but also their bloodline.

### Support claims with valid reasoning and relevant and sufficient evidence through...

A variety of clauses (adverbial, embedded) to support claim

- the prescence of the emotion set the stage for the conflict
- to show the many differences between the two
- as something to be collected or chosen
- people remember not only the past but also their bloodline

Connectors to elaborate on an idea/interpretation

- **later in the story**

Functions & Features	"Everyday Use" Continued	Functions & Features
<p><b>Establish and maintain a formal style and objective tone through...</b></p> <p>Third person to maintain neutrality</p> <ul style="list-style-type: none"> <li>the "Everyday Use"</li> <li>Maggie</li> <li>Dee</li> </ul> <p>Authoritative declarative sentences to evaluate and interpret events</p> <ul style="list-style-type: none"> <li>Such a massive ... population.</li> <li>Mama and Maggie's...which they are rising up against.</li> </ul> <p>Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence</p> <ul style="list-style-type: none"> <li><u>took the nation by storm</u></li> <li><u>Such a massive and sudden surge</u></li> <li><u>the loud and proud</u></li> <li><u>the new outspoken group</u></li> <li><u>did little to recognize</u></li> <li><u>a form of ignorance</u></li> <li><u>mean little</u></li> <li><u>has no significance</u></li> </ul>	<p>The "Everyday Use" <u>is set</u> in an era where a new wave African-Americans <u>took the nation by storm</u>. <u>Such a massive and sudden surge</u> of cultural created a schism within the population. Maggie <u>represents the old generation, characterized by her shy and nervous persona</u>. While Dee is the new breed of <u>the loud and proud</u>. The new outspoken group Dee symbolises <u>created the back to Africa movement</u> and revived African pride yet <u>did little to recognize</u> the history of slavery and subsequent liberation. Mama and Maggie's generation consider that to be a form of ignorance and that they are no better than the people which they are rising up against. The quilt, names, arguments <u>mean little</u> without the context as the family would have no background <u>with which to draw the real issues from</u>. The differences between Maggie and Dee would be comparable to a sitcom <u>as neither person represent anything</u>. <u>The fight over the quilt has no significance</u> without the backdrop of the civil rights movement.</p>	<p><b>Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through...</b></p> <p>A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning</p> <ul style="list-style-type: none"> <li>the "Everyday Use" <u>is set</u> in an era where (passive voice)</li> <li><u>the old generation, characterized by her shy and nervous persona</u> (expanded noun group)</li> <li><u>the back to Africa movement</u> (noun group and nominalization)</li> <li><u>with which to draw the real issues from</u> (subordinate clause)</li> <li><u>as neither person represent anything</u> (causal)</li> <li><u>the fight over the quilt</u> (nominalization)</li> <li><u>represents</u>,</li> <li><u>characterized</u>,</li> <li><u>created</u>,</li> <li><u>symbolizes</u> (verbs)</li> </ul>

Functions & Features	"Everyday Use" Continued	Functions & Features
<p><b>Establish and maintain a formal style and objective tone through...</b></p> <p>Authoritative declarative sentences to evaluate and interpret events</p> <ul style="list-style-type: none"> <li>Had Dee and Maggie ... less pronounce.</li> <li>Today ... not just in race.</li> </ul> <p>Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence</p> <ul style="list-style-type: none"> <li><u>pervades.</u></li> <li><u>identity crises</u></li> <li><u>has many confused</u></li> </ul>	<p><b>In the same vein</b> the meaning of the essay would be difficult to convey without the constant separation in character personalities.</p> <p>Had Dee and Maggie been more similar the representations of generations would have been less pronounce.</p> <p>Context and juxtaposition work in unison to focus on the issue of personal identity.</p> <p>The 70's had half the African-American population declaring their nationality and half wondering about what their ancestors would say. Today the same issue still persists but not just in race. It also <u>pervades</u> the culture of our people and what it means to be anything, from gender roles to sexual orientation, <u>identity crises</u> <u>has many confused</u>. "Everyday Use" does not offer a solution or point to what is right, instead it sends the message that there are many ways to belong to the same group and yet, at the same time be very different.</p>	<p>Cohesive devices</p> <ul style="list-style-type: none"> <li>personalities .... had Dee and Maggie been more similar (whole/part)</li> <li>context ... the 70's (renaming)</li> <li>juxtaposition ... declaring their nationality .... say (renaming)</li> <li>has many [people] confused (omission)</li> </ul> <p>Connectors to sequence points in the argument and maintain logical progression</p> <ul style="list-style-type: none"> <li><b>In the same vein</b></li> <li><b>The 70's</b></li> <li><b>Today</b></li> </ul> <p>Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps</p> <ul style="list-style-type: none"> <li>"Everyday Use" does not offer a ... different</li> </ul>



## Annotated Language Sample

**Context:** This mentor explanation text was developed by a teacher to illustrate the language required for students to answer this type of Algebra 1 problem they might encounter on a final exam or standardized test. The teacher read, deconstructed, and analyzed the mentor text with students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the explanation.

**Prompt:** Give the domain and range of the relationship. Then tell whether the relation is a function. Explain your answer.  $Y = X^2 - 5$

### Language Expectation: ELD-MA.9-12.Explain.Expressive

Multilingual learners use language to construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

Functions & Features	Grade 10 Algebra	Functions & Features
<p><b>Introduce a concept through...</b></p> <p>Relating verbs to define or describe concept</p> <ul style="list-style-type: none"> <li>• <u>is</u>, <u>isn't</u>, <u>isn't</u>, <u>isn't</u></li> </ul> <p>Mathematical terms and phrases to describe concept, process</p> <ul style="list-style-type: none"> <li>• <u>the equation's domain and range</u></li> <li>• <u>the vertical line test</u></li> <li>• <u>X</u></li> <li>• <u>Y</u></li> </ul>	<p>I explain that this <u>equation</u> <u>is</u> a <u>function</u> by providing a definition of <u>the equation's domain and range</u> and graphing what it looks like. This helps me see if the equation passes <u>the vertical line test</u>.</p> <p><u>The domain</u> <u>is</u> the set of all numbers that can be substituted for <u>X</u> in the equation. <u>X</u> can be any real number, so the domain is all real numbers.</p> <p><u>The range</u> <u>is</u> all the possible numbers that can be <u>Y</u>.</p>	<p><b>Share solutions with others through..</b></p> <p>Generalized nouns to add precision</p> <ul style="list-style-type: none"> <li>• <u>equation</u></li> <li>• <u>function</u></li> <li>• <u>domain</u></li> <li>• <u>range</u></li> </ul> <p>First person to describe approach</p> <ul style="list-style-type: none"> <li>• I</li> <li>• me</li> </ul> <p>Third person to describe approach with neutral stance of authority</p> <ul style="list-style-type: none"> <li>• <u>the domain</u></li> <li>• <u>the range</u></li> </ul>

## Functions & Features

## Grade 10 Algebra Continued

## Functions & Features

### Describe data and/or approach to solve a problem through...

Connectors to link sentences and longer stretches of text signaling

- **one way** (clarification)
- **as shown below** (clarification)

Verbs to establish a process or approach

- **to graph**
- **intersect**

Multi-meaning noun groups to provide precision to mathematical descriptions

- **positive**
- **the range**
- **function**
- **every possible value**

Reference devices to create cohesion

- the equation ... the equation (repetition)
- this ... this (repetition)
- $X^2-5$  ...  $X^2-5$  (repetition)
- $Y \geq -5$  ...  $Y$  (renaming)

Visual data displays to clarify approach (es) and solution(s)

Because  $X^2$  is **positive** or at a minimum 0,  $(X^2-5)$  could be -5 or greater. **This**

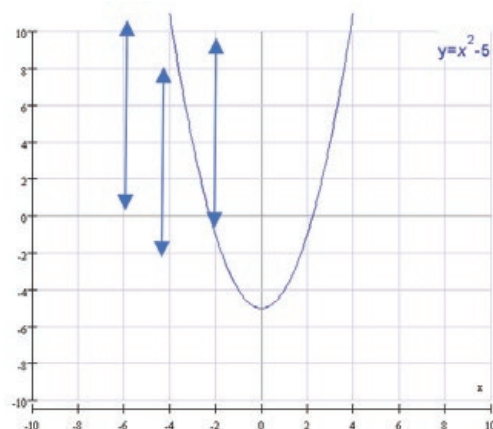
means that **the range** is  $Y \geq -5$ .

**Therefore**, the equation,  $Y = X^2-5$ ,

is a **function** **because** for **every possible value** for  $X$ , there is only **one value** of  $(Y)$ .

**One way** to show that **this** is true, is **to**

**graph** the equation and use the vertical line test. If vertical lines **intersect** the graph at a single point, **then** the equation is a **function**, **as shown below**.



### State reasoning used to generate own or alternate solutions through...

Causal connectors to establish or refute relationship, solution, validity

- **because**
- **therefore**
- **because**

Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships (if/will)

- **if ... then**

# Proficiency Level Descriptors

## Remember...

**Proficiency Level Descriptors (PLDs)** illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g.,  $PL4 = PL1 + PL2 + PL3 + PL4$ ). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
  - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how *multilingual learners* might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

# Grades 9–12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)	According to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/ subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas throughout a text (given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	authors' strategic and creative ways to connect units of meaning throughout a whole text
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	expanded noun groups with prepositional phrases (the chemical element with the symbol H)	expanded noun groups with embedded clauses (chemical element that has these physical properties)	expanded noun groups with a variety of embedded clauses (chemical element with the symbol Na and an atomic number 11 that ...)	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers (the chemical element with the symbol H and atomic number 1)	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	multiple related simple sentences ( <i>All people have needs and wants. This is called demand.</i> )	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>All people have needs and wants and it's called demand.</i> )	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>All people have needs and wants but there are only limited...</i> )	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area ( <b>Whenever</b> <i>there is an increased demand, the prices go up.</i> )	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area ( <b>Despite</b> <i>the obvious problems with equity, some people...</i> )	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area ( <i>Interest rates are controlled by the Federal Reserve Bank, although some would argue...</i> ) with awareness of how various sentences create different effects
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a growing number of words and phrases in a variety of contexts ( <i>sit tight for the announcements, in this novel</i> )	an expanding number of words and phrases including idioms and collocations ( <i>to make a long story short</i> )	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns ( <i>within seconds</i> )	a wide variety of words, phrases, and expressions with multiple meanings across content areas ( <i>division of power versus long division</i> )	strategic use of various words, phrases, and expressions with shades of meaning across content areas ( <i>tumultuous and catastrophic events</i> )	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas ( <i>stares, hesitates, agonizes and finally...</i> )

**Grades 9–12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)**  
*Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...*

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>DISCOURSE</b> <b>Organization</b> <b>of language</b>	<b>Create coherent texts (spoken, written, multimodal) using...</b>					
	short text that conveys intended purpose using predictable organization (paragraph openers: <i>First... Finally, In November, Plant cells have...</i> )	expanding text that conveys intended purpose using generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	elaborated text that conveys authors' intended and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects.
<b>DISCOURSE</b> <b>Cohesion of language</b>	<b>Connect ideas across a whole text through...</b>					
	a growing number of cohesive devices (demonstratives, repetition)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices used in genre- and discipline-specific ways	a flexible and strategic use of cohesive devices
<b>DISCOURSE</b> <b>Density of language</b>	<b>Elaborate or condense ideas through...</b>					
	some types of elaboration (demonstratives: <i>these five rules</i> )	an expanding number of types of elaboration (adding classifiers: <i>Roman empire</i> )	a variety of types of elaboration (adding in embedded clauses after the noun: <i>ancient kingdoms which were buried by ash</i> )	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization	a flexible range of types of elaboration and a growing number of ways to condense ideas	multiple and strategic use of language features to elaborate and condense ideas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences with emerging use of clauses ( <i>Bolivia is in South America. It's a home to...</i> )	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions ( <i>Bolivia is in South America and it's a home to...</i> )	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas ( <i>Democracy was established in the 1980s, yet, leaders...</i> )	compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <b>Although</b> the northern part of...)	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area ( <b>Despite</b> the country's suffering...)	strategic use of multiple techniques for creating increasingly complex clause relationships that address genre, audience, and content area ( <b>Even though</b> Spanish is the official language, several indigenous languages are spoken.)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a growing repertoire of words and phrases with growing precision ( <i>mitosis, symbiotic relationships</i> )	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision ( <i>miss the boat</i> )	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision ( <i>by exploring cultures, later that day</i> )	a variety of words and phrases, including evaluation and obligation, with precision ( <i>we shall overcome</i> )	a wide variety of words and phrases with precision ( <i>the dictator ruled with terror</i> ) according to the genre, purpose, and discipline	flexible and strategic use of various words and phrases ( <i>marveled at the Eiffel Tower</i> ) according to the genre, purpose, and discipline

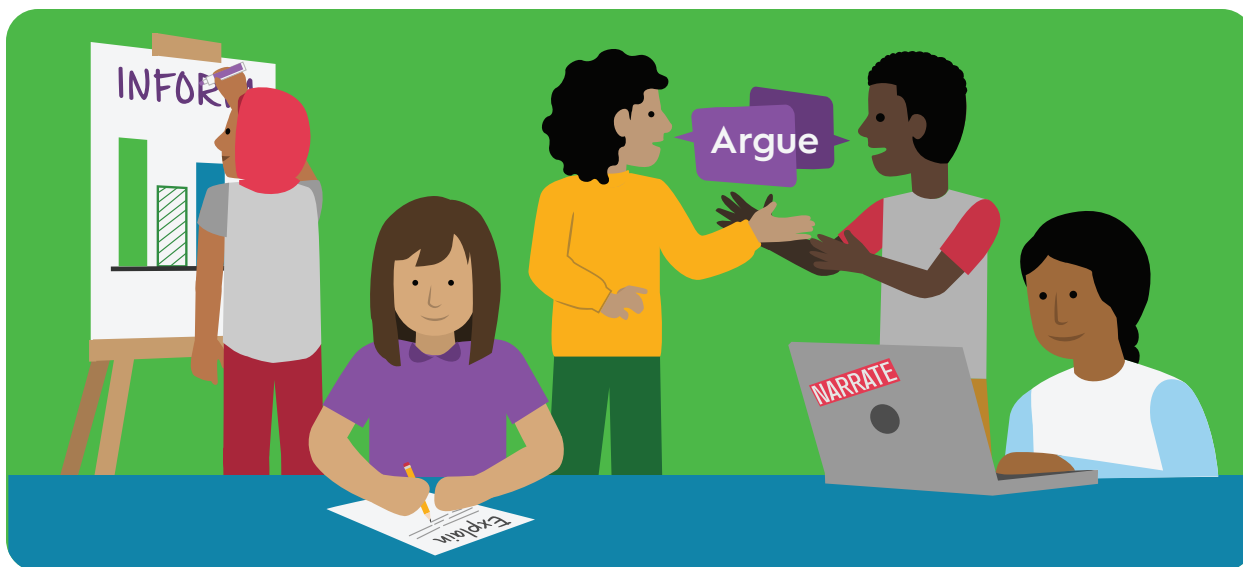






## Section 4: Resources





## Key Language Uses: A Closer Look

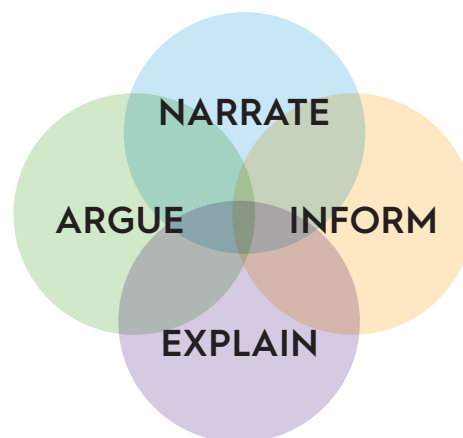
Section 2 of this document, “Understanding the WIDA ELD Standards Framework,” introduces readers to Key Language Uses. This resource takes a deeper dive into the common and unique linguistic and organizational features of each Key Language Use, and includes the following:

- A brief review of the Key Language Uses
- A quick reference table that includes brief definitions, examples of genres, and curricular contexts
- Common linguistic and organizational features across Key Language Uses
- Unique linguistic and organizational features of each Key Language Use
  - A definition of each Key Language Use
  - Example genres within each Key Language Use
  - Samples of how each Key Language Use is applied in a classroom setting across all grade level clusters.
  - Descriptions of how each Key Language Use appears across the disciplines
  - Examples of how each Key Language Use interacts with and builds on other Key Language Uses

### A Review of the Key Language Uses

The four Key Language Uses—Narrate, Inform, Explain, Argue—represent prominent genre families in the context of the disciplines to 1) help bring focus and coherence to the language of schooling and 2) prompt educators to attend to language in systematic, explicit, and sustained ways. Key Language Uses provide a natural source for collaboration between content and language teachers and help educators make choices to prioritize and organize content and language integration.

Figure 4-1: The Four Key Language Uses



**Genres** are multimodal types of texts (oral, written, visual) that recur frequently for specific purposes, with specific discourse organization and language features (e.g., biographies).

Genres with similar characteristics (e.g., biographies, autobiographies, short stories) can be grouped together into **genre families** (e.g., narrate).

**Key Language Uses** reflect the most high-leverage genre families across academic content standards. They are **Narrate, Inform, Explain, and Argue**.

As genre families, Key Language Uses overlap, blend, and build on each other. They are not strict categorical divisions. For example, as students develop complex explanations, they may Inform (by naming, defining, describing, or comparing and contrasting something), and even Narrate (e.g., include an anecdote) as they work to help their audiences accurately understand the *how* or *why* of a concept (Explain). Narratives can be embedded within other expository structures, such as those in the families of Argue and Explain. Argue can incorporate elements of many Key Language Uses, as it seeks to show an audience the validity of a position.

Educators who are aware of how genres work in school can offer students explicit and systematic explanations of the way language works in context. This understanding can also help educators shift from seeing language as a static

inventory of structures to language as a functional resource for making meaning. In other words, Key Language Uses draw attention to the language of schooling to help both students and educators see that language use is shaped by

- The larger context of schooling
- The content area, topic, and purpose for using language
- The person(s) with whom one communicates
- Students' identities and social roles
- The channel of communication

Table 4-1 offers a quick reference to the definition of each Key Language Use, along with examples of genres and classroom applications.

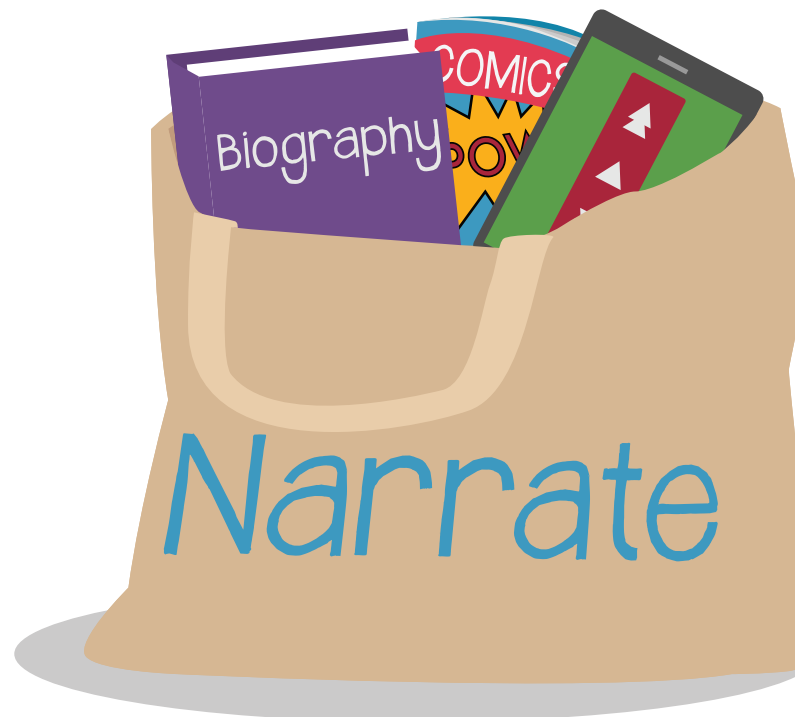




Table 4-1: Definitions of Key Language Uses

Key Language Use (Genre Family)	Genre Examples	Sample Classroom Applications
<b>Narrate</b> Represent experiences through stories and histories	<ul style="list-style-type: none"> <li>• Stories: personal recounts of real experiences or imaginative creative stories (e.g., personal narrative, short stories, novels, mystery, science fiction, fantasy)</li> <li>• Histories: autobiographies, memoirs, biographies, and historical recounts</li> </ul>	<ul style="list-style-type: none"> <li>• My first day of school.</li> <li>• Imagine yourself as a person in a particular historical period.</li> <li>• Who are my heroes?</li> </ul>
<b>Inform</b> Communicate factual information on a topic	<ul style="list-style-type: none"> <li>• Descriptive, compositional, classifying, contrastive or comparative reports</li> <li>• Lab reports, investigation reports, design reports, problem-solution reports</li> </ul>	<ul style="list-style-type: none"> <li>• What are environmental disasters?</li> <li>• How are stars and planets different?</li> <li>• How do cells divide?</li> </ul>
<b>Explain</b> Give account for how or why things work	<ul style="list-style-type: none"> <li>• Sequential</li> <li>• Causal</li> <li>• Cyclical</li> <li>• Factorial</li> <li>• Consequential</li> <li>• Mathematical explanations</li> </ul>	<ul style="list-style-type: none"> <li>• How does a bill become a law?</li> <li>• Why do I have hiccups?</li> <li>• How does a caterpillar become a butterfly?</li> <li>• How are tornadoes formed?</li> </ul>
<b>Argue</b> Justify one's claims using evidence and reasoning	<ul style="list-style-type: none"> <li>• Exposition (one side)</li> <li>• Discussion (both sides)</li> <li>• Challenge</li> <li>• Critical response</li> <li>• Book, film, videogame reviews</li> <li>• Mathematical arguments</li> <li>• Scientific arguments</li> </ul>	<ul style="list-style-type: none"> <li>• Should plastic straws be banned?</li> <li>• Defend, challenge, or qualify a character's view of the relationship between wealth and justice.</li> <li>• A response to immigration policy.</li> <li>• Should masks be required in a global pandemic?</li> <li>• Develop mathematical proofs.</li> </ul>

(de Oliveira, 2016; Derewianka & Jones, 2018)

## Common Linguistic and Organizational Features of Key Language Uses

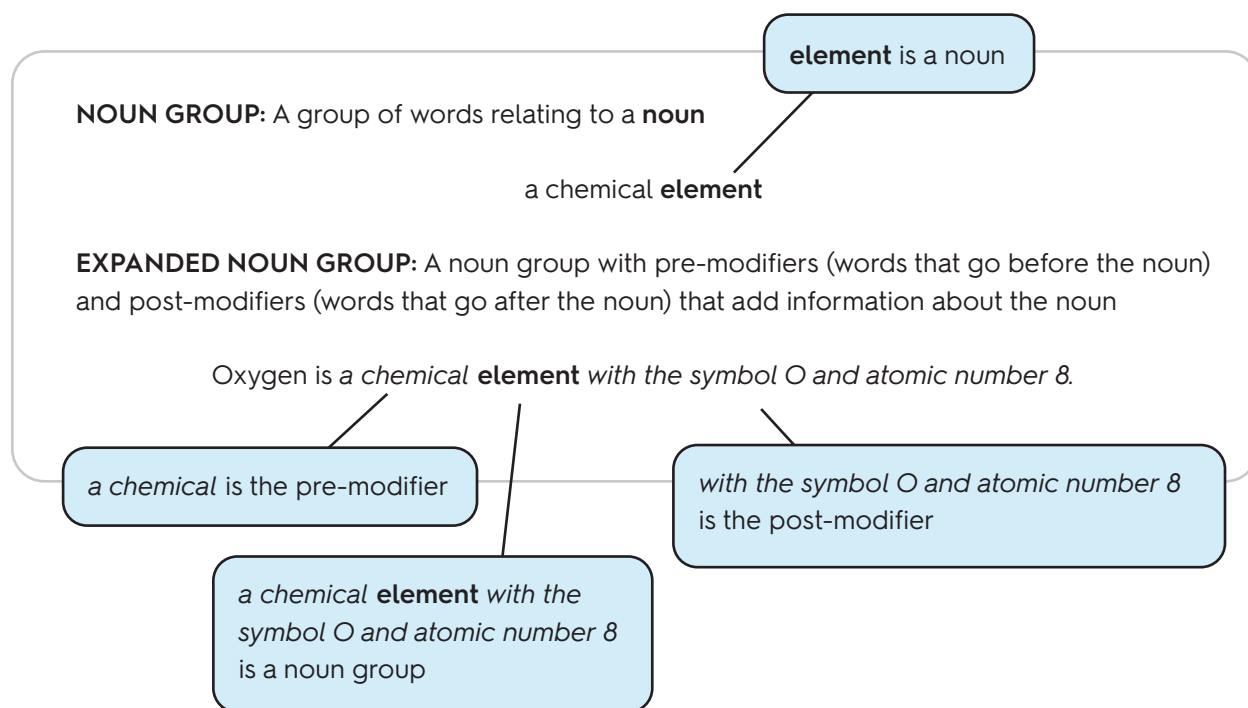
While each Key Language Use has unique organizational structures and language features, several are common across all Key Language Uses. In this section we highlight and discuss three such structures and features:

- Noun groups
- Nominalization
- Given/new organizational pattern of discourse (also known as zig-zag)

Teachers who recognize how these common language features work in texts can explicitly teach them to multilingual learners. This will help learners use these features across various Key Language Uses, making these features portable. Ultimately, this recognition will increase students' independence in being able to read academic texts on their own, regardless of genre.

### Noun Groups

Academic texts are often challenging because of the density of information packed in noun groups connected with one simple verb (is, have, are, was). A **noun group** is a *group of words relating to a noun* (e.g., a *chemical element*). An expanded noun group typically includes pre-modifiers (words that go before the noun) and post-modifiers (words that go after the noun) that add information about the noun.

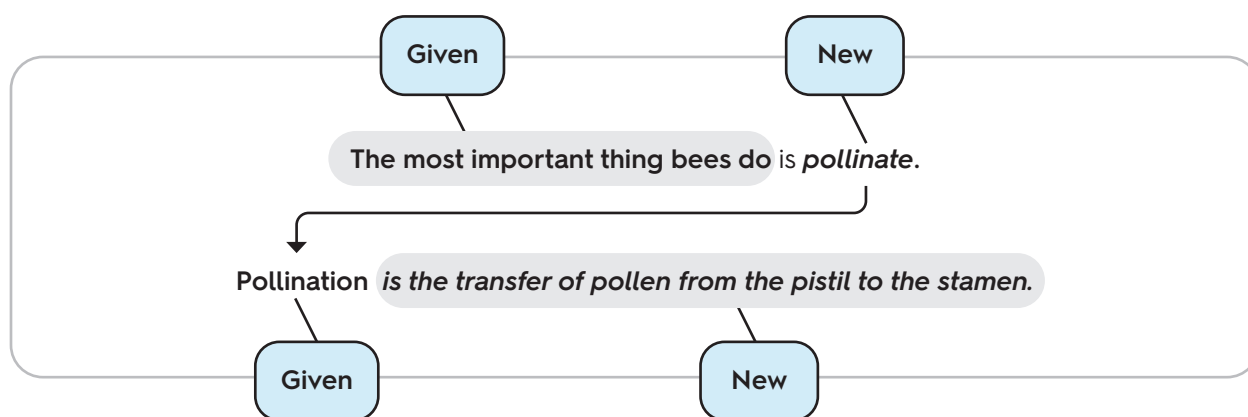


## Nominalization

Nominalization is a prominent feature of written text. It occurs when events and qualities are represented as “things,” using an abstract noun instead of a verb, adjective, or clause (e.g., discrimination, assumption). Many abstract and technical terms are nominalizations that help us condense information (e.g., fragmentation, deposition, pollination). At the same time, nominalizations often emphasize an end result of an action while making the doer of that action disappear.

## Given/New Information

Given/new Information is an organizational pattern in written texts in English that functions to build and sequence information between sentences. The **given (or known)** information is placed at the beginning of the sentence. The **new (or unknown)** information is placed at the end of the sentence. In the sentence that follows, the new information is picked up as **given** so that more information can be added, typically through the use of nominalization. For example:



The first sentence presents “**The most important thing that bees do**” as given information and “**pollinate**” as new information. The second sentence starts with the nominalization “**pollination**,” now as a **given**. The given/new pattern allows the second sentence to capture and build on the concept pollinate as **given** so that more information can be added (e.g., the transfer of pollen from a stamen to a pistil).

Educators can undoubtedly identify other common organizational patterns and language structures in English. Being able to see how these patterns and structures connect to the Key Language Uses can help you use them with your multilingual learners.

## Unique Linguistic and Organizational Features of Key Language Uses

### Narrate: Represent Experiences Through Stories and Histories

The Key Language Use **Narrate** refers to the way students use language to represent experience—real or imaginary. This genre family has the function of engaging and/or informing the reader or audience. (See Table 4-2 for examples.) The many genres that come under the umbrella of Narrate serve purposes including to convey what one imagines, to share an experience, to entertain, to inform, and to persuade. Narratives can take the form of stories, such as fictional creative short stories and novels, or nonfiction news stories and anecdotes. They can also take the form of histories, such as chronicles, biographies, and historical recounts.

Narratives tend to follow cultural story-telling patterns, and cultural norms for narratives can affect students' interpretations. It is important to be mindful that multilingual learners from different backgrounds may approach aspects of narrative such as truth, identity, and themes according to their cultural norms.

**Table 4-2: Narrate Genre Family**

Sample Genres	Purpose	Sample Classroom Applications
Personal recount	Reflect on experience by giving details of an incident	<ul style="list-style-type: none"> <li>How I came to this country</li> <li>Our class field trip to the virtual museum</li> </ul>
Short stories	Engage, encourage reflection, entertain, or teach a moral lesson	<ul style="list-style-type: none"> <li>The Rabbit and the Fox</li> <li>Finding Helena</li> </ul>
Anecdotes	Share a short and amusing episode about a real person	You won't believe what happened!
News stories	Inform about newsworthy events in a compelling way	Writing a story or blog for a school newspaper: Safety in School
Autobiographies	Recount episodes in someone's life as told by that person	<ul style="list-style-type: none"> <li><i>A Long Walk to Here and Now</i></li> <li><i>Hard Lessons Learned</i></li> </ul>
Biographies	Recount episodes from another person's life	<i>A Biography of Nelson Mandela</i>
Historical recounts and accounts	<ul style="list-style-type: none"> <li>Recount historical periods</li> <li>Recount and explain historical stages</li> </ul>	<ul style="list-style-type: none"> <li>The Ming Dynasty</li> <li>The Victorian Era</li> <li>U.S. Immigration History</li> </ul>



**Narrate Through the Years of Schooling**

As students move through school, what they are expected to be able to do with Narrate changes (see Table 4-3). Students are always expected to express their ideas, interact with others, and create multimodal texts (written, oral, visual), but the resources they are expected to use become more sophisticated and often build upon previously acquired ways of using language. As such, when a multilingual learner arrives any time after early elementary school, they may need a great deal of support in building up their resources for Narrate.

**Table 4-3: Narrate Through the Years of Schooling**

Early Elementary	Upper Elementary and Middle	Middle and High School
<p>Young learners come to school with experience and skill in telling stories. They use language to narrate when they</p> <ul style="list-style-type: none"><li>• Share and reflect on lived experiences</li><li>• Retell or create imaginative stories that rely on shared understanding with their audience</li><li>• Create multimodal texts that include drawings and spelling approximations</li></ul>	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none"><li>• Add details about people, characters, scenes, settings, and actions</li><li>• Create images in the reader’s mind through richly descriptive language</li><li>• Interpret and develop more complicated plots</li><li>• Move back and forth between spoken and written modes as they create increasingly coherent multimodal narratives for a variety of contexts and purposes</li></ul>	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none"><li>• Add nuance to how they describe people, objects, scenes, and actions</li><li>• Use dialogue to provide insight into character’s motives and personalities</li><li>• Underscore the significance of events</li><li>• Manipulate pace to bring attention to key points in the narrative</li><li>• Create tension and suspense</li><li>• Draw on a range of language resources to make narratives flow well and hang together coherently</li></ul>

## Narrate Across Content Areas

Narratives as a genre family are generally associated with literature or language arts; however, narratives are present in all disciplines, as shown in Table 4-4.

**Table 4-4: Narrate Across Content Areas**

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce narratives to</p> <ul style="list-style-type: none"><li>• Convey real or imaginary experience through short stories, novels, anecdotes, memoirs, and autobiographies</li><li>• Develop and process their own identities</li></ul>	<p>In mathematics, students process and produce narratives to</p> <ul style="list-style-type: none"><li>• Illustrate mathematical concepts</li><li>• Contextualize and build stronger connections to the applications of math, bringing them to life in story forms</li></ul>	<p>In science, students process and produce narratives to</p> <ul style="list-style-type: none"><li>• Tell stories that add meaning to technical and abstract scientific phenomena</li><li>• Share observations of how things work and evolve, and of how humans become interested in science</li></ul>	<p>In social studies, students process and produce narratives to</p> <ul style="list-style-type: none"><li>• Communicate their perspective on what happened, who was involved, and where and when it took place (settings, epochs)</li><li>• Paint a larger picture of a particular event or social phenomenon</li></ul>

## How Narrate Interacts with other Key Language Uses

As a genre family that allows students to create real or imaginary stories and recount histories, the Key Language Use Narrate relies largely on descriptions and sequencing of events. This way of using language underlies the other Key Language Uses as well. It is typical, for example, for arguments to include a personal story to connect with the audience, or for a science explanation to use a narrative to illustrate a phenomenon.

## Inform: Communicate Factual Information on a Topic

The Key Language Use **Inform** allows students to observe, record, and describe information about the natural world around them. (See Table 4-5 for examples.) This genre family consists of texts that convey facts in nonfiction contexts as students define, describe, compare, contrast, organize, categorize, or classify something (for example, a favorite animal, a musical instrument, a planet, an epoch, or other newly researched knowledge). Informational texts are often multimodal: they tend to include pictures, symbols, charts, diagrams, illustrations, and other means that help to show relationships like parts to whole, or classes/subclasses of things.

**Table 4-5: Inform Genre Family**

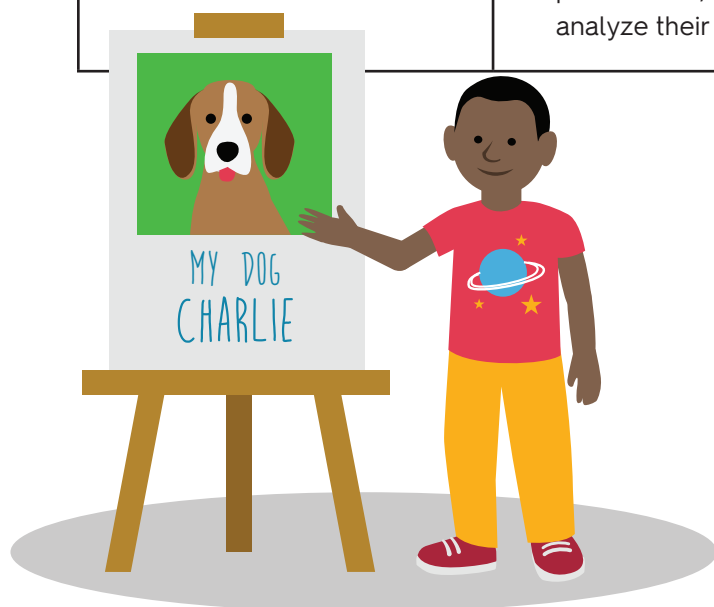
Sample Genres	Purpose	Sample Classroom Applications
Descriptive report	Give information about an entity by describing its uses, characteristics, physical attributes, behavior, or other features	<ul style="list-style-type: none"><li>• Dolphins</li><li>• Magnets</li><li>• Stages of cell division</li></ul>
Classifying report	Organize and describe a field or topic into class and subclass hierarchies	<ul style="list-style-type: none"><li>• Classes of environmental disasters</li><li>• Types of software</li></ul>
Comparative report	Identify similarities and differences between two or more things	<ul style="list-style-type: none"><li>• Stars and planets</li><li>• Mitosis and meiosis</li></ul>
Compositional report	Describe parts and wholes	<ul style="list-style-type: none"><li>• Layers of the rainforest</li><li>• The acoustic guitar</li></ul>
Lab report	Describe experiments using the scientific method	Types of techniques to separate mixtures
Investigation report	Research a topic using a variety of sources	The impact of COVID-19 on school learning
Design report	Design and create a product, service, performance, or artwork	Designing and constructing multimedia compositions
Problem-solution report	Devise a solution to a problem	Solutions report: robot arm designs for trash pick up

## Inform Through the Years of Schooling

The language demands required for students through the Key Language Use Inform change significantly throughout the years of schooling. The language for observing and describing information shifts from describing people, places, and objects in the immediate environment to classifying and categorizing more abstract phenomena involving deeper taxonomies. What students can demonstrate with the language for informing depends on their knowledge of the topic; therefore, students need support to research topics before reporting on them. Because linguistic demands of Inform increase through the years of schooling, multilingual learners need ongoing explicit support with Inform across the grades. The progression is shown here in Table 4-6.

**Table 4-6: Inform Through the Years of Schooling**

Early Elementary	Upper Elementary and Middle	Middle and High School
<p>Young learners use language for informing when they</p> <ul style="list-style-type: none"> <li>• Report on topics they know well</li> <li>• Discuss or write about people, places, or familiar things in their environment, such as “My dog Charlie”</li> </ul>	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none"> <li>• Report on their researched topics at a distance and in general terms such as “Canine species” or “Dogs” in general</li> <li>• Manage information about entities according to their composition and classifications, to compare and contrast phenomena, and to analyze their features</li> </ul>	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none"> <li>• Provide extended scientific classifications or technical information with much more detail, precision, and sophistication</li> <li>• Share their research findings through different kinds of reports (e.g., more complex problem-solution reports and lab reports)</li> </ul>



## Inform Across Content Areas

Because information reports are used to describe phenomena and entities, these texts are more prevalent in science and social studies; however, they are also present in mathematics and language arts. (See Table 4-7 for examples.)

**Table 4-7: Inform Across Content Areas**

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce information to</p> <ul style="list-style-type: none"><li>• Ask and answer questions about local and global issues</li><li>• Compare and contrast themes in various works</li><li>• Research, summarize, draw conclusions, and report findings</li></ul>	<p>In mathematics, students process and produce information to</p> <ul style="list-style-type: none"><li>• Ask and answer questions, explore, model, conjecture, test, and prove</li><li>• Define and represent concepts</li><li>• Engage in problem-solving</li></ul>	<p>In science, students process and produce information to</p> <ul style="list-style-type: none"><li>• Ask and answer questions about phenomena</li><li>• Explore solutions to problems</li><li>• Elaborate on concepts and processes</li></ul>	<p>In social studies, students process and produce information to</p> <ul style="list-style-type: none"><li>• Ask and answer questions about past and present events</li><li>• Pursue investigations through the tools and lenses of geography, history, economics, and political science</li></ul>

## How Inform Interacts with other Key Language Uses

When students research a topic, the newfound knowledge can inform the basis for evidence in arguments. The researched material can also inform the background of a narrative short story. When students explain a phenomenon with a poster, they might need to inform by providing a definition of key concepts, such as magnetism. When asked to explain how energy flows through an ecosystem, they may need to inform by classifying the components of an ecosystem.

Notice that information reports are different from explanations because, for example, while the former describes or classifies such phenomena as clouds, explanations are concerned with how clouds are formed or why it rains.

## Explain: Give Account for How or Why Things Work

The Key Language Use **Explain** centers on locating and substantiating the inner workings of natural, artificial, and social phenomena (see Table 4-8). Explanations are more than descriptions or recounts—they ask not only about the “what,” but the “how,” thus searching for causal relationships and overarching theories to construct deeper understandings. As they grow in complexity, explanations often draw on the unobservable or underlying concepts or mechanisms for how something works.

**Table 4-8: Explain Genre Family**

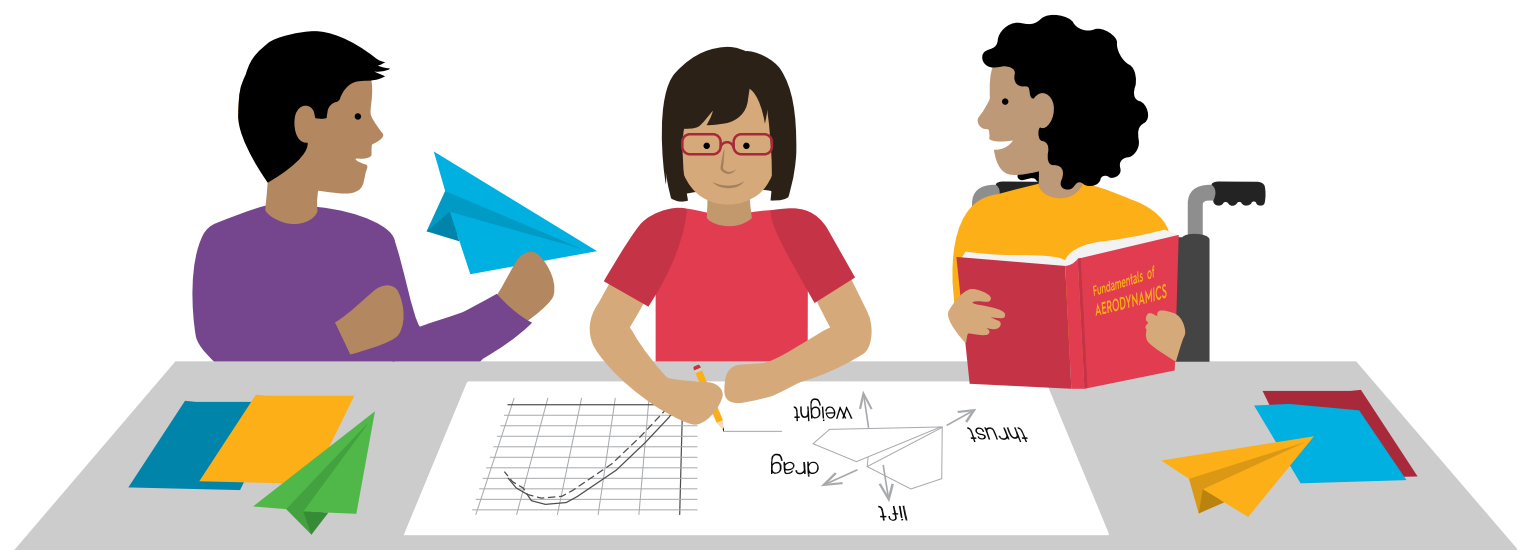
Sample Genres	Purpose	Sample Classroom Applications
Sequential explanation	Explain phenomena in a linear sequence	<ul style="list-style-type: none"> <li>• How recycled paper is made</li> <li>• How a bill becomes a law</li> </ul>
Causal explanation	Explain phenomena in a linear sequence showing how one step causes the next	<ul style="list-style-type: none"> <li>• How a volcano erupts</li> <li>• How a solar eclipse occurs</li> <li>• How we get hiccups</li> </ul>
Cyclical explanation	Explain phenomena in a way that the last step is also the beginning of the cycle	<ul style="list-style-type: none"> <li>• The life cycle of a frog</li> <li>• The water cycle</li> </ul>
Systems explanation	Explain how a system works. Includes a description of the components and how they relate and interact with one each other.	<ul style="list-style-type: none"> <li>• How the desert works as an ecosystem</li> <li>• How the branches of the government work</li> <li>• How school or local community works as a system</li> </ul>
Factorial explanation	Explain factors (multiple causes) that contribute to an event or outcome	<ul style="list-style-type: none"> <li>• Factors that create the conditions for a tornado</li> <li>• Factors that led to World War II</li> </ul>
Consequential explanation	Explain consequences (multiple effects) of an event	<ul style="list-style-type: none"> <li>• What are the consequences of not following our classroom community rules?</li> <li>• What happened as a result of Westward Expansion in the U.S.?</li> <li>• What were the consequences on Native people?</li> </ul>

## Explain Through the Years of Schooling

The language demands required for students through the Key Language Use Explain change significantly throughout the years of schooling. The language for explaining how or why things work shifts from explaining observable phenomena in early years to explaining the underlying causes and the inner workings of natural, built, or social phenomena in later ones. Explanations take on a more multifaceted nature because they deal with complex phenomena involving multiple causes and multiple effects. Because linguistic demands of Explain increase through the years of schooling, multilingual learners need ongoing explicit support with Explain across grade levels. The progression is shown in Figure 4-9.

**Table 4-9: Explain Through the Years of Schooling**

Early Elementary	Upper Elementary and Middle	Middle and High School
<p>Young learners use language for explaining when they</p> <ul style="list-style-type: none"> <li>• Share their observations of the how and why of observable and familiar phenomena (life cycle of a butterfly)</li> <li>• Use diagrams, drawings, speech, and some writing to process and produce multimodal texts that are sequential (from farm to table) or cyclical (how a caterpillar becomes a butterfly)</li> </ul>	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none"> <li>• Convey the underlying causes of phenomena (how magnets work)</li> <li>• Identify consequences of events or actions (what happens as a result)</li> <li>• Establish connections and relationships between different ideas</li> </ul>	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none"> <li>• Establish more complex connections between causes and effects</li> <li>• Convey more abstract concepts and relationships among ideas (how aerodynamics or electromagnetism work)</li> <li>• Use multiple sources of empirical evidence to locate and substantiate underlying causes for phenomena</li> </ul>



## Explain Across Content Areas

Explain features prominently in the fields of science and social studies, as these two disciplines exist to explain natural, artificial, and social phenomena. However, it is also present in other content areas, as shown in Table 4-10.

**Table 4-10: Explain Across Content Areas**

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce explanations to</p> <ul style="list-style-type: none"><li>• Account for how ideas, characters, and themes develop in various literary and informational works</li></ul>	<p>In mathematics, students process and produce explanations to</p> <ul style="list-style-type: none"><li>• Account for how something was done (how students determined a solution or came to a conclusion)</li><li>• Convey flaws in the chain of mathematical reasoning</li></ul>	<p>In science, students process and produce explanations to</p> <ul style="list-style-type: none"><li>• Account for the underlying causes or principles of phenomena</li><li>• Draw on scientific models, principles, and ideas that are based on evidence</li></ul>	<p>In social studies, students process and produce explanations to</p> <ul style="list-style-type: none"><li>• Account for causal and consequential relationships among events and outcomes</li><li>• Foreground reasons that contribute to outcomes</li><li>• Account for the effects or consequences of something</li><li>• Account for how political, economic, or cultural systems work</li></ul>

## How Explain Interacts with other Key Language Uses

As students develop complex explanations, they may Inform (e.g., by naming, defining, describing, or comparing and contrasting something), Narrate (e.g., include an anecdote), and Argue (e.g., make a claim) as they work to help their audiences accurately understand the how or why of a concept.

Explanations share some features with the Key Language Use Inform. Yet, while Inform is concerned with describing, classifying, or categorizing things, explanations ask students to substantiate the inner workings, the how and why of phenomena or issues. For example, instead of merely describing types of precipitation, explanations require that students convey why it rains or snows. Argue also shares similarities and differences with Explain. Whereas Explain starts with the assumption of truthfulness as it proceeds to answer questions about the why or how of something, Argue is concerned with making others believe that something is true or persuading people to change their beliefs or behavior.



## Argue: Justify One's Claims Using Evidence and Reasoning

The Key Language Use **Argue** refers to the way students use language to change the audience's point of view, to bring about action, or to ask the audience to accept one's position or evaluation of a concept, issue, or problem. Argue has the function of validating, evaluating, and persuading by supporting or challenging points of view, advocating for particular approaches, convincing based on the merits of a proposed solution, interpreting messages in a text, or analyzing various aspects of a literary work. The practice of constructing convincing arguments propels student thinking and learning, develops critical judgement, and enhances oral language, writing, and research skills. (Table 4-11 shows examples.)

**Table 4-11: Argue Genre Family**

Sample Genres	Purpose	Sample Classroom Applications
Persuasion	Convince an audience to act in a particular way	<ul style="list-style-type: none"><li>• Plastic straws should be banned!</li><li>• Save the rainforests!</li></ul>
Discussion	Discuss two or more sides of an issue	<ul style="list-style-type: none"><li>• Nuclear power, for or against?</li><li>• Online learning, pros and cons</li></ul>
Challenge	Rebut a position on an issue	<ul style="list-style-type: none"><li>• Graffiti is art</li><li>• A response to immigration policy</li></ul>
Review	Assess the value of a work	Reviews of books, films, videogames
Interpretation	Interpret message in a work, usually a literary text or art form	<ul style="list-style-type: none"><li>• What is the message/theme in <i>The House on Mango Street</i>?</li><li>• Literary elements in <i>Bless Me Ultima</i></li></ul>
Critical response	Analyze and evaluate various aspects of a texts, including ideas, themes, messages, and symbols	<ul style="list-style-type: none"><li>• Analyze the representation of Mexicans in <i>American Dirt</i></li></ul>

## Argue Through the Years of Schooling

The language demands required for students to argue change significantly throughout the years of schooling (see Table 4-12). The expression and elaboration of ideas shifts from describing personal opinions about everyday topics to using research, data, and textual evidence to engage with abstract concepts. Interacting with and convincing an audience requires increasing control over language resources that express attitude and engage with possibilities. For example, creating coherent and logical texts through textual organization, connectives, and reference becomes increasingly sophisticated and varied. Multilingual learners need ongoing explicit support with Argue across the grades.

**Table 4-12: Argue Through the Years of Schooling**

Early Elementary	Upper Elementary	Middle and High School
<p>Young learners use language for arguing to</p> <ul style="list-style-type: none"><li>• Express emotions, likes, and dislikes on familiar topics such as food and games</li><li>• Formulate and share opinions through short multimodal texts about familiar issues</li></ul>	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none"><li>• Substantiate claims with evidence and reasoning on topics outside their realm of personal experience</li><li>• Elaborate on ideas from research, data derived from experiments, or citations from literary texts</li><li>• Engage with other voices, possibilities, and perspectives</li></ul>	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none"><li>• Express attitudes, adjust the strength of feelings and opinions, refer to other perspectives, and engage the audience</li><li>• Sustain claims and reasoning by weighing evidence, evaluating data sources, and connecting evidence to claims</li><li>• Contextualize and evaluate primary and secondary sources</li><li>• Conduct and present research</li><li>• Analyze sophisticated literary texts</li></ul>

## Argue Across Content Areas

The Key Language Use Argue is relevant to every content area. Students are expected to engage in evaluation and persuasion in each discipline. Some distinctive features of Argue across the disciplines are highlighted in Table 4-13.

**Table 4-13: Argue Across Content Areas**

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce arguments to</p> <ul style="list-style-type: none"><li>• Determine the validity of a claim, position, belief, or conclusion</li><li>• Offer reasons and evidence from multiple sources to support an opinion or claim</li><li>• Convince someone to believe or do something</li><li>• Respond to, interpret, and evaluate literary and informational works</li></ul>	<p>In math, students process and produce arguments to</p> <ul style="list-style-type: none"><li>• Examine and evaluate the validity of conjectures (explanations)</li><li>• Distinguish correct from flawed reasoning</li><li>• Examine connections to mathematical principles or previously accepted ideas</li></ul>	<p>In science, students process and produce arguments to</p> <ul style="list-style-type: none"><li>• Test out claims about the world</li><li>• Evaluate the limitations of a claim</li><li>• Design solutions</li><li>• Engage in a process of reasoning that is grounded in evidence</li><li>• Reach agreements</li></ul>	<p>In social studies, students process and produce arguments to</p> <ul style="list-style-type: none"><li>• Interpret and analyze the nature of historical understandings</li><li>• Evaluate and communicate understandings through political, historical, geographic, and economic lenses</li><li>• Discuss and evaluate sources that are grounded in evidence</li></ul>

## How Argue Interacts with Other Key Language Uses

Argue incorporates elements of other Key Language Uses as it seeks to show an audience the validity of a position. For example, an anecdote Narrate may introduce the background of an argument, definitions and facts Inform may frame the evidence to defend a claim, and an explanation Explain may be the basis for evidence.

In science, in particular, there is an overlap between the Key Language Uses of Argue and Explain. Explanations account for how or why things work (e.g., how energy flows through an ecosystem), and arguments seek to use data as evidence for their claims.

# Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations

## An Overview of Collaborative Planning

The WIDA ELD Standards Framework, working in tandem with academic content standards, defines the language multilingual learners need as they engage in learning and prepare for college, career, and civic life. The framework upholds the goal of increasing equity for multilingual learners by promoting a culturally and linguistically sustaining approach to education and by providing common and visible language expectations in relation to grade-level academic content. Attending to how students use language in learning acknowledges that all learners are language learners, and all teachers are language teachers. For multilingual students, this attention to language use is especially critical.

One of the framework's functions is to serve as a guide for informing the design of curriculum, instruction, and assessment for multilingual learners. Along with WIDA's many resources (e.g., focus bulletins, professional learning), it helps educators navigate the options for engaging students in rigorous academic content learning while simultaneously promoting their language development.

To support this important work, we offer a springboard for discussion around collaborative planning for curricular integration of content and language. This example showcases initial steps educators can take to promote language development in content units of learning. It illustrates how educators can use components of the WIDA ELD Standards Framework to help multilingual learners expand the ways they use language to make meaning in the classroom and beyond.

**Collaboration is one of the four Big Ideas of the WIDA English Language Development Standards Framework, 2020 Edition.**

These four Big Ideas anchor the standards and are interwoven throughout the document:

1. Equity for Multilingual Learners
2. Teach Language and Content Together
3. Functional Approach to Language
4. Collaboration Among Stakeholders



Below are a few considerations about the WIDA ELD Standards Framework and the sample collaborative planning process:

- **The ELD Standards Framework is inclusive: multilingual learners can enter at many different points and follow unique, individual language learning pathways.** It illustrates how students do not need to attain a certain proficiency level before engaging in grade-level content learning. WIDA resources are intended to guide educators—and not only ESL teachers—in a continual process of designing instruction that builds on and expands students’ language strengths and competencies.
- **The ELD Standards Framework does not prescribe a specific curriculum, pedagogy, or teaching methodology.** The sample collaborative planning process offers one possible way (among many others) to use the framework to plan and deliver systematic, explicit, and sustained language development in an embedded manner as multilingual learners learn grade-level content in curricular units of study.
- **The ELD Standards Framework can be used in flexible ways to ensure that all multilingual learners are engaged in processes for making meaning across classrooms.** Educators can use scaffolding practices as needed through innovative and accessible approaches that validate multilingual learners’ home, school, and community experiences; leverage students’ multiple languages; and offer students opportunities to interact with peers and adults in meaningful, substantial ways. (For more information about scaffolding learning, see the WIDA resource library on the WIDA website.)
- **This sample collaborative planning process starts once educators have identified a well-designed, content-rich curricular unit of study.** In cases where educators do not have an existing unit to work with, additional planning work is needed to fully outline unit-level content and language goals. This sample process is not intended as a basic introduction to curricular design.
- **This sample collaborative planning process is intended to help educators define a unit’s language development goals alongside the unit’s academic content goals.** Educators can use the unit-level language goals to guide further planning at the lesson level. This sample process offers a starting point for curricular conversations and prompts possible next steps to flesh out how educators will guide multilingual learners towards meeting unit content and language goals.
- **Educators can use the sample collaborative planning process in different ways based on their role, instructional context, curriculum, and students.** For example, content area classroom teachers can use this process to plan upcoming units of study in collaboration with language specialists. Coaches, curriculum supervisors, and other administrators can use this process to support classroom teachers as they collaborate and use the components of the framework to inform language development planning across units of study or curriculum maps.

## Administrative Support for Systemwide Collaboration

Multilingual learners are educated in a variety of settings, each with its own unique populations, communities, resources, and approaches. Regardless of the type of educational setting and programming, a coordinated effort among all district and school levels is necessary to provide multilingual learners with coherent learning experiences and an equitable, high-quality education. Several overlapping district and school teams are responsible for making decisions, planning, and implementing programming and instruction for multilingual learners. These plans are best realized when there is communication, coordination, buy-in, and shared responsibility among these teams.

Although collaboration is not possible in every situation, every educator (administrators, teachers, support personnel) is responsible for providing an effective and coherent program for multilingual learners. In addition to district and school levels, administrators can support collaboration at the classroom level by ensuring that content and language educators, as well as other specialists and support personnel, have common planning time, regular opportunities to interact in professional learning communities, and dedicated professional time for shared planning of curriculum, instruction, and assessment for multilingual learners.

In these collaborative sessions, each educator brings expertise and knowledge from their own field, as well as firsthand knowledge of student performance in their classroom. This joint expertise and ongoing sharing of data can be a significant factor in the education of multilingual learners, and a critical part of the infrastructure that supports intentional, resourceful, and responsive design for the achievement and success of multilingual learners.

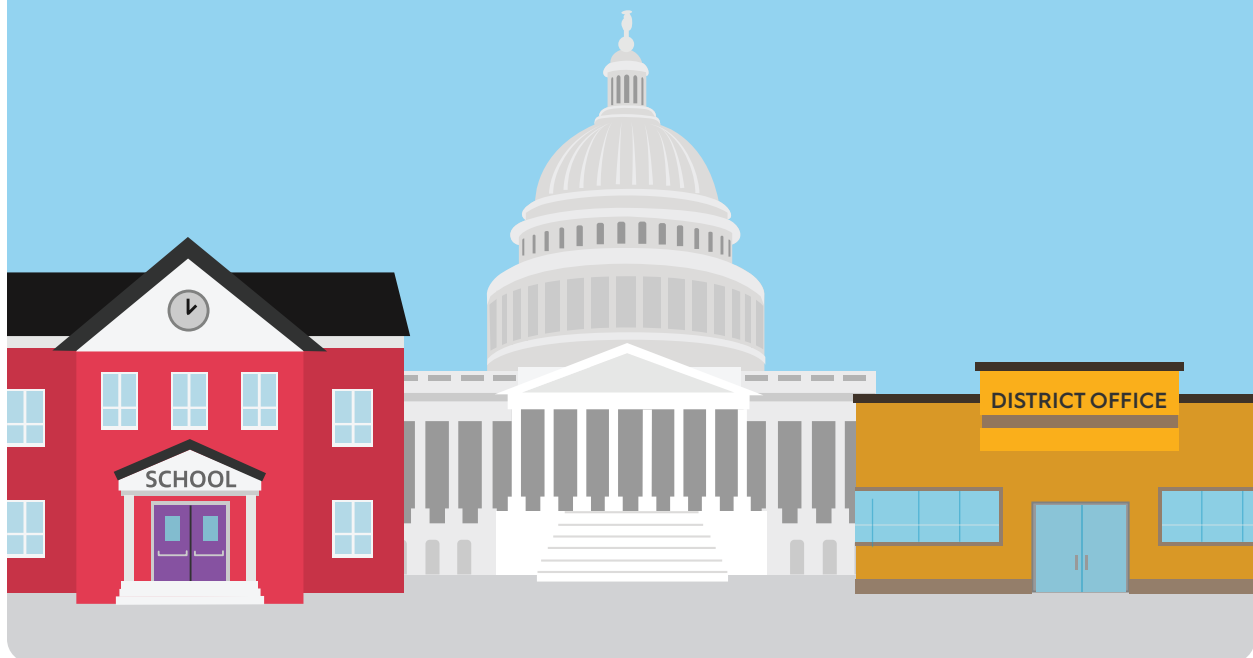
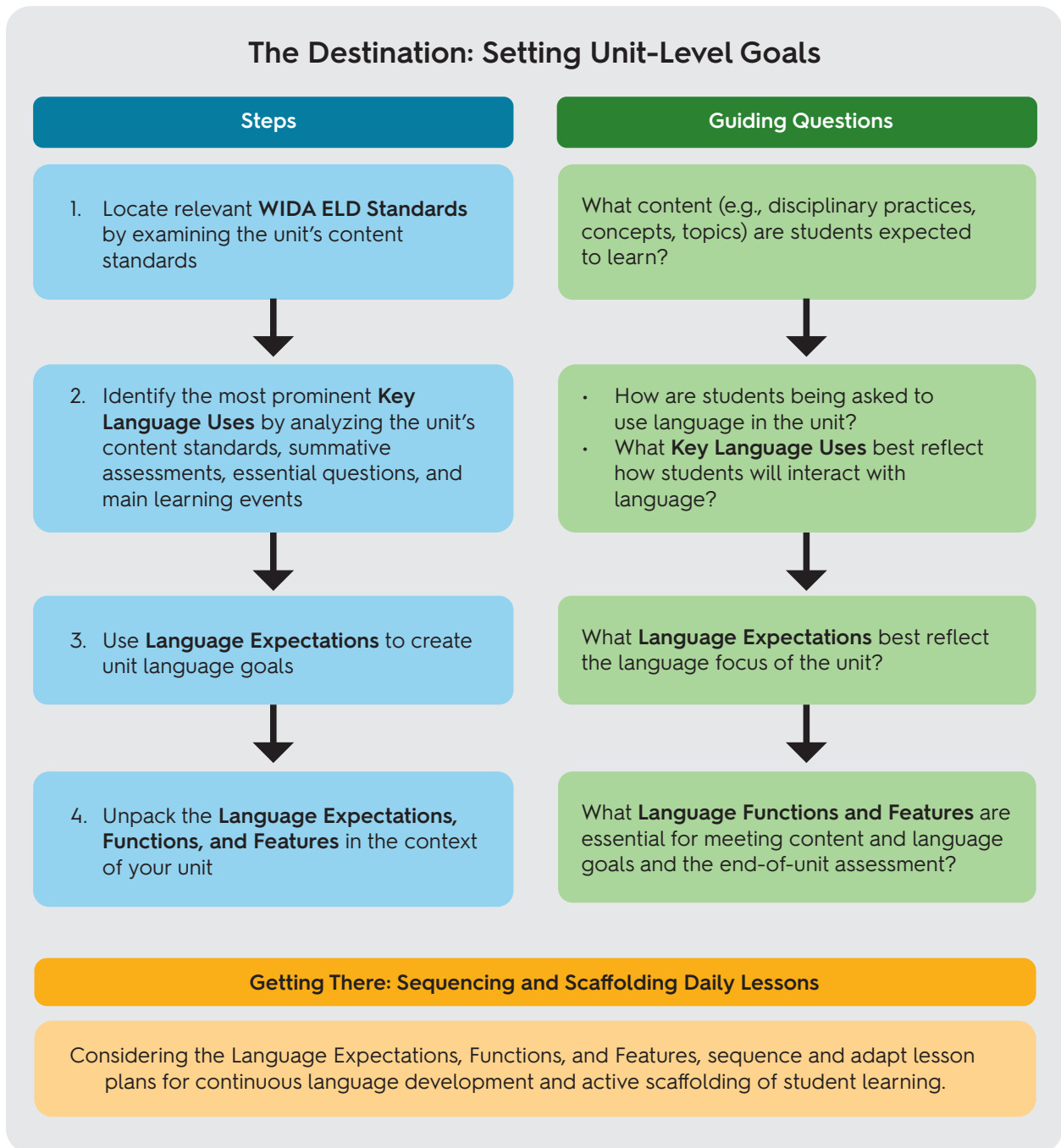


Figure 4-2: Sample Collaborative Planning Process



## Sample Collaborative Planning Process: Ms. Khoury and Mr. Renner

The scenario in this section provides multiple snapshots of how to leverage the components and resources of the WIDA ELD Standards Framework. It follows Ms. Khoury, a 7th grade science teacher, as she collaborates with Mr. Renner, an ESL teacher, to incorporate systematic, explicit, and sustained language development into a science unit she will teach this year.

The unit they have chosen, *Where does food come from and where does it go next?*, is part of the OpenSciEd<sup>2</sup> curriculum and has been identified as an emerging example of high quality curricular units designed to meet state science standards. The unit was developed to include educators' perspectives, tested by teachers and schools, and improved over time based on feedback from teachers and field testing. It was also intentionally designed with attention to equity and making sure practices and instructional strategies support sense-making for all learners.

*Where does food come from and where does it go next?* focuses on matter cycling and photosynthesis. In this unit, students develop and use a model to explain the cycling of matter and flow of energy in a system of living and nonliving components. To develop this scientific model and explanation, students ask and answer questions about phenomena, develop and implement investigations to test out their ideas, and use the results of their investigations to explain phenomena.

To prepare for this task, Ms. Khoury gathered her unit materials, the state science standards, and the WIDA ELD Standards Framework, 2020 Edition. She also reached out to Mr. Renner, the ESL teacher, and scheduled some time for collaborative planning using the sample collaborative planning process. (For more about collaborative planning, see the WIDA website.)



## The Destination: Setting Unit-Level Goals

### Step 1: Locate relevant WIDA ELD Standards by examining the unit's content standards

First, Ms. Khoury identified content standards her students are expected to learn in the unit and located relevant WIDA ELD Standard statements in grade-level cluster materials (See Table 4-14).

What content (e.g., disciplinary practices, concepts, topics) are students expected to learn?



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<sup>2</sup> See [openscienced.org](https://openscienced.org)



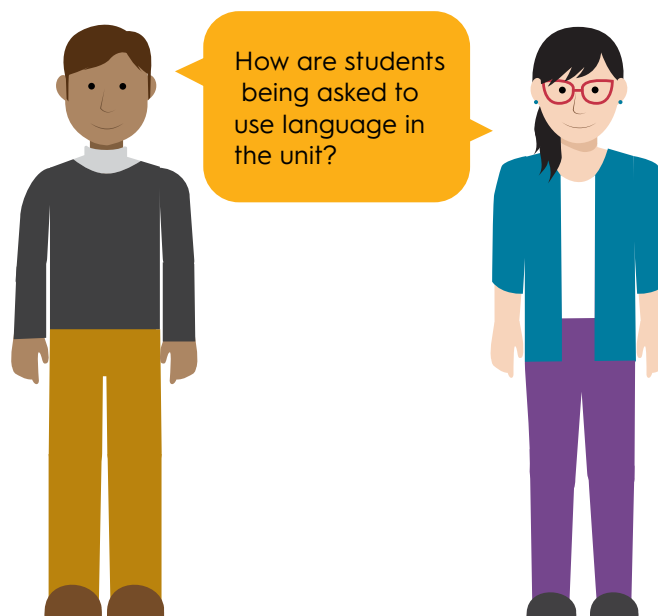
**Table 4-14: The Unit's Academic Content and WIDA ELD Standards**

Academic Content Standards	WIDA ELD Standards Statements
<p>MS-PS1-3: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</p> <p>MS-LS1-6: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.</p> <p>MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem.</p> <p>Focal Disciplinary Core Ideas (DCIs): LS1.C; LS2.B; PS1.A; PS1.B; PS3.D</p> <p>Focal Science and Engineering Practices (SEPs): Developing and Using Models; Constructing Explanations and Design Solutions; Engaging in Argument from Evidence; Obtaining, Evaluating, and Communicating Information</p> <p>Focal Crosscutting Concepts (CCCs): Systems and System Models; Energy and Matter</p>	<p>ELD-SI: English language learners will communicate for social and instructional purposes within the school setting.</p> <p>ELD-SC: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of science.</p>

## Step 2: Identify the most prominent Key Language Uses

Next, Ms. Khoury and Mr. Renner analyzed the unit's most important elements such as content standards, essential questions, summative assessments, and main learning events. Their analysis is shown in Table 4-15

They highlighted important ways students are expected to use language to engage with the content and demonstrate learning.



**Table 4-15: Sample Content Unit Architecture**

Content Standards	Essential Questions
<ul style="list-style-type: none"> <li>MS-PS1-3: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society.</li> <li>MS-LS1-6: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms.</li> <li>MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem</li> </ul>	<ul style="list-style-type: none"> <li>Where does food come from and where does it go next?</li> <li>How and why do plants have molecules that animals use to make food and energy?</li> <li>How do these molecules move between living and non-living parts of the ecosystem?</li> </ul>
	<p><b>Summary of Major Learning Activities</b></p> <p>To figure out how plants make food molecules and where plants get the matter and energy to do that, students conduct investigations that help them</p> <ul style="list-style-type: none"> <li>Develop a model to track the inputs and outputs of plants</li> <li>Carry out experiments to figure out how leaves and seeds interact with the gases in the air around them in the light and the dark</li> <li>Develop and evaluate arguments from their evidence to figure out where plants are getting the energy and matter they need to live</li> <li>Construct an explanation for the central role of photosynthesis in all food production, including synthetic foods</li> <li>Obtain and communicate information to explain how matter gets from living things that have died back into the system through processes done by decomposers</li> <li>Develop and use a model to explain that the major atoms that make up food (carbon, hydrogen, and oxygen) are continually recycled between living and nonliving parts of a system.</li> </ul>
<b>End of Unit Assessment</b>	
<ol style="list-style-type: none"> <li>Use a model to explain how the snout worms make it possible for the system to access all this new matter and energy from the whale fall. Include inputs and outputs of each component of the system in your model. In the zoom-in, show what changes or processes you would expect to see happening in the water or snout worms that you couldn't see with just your eyes.</li> <li>Complete a table with data and use it to explain what will happen to the system in time.</li> <li>Add words and arrows to the partial food web (representation) below to explain why the whale needs to live in the part of the ocean system near the surface.</li> </ol>	

As the teachers looked through the unit and began to identify language needed to meaningfully engage in the main tasks and assessments, they noticed that some of the more important and recurring tasks included maintaining progress trackers, reading informational texts, developing Driving Question Boards, and having discussions for building understanding (see Table 4-16).

Ms. Khoury and Mr. Renner then looked closely at how students would be using language to engage in these activities and learn.

**Table 4-16: Progress Trackers, Reading Informational Text, Driving Question Boards, and Building Understanding**

### Progress Tracker Activity (Sample from OpenSciEd Lesson 4)

**Task:** On chart paper, draw out the format, headings, and lesson question for the progress tracker shown below for students to reference. Have students draw a three-box progress tracker directly in their science notebooks. Ask them to **list the sources of evidence from this lesson** and use their own words and pictures to describe what they figured out. This can be done individually or with a partner. Below is one possible representation of a student progress tracker.

**Example:**

Question	Source of Evidence
Are any parts that make up food molecules going into the plant above the surface?	<ul style="list-style-type: none"> <li>CO<sub>2</sub> and water data from the investigation we did as a class</li> <li>Another class's data on CO<sub>2</sub>, water, oxygen, and light levels</li> </ul>
What we figured out in words/pictures	
<ul style="list-style-type: none"> <li>Carbon dioxide goes into plant leaves. Plants could be using it to make food molecules because it has C and O.</li> <li>Water comes out of plant leaves. Plants don't take in water through their leaves.</li> <li>Oxygen also comes out of plant leaves. Plants must be making oxygen somehow.</li> </ul>	

### Reading Informational Text (Sample from OpenSciEd Lesson 7)

**Task:** Ask students to individually **read** *How do scientists measure energy in food?* and **answer** **Making Sense** questions. Say, *I came across this article that explains how food scientists make food labels. Let's take a few minutes to use what we see and read about food labels to help us clarify our claims about matter and energy for our input and outputs of plants in the process of photosynthesis.* To help students **gather information from the text and images**, have them use the *Obtaining Information from Scientific Text Checklist*.

**Examples:**

#### Reading: How do scientists measure energy in food?

You've probably heard before that the food we eat provides energy for our bodies, but what exactly does that mean? Remember from the Inside our Bodies unit that when we eat food, it gets broken down in our bodies, and the chemical reactions that happen inside our cells provide energy that our body can use. But how much energy is in the food we eat that can be used by our bodies?

Remember back in Lesson 1, we looked at food labels to see what our breakfast foods were made of?

Food labels also provide information about how much energy a serving of that food can provide our bodies. Look at the food labels below.

##### Maple Syrup

Nutrition Facts	
Serving Size 4 Tbsp (60mL)	
Servings 32	
Amount Per Serving	% Daily Value
Calories 220	
Total Fat 0g	0%
Sodium 7mg	0%
Total Carbohydrate 53g	18%
Sugars 53g	
Protein 0g	0%

INGREDIENT: 100% Pure Maple Syrup. Maple Syrup is a natural sweetener made by boiling the sap of a maple tree, nothing is added and only water is boiled off.

##### Maple Drink

Nutrition Facts	
Serving Size 1 Bottle	
Amount Per Serving	
Calories 30	% Daily Value*
Total Fat 0g	0%
Sodium 0g	0%
Potassium 35mg	1%
Total Carbohydrate 6g	2%
Protein 0g	
Calcium 4%	Iron 0%
Manganese 50%	

INGREDIENT: Organic maple water

##### Natto

Nutrition Facts	
Serving Size: 1 oz (28g)	
Servings Per Container 3.5	
Amount Per Serving	% Daily Value*
Calories 60	
Total Fat 3g	6%
Saturated Fat 1g	1%
Trans Fat 0g	
Cholesterol 0mg	0%
Sodium 2mg	0%
Total Carbohydrate 4g	1%
Dietary Fiber 2g	6%
Sugars 1g	
No Added Sugars	
Protein 5g	

#### Obtaining Information from Scientific Text Checklist

Obtaining Information	
<ul style="list-style-type: none"> <li>Read for the gist—skim the title, headings, images.</li> </ul>	What is the central idea or claim?
<ul style="list-style-type: none"> <li>Mark up the text.</li> </ul>	Select methods for marking the text. For example: <ul style="list-style-type: none"> <li>Keep track of questions you have in the margins.</li> <li>Circle key words.</li> <li>Put question marks by words you want to learn more about.</li> <li>Underline main ideas.</li> </ul>
<ul style="list-style-type: none"> <li>Examine any images, graphs, or tables.</li> </ul>	Write one sentence about the central point of each image, graph, or table.
<ul style="list-style-type: none"> <li>Examine where the authors obtained their information.</li> </ul>	What sources did the authors cite?

## Driving Question Board (DQB)

DQB steps:

- The first student comes to the DQB with their sticky note, faces the class, and remains standing. The student reads their question from their note and then posts it on the DQB near the section of the consensus model or the related phenomena.
- The students who are listening should raise their hands if they have a question that relates to the question that was just read aloud. The first student selects the next student whose hand is raised.
- The second student reads their question and identifies what other question on the board it relates to, and why or how. Then the second student places their question near the question it most relates to and selects the next student.

This process continues until everyone has had a chance to post a question.

### Update our Driving Question Board with new questions



How can plants have food molecules in them when all the inputs or structures needed to make food molecules aren't present?

Why do plants need food molecules?

- Write one or two questions on sticky notes with large, bold writing so everyone can see. Write only one question per sticky note.
- Share your questions with one partner at your table.

## Building Understanding Discussions

A Building Understandings discussion is useful following an investigation because the purpose is to focus students on drawing conclusions based on evidence. Your role during the discussion is to invite students to share conclusions and claims and to push them to support their conclusions and claims with evidence. Students can disagree with each other, and the class does not need to reach consensus on all ideas shared, however areas of disagreement can motivate future investigations. Helpful prompts during these kinds of discussions include:

- What can we conclude? How did you arrive at that conclusion?
- What's your evidence?
- Does anyone have evidence to support Student A's claim? What data do we have that challenges Student B's claim?

Next, Ms. Khoury and Mr. Renner used this information to identify the most prominent Key Language Use of the unit. This helped them organize a focus for language development.

What Key Language Uses best reflect how students will interact with language?

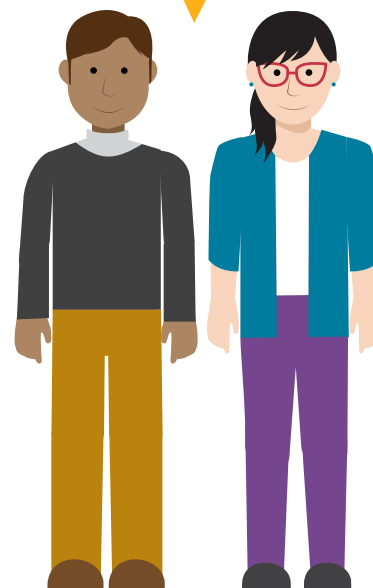


They noticed how content standards and main learning events prioritized the Key Language Use of **Explain**. They also noticed how Social and Instructional language was woven throughout the types of multimodal interactions and discussions students would experience in the unit. Prominent language demands they noticed in the unit included:

- Asking and answering questions to gather and make sense of information
- Drawing conclusions from investigations
- Communicating results from investigations; listening to others' findings and building on them to clarify claims and gather evidence
- Summarizing and using evidence from multimodal texts (readings, videos, discussions) to explain how and why things work
- Using models to explain how and why things work

As the teachers mapped out the language students would need to learn and to demonstrate learning, they also noted that students would be developing and sharing claims supported by evidence throughout the unit. They debated about whether to include Argue as a prominent Key Language Use for the unit. Upon closer inspection, they noticed that students would be developing claims supported by evidence to explain why and how phenomena worked. They also considered how the academic content standards and the unit's summative assessment focused on explaining how things work and why they happen. As a result, they decided that Explain was a better fit for this unit's language development focus.

Which KLUs(s) to select?  
Remember, all KLUs are present across grades and disciplines, and can overlap and build on each other.



### Step 3: Use Language Expectations to create unit language goals

Once Ms. Khoury and Mr. Renner chose Explain as the Key Language Use of the unit, they looked at related Language Expectations, as shown in Table 4-17.

What Language Expectations best reflect the language focus of the unit?



**Table 4-17: Language Expectations with Embedded Language Functions**

ELD Standard	Language Expectations related to Explain
ELD-SI: Language for Social and Instructional Purposes	<p>ELD-SI.4-12.Explain: Multilingual learners interpret and express explanations for social and instructional purposes that</p> <ul style="list-style-type: none"> <li>• Generate and convey initial thinking</li> <li>• Follow and describe cycles and sequences of steps or procedures and their causes and effects</li> <li>• Compare changing variables, factors, and circumstances</li> <li>• Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes</li> <li>• Act on feedback to revise understandings of how or why something is or why it works in particular ways</li> </ul>
ELD-SC: The Language for Science	<p>ELD-SC.6-8.Explain.Interpretive: Multilingual learners interpret scientific explanations by</p> <ul style="list-style-type: none"> <li>• Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon</li> <li>• Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs</li> <li>• Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions</li> </ul> <p>ELD-SC.6-8.Explain.Expressive: Multilingual learners construct scientific explanations that</p> <ul style="list-style-type: none"> <li>• Describe valid and reliable evidence from sources about a phenomenon</li> <li>• Establish neutral or objective stance in how results are communicated</li> <li>• Develop reasoning to show relationships among independent and dependent variables in models and simple systems</li> <li>• Summarize patterns in evidence, making trade-offs, revising, and retesting</li> </ul>

Ms. Khoury and Mr. Renner could see that ELD-SI worked well in conjunction with ELD-SC. They noted how ELD-SI functions would be naturally interwoven in day-to-day lessons as students more fluidly interacted, engaged in inquiry and discussion, and took notes. Given its more interactive nature, ELD-SI reminded them that students communicate to learn but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.





The teachers wondered whether they should adapt the ELD-SC Explain Language Expectations into more customized unit goals. Whereas they might do that for a different unit, in this case they decided that, as they were, ELD-SC Explain interpretive and expressive Language Expectations sufficiently prioritized the language they would need to systematically teach and assess throughout the unit.

#### Step 4: Unpack the Language Expectations, Functions, and Features in the context of your unit

Ms. Khoury and Mr. Renner then began to unpack the Language Expectations represented throughout the unit. They saw that each Language Expectation is built around a set of Language Functions (Table 4-18). They noticed that the Language Functions highlighted common patterns of language associated with scientific explanations like the one required in the end-of-unit assessment. The Language Functions helped them see how language works in the context of the unit, giving them ideas for how they could design their instructional plan to help students practice and use this language.

For example, the teachers saw that students would need to use the Language Function **“describe valid and reliable evidence”** to support their explanation about how whale falls work. In their explanation, students would also need to **establish a neutral stance** that is typical of scientific discourse and **develop reasoning to show relationships** among the inputs and outputs of their model of a whale fall system. Finally, students would also need to **summarize patterns in evidence** as they watched the whale fall video, completed the data table, and used this information as evidence in their explanation.

Next, the teachers wondered about what other kinds of language resources students might be able to use to carry out these Language Functions associated with a scientific explanation. They began to examine the Language Features. Language Features are *examples* of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. See Table 4-18 for example Language Features.

What other language resources should I consider? Language Features!

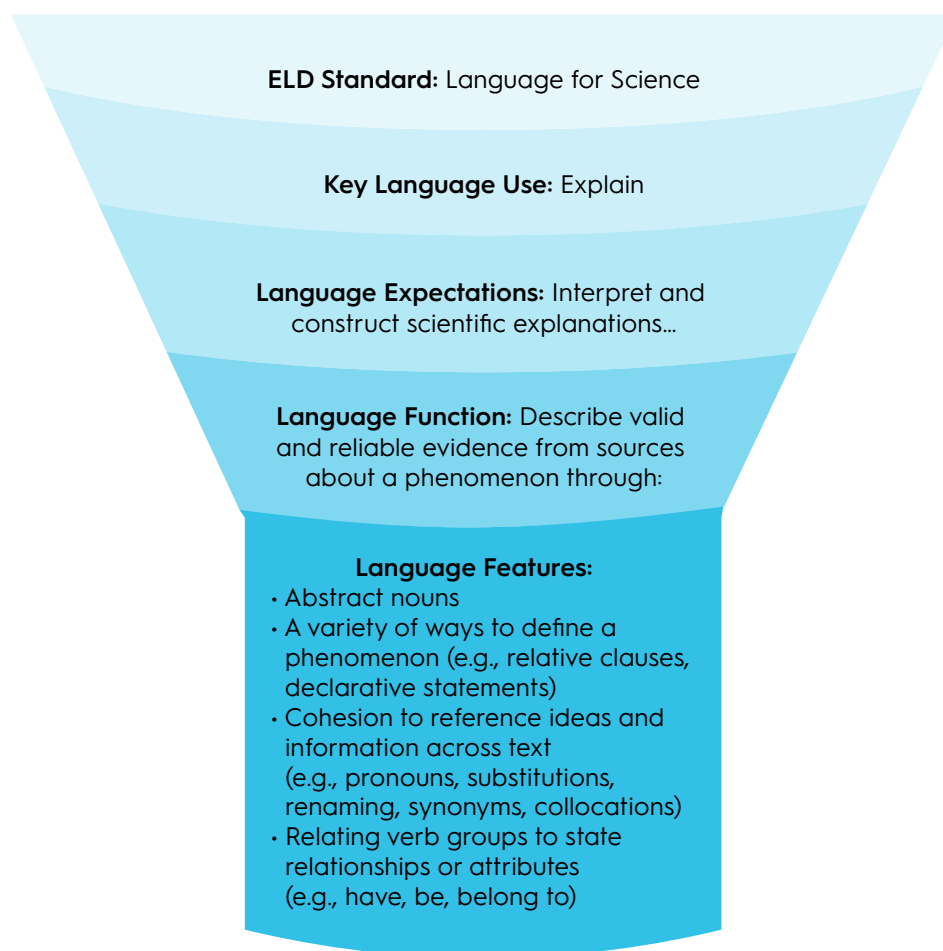


**Table 4-18: Example Language Features that are Commonly Associated with a Language Function**

Language Function	Commonly Associated Example Language Features
Describe valid and reliable evidence from sources about a phenomenon through	<ul style="list-style-type: none"> <li>• Abstract nouns to introduce concepts, ideas, and technical terms (<i>effects, predator-prey relationships, magnetic forces</i>)</li> <li>• Cohesion to reference ideas and information across text (pronouns, substitutions, renaming, synonyms, collocations)</li> <li>• Relating verb groups to state relationships or attributes (<i>have, be, belong to</i>)</li> <li>• A variety of ways to define phenomena (relative clauses, declarative statements)</li> </ul>

Figure 4-3 illustrates the process of how Ms. Khoury and Mr. Renner moved their focus from the WIDA ELD Standard Statement all the way to specific Language Features.

**Figure 4-3: Honing a Language Focus through the WIDA ELD Standards Framework**



As they worked together and discussed how students would be using language to meet content expectations, Ms. Khoury brought her expertise in the field of science, and Mr. Renner brought his in the field of language development. As they dove deeper into the planning, Mr. Renner helped Ms. Khoury learn more about Language Functions and Features, just as Ms. Khoury helped Mr. Renner learn more about the scientific concepts and practices that would be the focus of language use.

Together, the teachers wrote a mentor text to demonstrate to students how language might work in a systems explanation in the context of their unit. Later, the teachers would select one or two Language Functions and Features to work on with students based on their needs and the unit goals. The mentor text is shown on the next page in the center column. The teachers' annotations appear in the left and right hand columns, with colors indicating the connections between the annotations and the text itself. You can find a key to these annotations in the Grade-level Cluster Materials, in Section 3.



Functions & Features	Prompt: If nothing else is added to the system, will the worms be able to live after the whale fall is gone?	Functions & Features
<p><b>Describe valid and reliable evidence from sources about a phenomenon</b></p> <p>Abstract nouns to introduce concepts, ideas, and technical terms</p> <ul style="list-style-type: none"> <li>• <u>the whale fall</u></li> <li>• <u>the system</u></li> <li>• <u>ecosystems</u></li> <li>• <u>carbon dioxide</u></li> <li>• <u>oxygen</u></li> <li>• <u>the whale fall ecosystem</u></li> <li>• <u>cellular respiration</u></li> </ul> <p>Cohesion to reference ideas and information across text</p> <ul style="list-style-type: none"> <li>• plants...they (pronouns)</li> <li>• carbon dioxide...Co2 (synonyms)</li> <li>• oxygen...O2 (synonyms)</li> <li>• worms...they (pronouns)</li> <li>• oxygen...this (pronouns)</li> </ul> <p>Relating verb groups to state relationships or attributes</p> <ul style="list-style-type: none"> <li>• is</li> <li>• are</li> </ul>	<p>Worms will not be able to live on the seafloor after <u>the whale fall</u> is gone because the whale is an essential part of <u>the system</u> providing the worms with food and oxygen.</p> <p>This <u>is</u> how <u>ecosystems</u> typically work: <u>plants</u> have a cycle where <u>they</u> take in <u>carbon dioxide</u>, make sugars, and give off <u>oxygen</u>. <b>Then</b>, animals consume the oxygen, eat plants, and give off carbon dioxide.</p> <p><u>The whale fall ecosystem</u> <u>is</u> unusual <b>because</b> there <u>are</u> no plants. It is thousands of feet below the ocean surface where there is no light; <b>however</b>, <u>plants need light to absorb energy from the sun to make food</u>. Since plants are what take in <u>CO2</u> and give off <u>O2</u> in ecosystems, without plants the whale fall is high in <u>carbon dioxide</u> and low in <u>oxygen</u>. <b>Additionally</b>, other animals <u>who are also eating the whale carcass</u>, such as octopi and eels, breathe in the little O2 there is and breathe out more carbon dioxide. The table shows that after the whale bones are gone, the level of carbon dioxide on the sea floor will get higher and higher and the level of oxygen will get lower and lower.</p> <p>Here is how worms make use of the whale fall. <u>Worms</u> do <u>cellular respiration</u> by combining oxygen with food. <u>They</u> get the food from the bones and they get their oxygen from the water. As <u>they</u> consume the bones, their food starts to run out. <u>Since there are no plants on the seafloor to give off more oxygen</u> <u>this</u> starts running out too. Without this food and oxygen, the worms will not be able to live on the seafloor.</p>	<p><b>Develop reasoning to show relationships</b></p> <p>Connectors to link clauses and combine ideas into logical relationships</p> <ul style="list-style-type: none"> <li>• <b>then</b></li> <li>• <b>because</b></li> <li>• <b>however</b></li> <li>• <b>additionally</b></li> </ul> <p>Variety of clauses to express causality</p> <ul style="list-style-type: none"> <li>• <u>however, plants need light</u></li> <li>• <u>to absorb energy ... food.</u></li> <li>• <u>who are also eating the whale carcass</u></li> <li>• <u>Since there are no plants on the ... more oxygen</u></li> </ul>

At this point in the process, the teachers had gained a solid understanding about what language they wanted to prioritize in unit design. They felt confident that their unit goals identified language students should strive toward using to meet content expectations. They also knew that once this overall language destination was set in the service of content, they would spend more time fleshing out specific aspects of language they would be targeting in daily lessons, considering students' backgrounds, experiences, and English language proficiency levels.

## **Getting There: Sequencing and Scaffolding Daily Lessons**

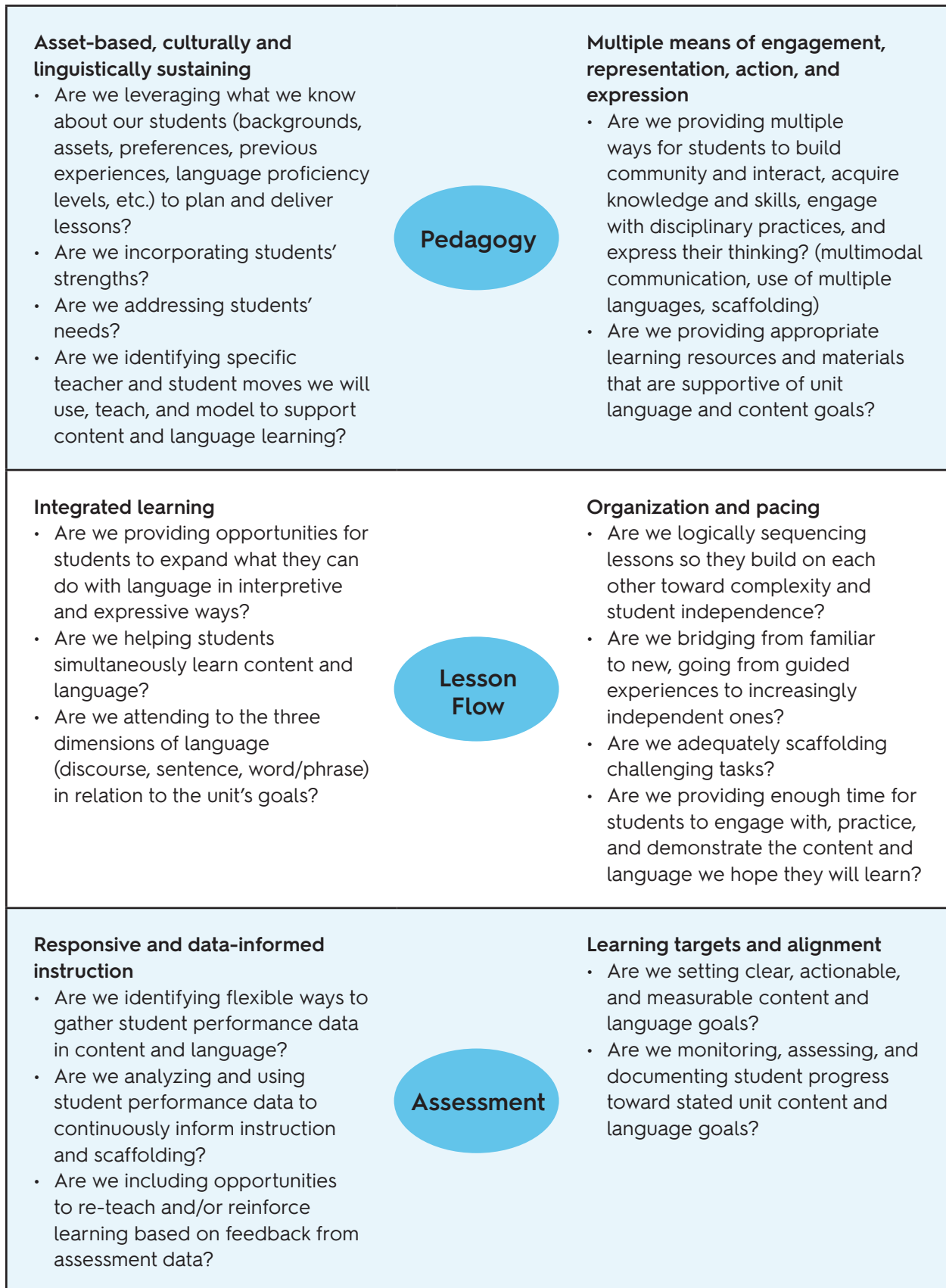
For the next part of the process, Ms. Khoury and Mr. Renner examined and adapted daily lesson plans to ensure multilingual learners could meaningfully engage with grade-level content.

Once the teachers understood how Language Expectations, Functions, and Features represented the language students would need to meet content objectives in the context of this unit, they turned to their Can Do Student Portraits. (A WIDA Can Do Student Portrait is a written or electronic document that focuses on a student's strengths with specific information about the learner's educational background, languages, family, and interests—in addition to what the student can do in English; see the WIDA website for more about these.)

Looking at the student data they had previously gathered, they considered students' emerging strengths and needs, patterns of language and content learning, personal preferences, and interests. They used this information to select instructional approaches that were responsive to student needs and preferences, planning to scaffold instruction as needed. They worked to embed explicit instruction for developing language daily in the context of content learning.

Ms. Khoury and Mr. Renner also planned specific opportunities to look at student work together and make sense of student progress. These collaborative meetings would help them figure out next steps for addressing student strengths and needs. The meetings would also include planning for ways to continue to scaffold the expansion of what students can do with language over time. Figure 4-4 highlights some questions Ms. Khoury and Mr. Renner asked as they planned their daily lessons.

Figure 4-4: Lesson Planning Considerations



In addition, Ms. Khoury and Mr. Renner developed a common list of classroom supports they could use as needed to help students make meaning and learn language throughout the lesson.

- **Connect** familiar experiences and knowledge to new ones
- **Use home discussion questions** to involve families in discussions of the concepts covered in school
- **Allow multiple options** for students to share their thinking and create their own representations of ideas, including by using other languages, drawing, or using manipulatives
- **List visually-supported key words, cross-disciplinary or technical language**, and their meanings
- **Present sketches, charts, and other visual supports** for students to point to or refer to as needed
- **Prompt students to generate lists** of terms and ideas in English and other relevant languages
- **Continuously revise conceptual webs**, including sketches, graphic supports, and labels in relevant languages
- **Create visual displays/portrayals** of student learning
- **Model language** to communicate ideas more precisely
- **Use chart of language cues** to point to various ways to respond to an idea (elaborate, support, challenge, revise, clarify)
- **Offer sentence frames** that model use of language features needed to accomplish task
- **Cue students to stretch language use** as they share their thinking
- **Provide sufficient wait time** to allow students to formulate ideas in English
- **Purposefully group students** for low-pressure language formulation and peer assistance

As they adapted their daily lesson plans, Ms. Khoury and Mr. Renner reflected on the fluidity of the process of curricular and instructional design. They saw themselves as explorers and learners who benefited from each other's expertise as well as from what they learned from their students. They were committed to continuously learning about best design practices, content and language development, as well as responsive and enriching pedagogies.

This collaborative process helped them understand what language students were really being asked to use in service of content learning. Developing clarity about content and language goals better positioned the teachers to make choices to organize and prioritize instruction, and to expand what students can do with language in different contexts. Making content and language expectations explicit and visible also better positioned the teachers to be more responsive to multilingual learners' strengths and needs, and to strategically guide them toward deepening knowledge, enhancing critical lenses, and increasing independence and agency.



*To read more about collaboration, see the WIDA website.*

# Glossary

**causal language:** words, phrases, and clauses that express causes and effects. Typical spoken language **connectors** are *because* and *so*. Additional connectors used mainly in writing include *therefore*, *consequently*, *as a result*, nouns such as *the result*, *the effects*, and entire clauses (e.g., *Unable to grow or repair themselves, the corals eventually die*), verbs *lead to*, *are caused by*, *resulting in*, and prepositions such as *as*, *for*, *through*.

**clause:** a unit of meaning that expresses a message, usually containing a **verb** (e.g., *walk*) and a subject **noun** or noun phrase (e.g., *They walked*). Examples of clauses include the following:

- **conditional clause:** a clause that creates conditional meanings, meanings that pose a hypothesis or impose conditions. A conditional clause usually connects to the beginning or end of the **independent clause** with the **conjunctions** *if* or *unless* (e.g., *The seeds will sprout in a week unless someone forgets to water them.* or *Unless someone forgets to water the seeds, they will sprout in a week.*)
- **dependent clause** (also known as subordinate clause): a clause that depends on an independent clause for its meaning and cannot stand alone (e.g., *as the newly hatched caterpillars grow* or *who eat their prey*). One type of dependent clause is a **relative clause**.
- **independent clause** (also known as main clause): a clause that can stand alone to communicate a complete idea and forms a complete sentence (e.g., *Please take turns.* or *Sharks have rows of teeth.*). An independent clause usually has a subject (a noun) and a predicate (a verb), unlike a **dependent clause**.
- **relative clause:** a dependent clause that starts with *that*, *who*, or *which* and adds details to its noun. The relative clause (underlined) in the following example adds specificity to the word “magnets”: *Magnets that are strong enough can lead to personal injury.* Also see **expanded noun group**.

**cognates:** words that have similar spelling, pronunciation, and meaning across languages. For example, *el paquete* in Spanish and *packet* in English for “packet,” *pomidori* [помідори] in Ukrainian and *pomodoro* in Italian for “tomato.” False cognates are words that sound similar but have different meanings. For example, *embarazada* (“pregnant” in Spanish) is not a cognate to *embarrassed* in English.

**coherence:** how text holds together at the **discourse dimension of language** through its logical links in meanings. Coherent text makes sense; readers can understand its meaning and intent in the context in which it is presented.

**cohesion:** how parts of text interconnect and flow with help from **cohesive devices**.

**cohesive devices:** words, phrases, clauses, and organizational patterns that tie ideas together so they become unified in the whole text. **Given/new** is an organizational pattern; linguistic resources include **lexical cohesion**, **substitution or omission** (also known as ellipsis), and **reference devices** (e.g., personal pronouns, demonstrative pronouns, qualifiers).

**collocation:** a group of words that habitually go together such as *plus and minus*, *multiply and divide*, *push and pull*, *up and down*, *ebb and flow*, *peanut butter and jelly*. On the other hand, hearing these collocations worded in different order would sound a bit unusual: *minus and plus*, *flow and ebb*.

**communication modes:** **interpretive mode (listening, reading, and viewing)** and **expressive mode (speaking, writing, and representing)** are the two types of communication modes incorporated into the WIDA English Language Development Standards Framework’s Language Expectations and Proficiency Level Descriptors.

**conjunctions:** words that combine clauses or sentences. Examples of conjunctions include the following:

- **coordinating conjunctions:** a conjunction placed between words, phrases, clauses, or sentences of equal rank such as *and, nor, yet, so, but*, and others.
- **subordinating conjunctions:** a conjunction that introduces a subordinate clause and creates concessive, contrastive, and causal relationships (e.g., *while, although, however, because*). See **connectors**.

**connectors:** text connectives, coordinating and subordinating **conjunctions**, and linking phrases used to connect ideas in sentences and signal different relationships (causal, additive, chronological). Connectors create cohesion and logical development across a text. Examples of connectors:

- **addition:** *and, and then, furthermore, in addition, apart from that, furthermore, besides, along with, again, along with*
- **cause/consequence:** *because, so, despite, nevertheless, even though, so, therefore, consequently, due to, because of this, as a result*
- **comparison/contrast:** *but, for example, instead, in other words, however, in fact, in that case, while, although, on the other hand, despite*
- **concession:** *while, although*
- **condition:** *if, unless*
- **purpose:** *in order to, so*
- **sequence:** *first, second, finally, in the first place, to start with, at this point, to get back to the point, in short, all in all, to conclude*
- **time:** *when, then, next, afterward, after a while, at the same time, at this moment, meanwhile, previously, before that, finally*

**connotation and denotation:** While the **denotation** of a word refers to its primary, dictionary meaning, **connotation** refers to a range of secondary, inferred, or associated significances and feelings a word may imply. Most words have denotative and connotative meanings that speakers and writers interpret within their contexts of identity, history, culture, and situation. For example, the dictionary defines “cheap” as inexpensive. Yet, *cheap* may invoke connotative meanings of frugality and good value, whereas in another situation, the word may convey stinginess and poor quality.

**cross-disciplinary language:** common academic language used across content areas, e.g., *analyze, evaluate, critique, identify, evidence, analysis, summary, explanations*.

**culture:** practices and beliefs members of a group share. Cultural practices are dynamic—changing based on context.

**declarative sentence:** a sentence with subject-verb order, typically used to make statements that are not commands or questions. For example, declarative sentences evaluate and interpret events (e.g., *The review describes how the author used the graphic novel format.*)

**denotation** of a word refers to its primary, dictionary meaning. See **connotation and denotation**.

**density:** see **lexical density** under **text complexity**

**dimensions of language:** a linguistic system can be described along three dimensions: **discourse**, **sentence**, and **word/phrase**.

- **discourse:** discourse is the broadest dimension of language. Discourse imparts meaning across an entire text (oral, written, visual), supported by the sentence and word/phrase dimensions. To consider how a language user constructs a meaningful message, begin by looking at the discourse dimension and the overarching message to see how language is organized to communicate particular ideas, how language holds ideas together in a text (its cohesion), and how loosely or tightly language is packed (its density). In the discourse dimension, the text's purpose, such as explaining how or why something happens, shapes its organizational pattern. For example, typical discourse of mathematical explanations may include a statement of solution to a problem, an explanation sequence, and an evaluation or justification of one's reasoning.
- **sentence:** a sentence is a word or group of words that states, asks, commands, or explains an idea. As a dimension of language, sentences contribute to the grammatical complexity of a text. Language users make choices in how they express ideas and their interrelationships through clauses in various sentence types. These also help shape how a text is sequenced and connected. A sentence can be simple, compound, or complex. See **sentence types**.
- **word/phrase:** as a dimension of language, words and phrases add precision to communication. For example, language users strategically select **everyday**, **cross-disciplinary**, or **technical** language; employ multiple meanings and nuances of words and phrases; or play with their shades of meaning.

**disciplinary learning:** learning in the disciplines, such as math or science, that includes learning how to think, communicate, read, and write according to each discipline's traditions.

**discipline-specific language:** language used in distinctive ways within each discipline or field. For example, words like *substitute*, *show*, and *intersect* have particular meanings for mathematics. *Defense*, *extend*, and *goal* have meanings specific to physical education. Each discipline or field contextualizes the meaning of words such as *table*: *table* of data in math versus *table* as a piece of furniture. See also **everyday language** and **technical language**.

**everyday language:** language for representing ideas in nontechnical ways (e.g., *puppies* instead of *canines*, *plussing* instead of *addition*, *reasons why* instead of *evidence*, *hills* instead of *effigy mounds*). See **discipline-specific language** and **technical language**.

**evaluative language:** language for expressing different attitudes, feelings, beliefs, or judgments toward people and phenomena. Writers and speakers can use evaluative language to make moral judgments of people's behavior, assess the quality of objects, or build empathy and suspense. Evaluative language includes **nouns** (e.g., *disdain*, *emptiness*, *fear*, *admiration*), **verbs** (e.g., *frighten*, *laugh*, *reassure*, *dislike*, *contradict*), and **adjectives** (e.g., *significant*, *trusting*, *irrelevant*, *worthless*, *shallow*, *mean*).

**expressive mode:** The expressive mode includes **speaking**, **writing**, and **representing**. One of two types of **communication modes**.



**genres:** multimodal texts (e.g., *oral, written, visual, computer-mediated*) that recur for specific purposes, with specific discourse organization patterns and language features.

**genre families:** groups of genres with similar characteristics, purposes, and common organizational structures (e.g., *the biography, autobiography, and short story genres belong to the “narrate” genre family*). Each Key Language Use represents a specific genre family.

**given/new:** an organizational pattern that builds and sequences information from sentence to sentence. The writer places the given (or known) information at the beginning of the sentence and the new (or unknown) information at the end. In the sentence that follows, the new information is presented as given so more information can be added, often through **nominalization** (see **text complexity**). For example:

*The most important thing that bees do* [given] *is pollinate* [new]. *Pollination* [given] *is the transfer of pollen from a stamen to a pistil* [new].

The first sentence presents “*The most important thing that bees do*” as given information and “*pollinate*” as new information. The second sentence starts with the nominalization “*pollination*” as a given. The given/new pattern allows the second sentence to capture and build on the concept “*pollinate*” as given so more information can be added: *the transfer of pollen from a stamen to a pistil*.

**grammatical complexity:** when multiple clauses are embedded in text to add details, illustrate, elaborate, and/or create different logical relationships (e.g., **conditional, causal, consequential**). See **sentence types** and **connectors**. Typically, literary writing is more grammatically complex, while science writing is less grammatically complex but lexically dense. Spoken language is more grammatically intricate and complex than written language.

**imperative:** a sentence with no subject, typically used for commands. (e.g., *Put the wire on the other side of the LED light.*)

**interpretive mode:** The interpretive mode includes **reading, listening, and viewing**. One of two types of **communication modes**.

**interrogative:** a sentence that asks a question (e.g., *Why do we need to create a graph with data?*). See **clause**.

**Key Language Uses:** high-leverage genre families across academic content standards.

- **Narrate:** language to convey real or imaginary experiences through stories and histories. Narratives serve many purposes, including to instruct, entertain, teach, or support persuasion.
- **Inform:** language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.
- **Explain:** language to account for how things work or why things happen. As students explain, they substantiate the inner workings of phenomena.
- **Argue:** language to develop claims and counterclaims, and to provide evidence to substantiate them. Argue is also used to evaluate issues, advance or defend ideas or solutions, change the audience’s point of view, or bring about action.



**language:** a dynamic system of choices used to communicate within a sociocultural context. Speakers and writers make language choices to accomplish many purposes (e.g., to represent experiences, to enact roles and relationships, and act upon the world).

**language development:** an interactive social process that occurs over time to expand what students can do with language.

**Language Expectations:** goals for content-driven language instruction.

**Language Features:** examples of language resources that carry out specific Language Functions. (e.g., different types of sentences, clauses, phrases, and words).

**Language Functions:** common patterns of language use associated with the Language Expectations. For example, a series of Language Functions is associated with the process of constructing narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation.

**lexicon:** words/phrases or vocabulary of a language.

**lexical cohesion:** refers to the use of word association to tie together meanings in a text, such as through

- **repetition:** e.g., *Dolphins have fins. Dolphins use fins to swim.*
- **synonyms:** phrases with similar meanings: *parallel lines = lines that never meet*
- **antonyms:** phrases with contrastive meanings: *hot air goes up, cold air comes down*
- **hyponyms:** words that identify a general class and a subclass: *nations: Algeria, China, Haiti*
- **classifications that are more general or specific:** *mammals: monotremes, marsupials, and placentals*
- **compositions that identify a whole and its parts:** *earth: mantle, outer core, inner core*

**lexical density:** the amount of information in a clause's noun group. Density increases with the number of nouns, verbs, adjectives, and adverbs. In *The phenomenon in which current is induced due to relative motion between a coil and a magnet is called electromagnetic induction.*, the noun group has seven content words that make it expanded and lexically dense. See **nouns: expanded noun phrase**.

**linguistic and cultural sustainability:** the preservation of languages, literacies, and other cultural practices and identities of multilingual learners and communities.

**linguistic repertoire:** languages, language varieties, and registers that combine into a set of dynamic resources from which language users can draw when they communicate. A linguistic repertoire is not fixed from birth. Rather, people develop their language resources as they go through life by engaging in a variety of contexts in local and global communities. See **translanguaging**.

**listening:** an **interpretive mode** of communication used in interpreting meanings created through sound.

**metacognitive awareness:** people's ability to consciously reflect on how they think and learn, including by examining learning strategies, what works and why, and adjusting strategies as needed.

**metacultural awareness:** the ability to consciously reflect about cultural conceptualizations, both one's own and that of others. See **culture**.

**metalinguage:** language for talking about language. For example, vocabulary for talking about **cohesion** includes **lexical cohesion**, synonyms, and antonyms.

**metalinguistic awareness:** the ability to reflect about language and how it works, the choices one makes with language, how language influences and is influenced by context, as well as how language use creates meanings and enacts relationships among people and things.

**mode:** a meaning-making system that includes such elements as oral and written language, symbols, charts, tables, graphs, images, videos, voice, body positioning, and sound. See **communication modes**.

**modifiers:** words, phrases, or clauses that go before (called premodifiers) or after (called postmodifiers) nouns. They add specificity, details, and precision to the main noun. Modifiers include adjectives, adverbs, classifiers, and quantifiers. For example, dog → *the dog* → *the beautiful dog* → *the beautiful, tall dog* → *the beautiful, tall, 7-year-old dog* → *the beautiful, tall, 7-year-old black dog that ran across the street ...*

**multilingual learners:** language learners who regularly come in contact with and/or interact in languages in addition to English. Multilingual learners include English language learners, dual-language learners, newcomers, students with interrupted formal schooling, long-term English learners, English learners with disabilities, gifted and talented English learners, heritage language learners, students with English as an additional language, and students who speak varieties of English or indigenous languages.

**multimodality:** use of multiple means of communication, including spoken and written language, gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, and computer-mediated means.

**nominalization:** the conversion of verbs, adjectives, adverbs, or entire clauses into nouns, such as from the verb “evaporate” to the noun “evaporation” and “persecuting” to “persecution.” For example, *Heated water **evaporates** faster. **Evaporation** increases as temperature rises.*

**nouns:** nouns and noun phrases represent people, places, things, or ideas. A noun phrase includes a noun (e.g., *dog*) plus its modifiers, including articles (e.g., *the dog*) and adjectives (e.g., *the black dog*).

- **simple noun phrase:** a group of words relating to a noun that may include a single modifier such as an adjective or a classifier (e.g., *a marsupial animal* or *this chemical element*).
- **expanded noun phrase:** a group of words relating to a noun that typically includes premodifiers and postmodifiers adding information about the noun. These **modifiers** can include determiners (*the bees*), prepositional phrases (*bees in the beehive*), demonstratives (*these bees*), adjectives or adjectival phrases (*hardworking bees*), quantifiers (*many bees*), classifiers (*Western honeybees, Carpenter bees*), and **relative clauses** (*bees that pollinate crops and flowers*), or a combination of these **modifiers** (*hardworking, nonaggressive pollinator bees that pollinate crops and flowers*).

**passive voice:** sentences can be structured in the active voice (*He made mistakes.*) or the passive voice (*Mistakes were made.*). In the passive voice, the object (or recipient) of an action is the subject of a sentence, as in *Magnetism was discovered about 4,000 years back in Greece.* or *The numbers were multiplied by.* Writers and speakers may intentionally use the passive voice to foreground an action’s result, hide who is to blame for an action, or avoid mentioning the actor.

**Proficiency Level Descriptors:** a continuum of language development articulating how students might develop language across six levels of English language proficiency.

**reading:** an **interpretive mode** of communication used to interpret meaning created through printed words.

**reference devices:** words that bridge back or forward to people, things, or sections of a text. For example:

- **personal pronouns:** such as *you, she, they* that refer to living and non-living things (e.g., *People use maps to find where they need to go.*)
- **articles:** as in *a, an, the*. For example, in *"Can you hold the pencil?"* "the" refers to a pencil that the speaker or writer mentioned previously.
- **demonstrative pronouns:** such as *this/these, that/those, there* that refer to living and nonliving things, places, or actions mentioned previously (e.g., *Once you decide where you want to go, you need to find out how to get there.*)
- **qualifiers:** such as *many/some/several* (e.g., *Maps used to be drawn by hand. Many had pictures of fantastic beasts and other decorations.*)
- **comparatives:** such as *same/different, other, bigger/est, more/less* (e.g., *This map has a lot of detail, but that one has more.*)
- **text reference:** where a pronoun (such as *this/these* or *that/those*) works as a substitute for an idea or phenomenon previously described in the text (e.g., *Maps are flat, but the world is round. This is why globes are so useful.*)

**representing:** an **expressive mode** of communication used to create meanings using images, graphic representations, movement, video, graphics, or other visual means.

**scaffolding:** a contingent, collaborative process of supporting student development of new skills, concepts, practices, and understandings to build student autonomy by providing the needed kind of support that will trigger agency. Unlike a fixed, "one size fits all" set of routine supports, scaffolding starts with high expectations for all students and provides them with high support so they can rise to that challenge and perform tasks independently over time.

**sentence types:** there are three types of sentences: simple, compound, and complex.

- **simple sentences:** a simple sentence contains a single independent **clause**. Simple sentences are not necessarily short (e.g., *Pooh always liked a little something at eleven o'clock in the morning.*) nor are they always simple (e.g., *On Earth (and elsewhere), trace amounts of various elements continue to be produced from other elements as products of nuclear transmutation processes.*)
- **compound sentences:** a compound sentence contains two or more independent clauses, often linked with connectives such as *and, so, but, yet, either ... or*.
- **complex sentences:** containing multiple clauses, a complex sentence is useful for conveying intricate and detailed relationships among ideas. The relationships among the clauses are not equal in that one of the clauses is independent and the others are dependent. Clauses in complex sentences are often joined by connectives such as *after, before, as long as* (for time); *as if, like* (for comparison); *because, since, in case, as a result of* (for reason); *as long as, unless* (for condition); *although, even if, despite* (for concession); *besides, as well as* (for addition), *except for*, and *instead of* (for replacing) (Derewianka, 2013). See **clause**.

**sociocultural context:** the social and cultural environment in which people live and interact, or in which something happens or develops. In reference to language use in schools, sociocultural context refers to the interaction between students and the classroom environment, along with the influences that shape the environment (e.g., purpose, topic, situation, participant's identities and social roles, audience). For example, the purpose of the communicative activity might be: *to persuade someone to stop using plastic straws, to warn someone of the impending storm, or to write a science explanation*. The topic might be *force and motion in science, or the Industrial Revolution in history*. The identities and social roles of the language users, as well as their relationship, might be *friend to friend or boss to employee*.

**speaking:** an **expressive mode** of communication used to create meanings orally through spoken language.

**substitution or omission:** words may be substituted or omitted as a text unfolds to avoid unnecessary repetition. Any element of a clause or even an entire clause can be substituted or omitted.

- **common noun substitutions:** *ones, some, other, another one, same one, else, more* (e.g., *There were two rocks, and I chose the smooth one.*)
- **common verb substitutions:** *do, does, did, have, will* (e.g., *Some rocks break easily, but others don't.*)
- **other substitutions:** *so* (e.g., *Water can pass through rock. To do so, it has to find air spaces that are connected.*), *none* (e.g., *If there are none, the water won't pass through the rock.*); possessive pronouns: *mine, yours, theirs, hers* (e.g., *My rock is permeable but hers isn't.*)
- **omission:** *don't, does, didn't, haven't, won't* (e.g., *Water will pass through rock only if the air spaces are connected. Otherwise, it won't.*)

**technical language:** specialized language that is central to building knowledge and conceptual understanding within a specific field of study; language associated with a content area like science (e.g., *geothermal*) and math (e.g., *polynomials*) or with fields like video games or sports. See also **everyday language** and **discipline-specific language**.

**text:** a unit of meaning with a purpose in a particular context. Meaning can be created with different meaning-making systems: art, words, sound, symbols, color, movement. Texts can be written, oral (conversations or presentations), digital (websites or news broadcasts), visual (diagrams, art, posters, advertisements), or a combination of all these types. This document defines texts as multimodal; they can contain symbols, maps, timelines, drawings, and other modalities.

**text complexity:** how challenging a text is to process and interpret. Different features contribute to text complexity, including (and see also) **lexical density**, **nominalization**, **passive voice**, and **grammatical complexity**.

**translanguaging:** how multilingual learners access and use their full **linguistic repertoires** in communication and learning, including by using more than one language.

**verbs:** a word or a combination of words that indicates action, a state of being, a condition, or a relationship among ideas. For example:

- **doing verbs** represent actions: *pull, attract, pollinate, added, subjugate*.
- **relating verbs** show relationships between ideas: *is, belongs to, consists of, has*.
- **thinking verbs** represent thought: *consider, imagine, wonder*.
- **feeling verbs** represent feelings: *admire, detest, respect, love*.
- **saying verbs** indicate what someone or something has said: *confirm, ask, whisper, challenge, yell, contradict*.

**viewing:** an **interpretive mode** of communication used in interpreting meanings created through images, movement, video, graphics, etc.

**writing:** an **expressive mode** of communication used to create meanings using symbols (e.g., letters of the alphabet, punctuation, numbers) to communicate ideas in a readable form.







## Appendices





# Appendix A: WIDA English Language Development Standards Framework, 2020 Edition—Meeting ESSA Title 1 Requirements

One use of the WIDA English Language Development Standards Framework, 2020 Edition, is to serve as a policy document. In that capacity, this edition has been carefully crafted to comply with requirements for English language proficiency standards under Title I of the Every Student Succeeds Act (ESSA, 2015). Specifically, it addresses provisions outlined in the U.S. Department of Education’s document, “A State’s Guide to the U.S. Department of Education’s Assessment Peer Review Process” (U.S. Department of Education, 2018). Table A-1 outlines how relevant Critical Elements in this federal guide apply to the 2020 Edition. WIDA entities can be confident that the consortium will meet its legal obligation of English language proficiency standards and its alignment to assessment.

**Table A-1: Critical Elements in Meeting ESSA Title 1 Requirements**

Critical Element for Peer Review of State English Language Proficiency Assessment Systems	Requirements per ESSA	Response According to WIDA ELD Standards Framework, 2020 Edition	Examples of locations where the evidence can be found in the 2020 Edition
<b>Critical Element 1.1</b> , Provision of ELP Standards for all English Learners and <b>Critical Element 1.2</b> , Coherent and Progressive ELP Standards that Correspond to the State’s Academic Content Standards	<b>The ELP* standards...</b> align to the State academic content standards	<b>Correspondence Tables</b> establish strong alignment of <b>Language Expectations</b> to States’ academic content standards, as do <b>Key Language Use Distribution Tables</b>	<ul style="list-style-type: none"> <li>• <b>Correspondence Tables</b> can be found in Appendix B.</li> <li>• <b>Key Language Use Distribution Tables</b> for each grade-level cluster are found in Section 3. Appendix C presents a compilation of these tables from K-12.</li> </ul>

\*Since 2012, WIDA has referred to its language standards as language development to describe the process over time rather than language proficiency that points to performance at a point in time.

Critical Element for Peer Review of State English Language Proficiency Assessment Systems	Requirements per ESSA	Response According to WIDA ELD Standards Framework, 2020 Edition	Examples of locations where the evidence can be found in the 2020 Edition
<p><b>Critical Element 1.1</b>, Provision of ELP Standards for all English Learners and <b>Critical Element 1.2</b>, Coherent and Progressive ELP Standards that Correspond to the State’s Academic Content Standards</p>	<p>The ELP* standards... address the different proficiency levels of English learners</p>	<p><b>Proficiency Level Descriptors (PLDs)</b> present 6 levels of English language proficiency</p>	<p><b>PLDs</b> are presented in Section 3, Grade-Level Cluster Materials. Appendix D, A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes, also includes a listing of PLDs in their complete K-12 progression; a comparison between the 2012 Performance Definitions and 2020 PLDs; and additional notes on alignment of the 2020 PLDs with existing WIDA performance definitions, scales, and tools.</p>
	<p>The ELP* standards... are derived from the 4 domains of speaking, listening, reading, and writing</p>	<p>The 4 domains are subsumed under 2 communication modes—<b>Interpretive</b> (listening, reading, viewing) and <b>Expressive</b> (speaking, writing, representing)</p>	<p><b>Communication Modes</b> are illustrated in Section 2, The WIDA ELD Standards Framework.</p>

\*Since 2012, WIDA has referred to its language standards as language development to describe the process over time rather than language proficiency that points to performance at a point in time.

Critical Element for Peer Review of State English Language Proficiency Assessment Systems	Requirements per ESSA	Response According to WIDA ELD Standards Framework, 2020 Edition	Examples of locations where the evidence can be found in the 2020 Edition
<b>Critical Element 1.5,</b> Meaningful Consultation in the Development of Challenging State Standards and Assessments	(This requirement does not apply to standards and assessments adopted prior to the passage of ESSA, December 2015)	WIDA designed and adopted its first edition of ELP standards in 2004. It has continued to involve multiple entities in subsequent editions through national surveys, advisory panels, focus groups, SEA subcommittees, and Board meetings.	<b>Documentation of consultation</b> for this edition is available in Appendix G.

## Appendix B: Correspondence Tables for Content and Language Standards

The WIDA English Language Development Standards Framework, 2020 Edition, has been carefully crafted to comply with requirements for English language proficiency standards under Title I of *Every Student Succeeds Act* (ESSA, 2015; see Appendix A: Meeting ESSA Requirements). These requirements are outlined in the U.S. Department of Education's document, *A State's Guide to the U.S. Department of Education's Assessment Peer Review Process* (U.S. Department of Education, 2018).

Critical Element 1.2 *Coherent and Progressive ELP Standards that Correspond to the State's Academic Content Standards* (U.S. Department of Education, 2018) states:

The ELP standards must contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science.

The correspondence tables in this appendix are organized by grade-level cluster and Key Language Use. They provide a sampling of evidence of a strong relationship (that is, correspondence) between state academic content standards and WIDA ELD Standards. They also provide a preview of information that may be included in state peer review submissions to the federal government. These correspondences reinforce the connection between content and language as illustrated in each Key Language Use and the WIDA Language Expectations.

For state peer review evidence, final correspondence determinations between the WIDA Language Expectations and the state academic content standards may be made as part of future alignment studies with educator panels. For more information on this process, see the Council of Chief State School Officers (CCSSO) *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards* [commonly referred to as the ELPD Framework] (CCSSO, 2014), Section 2.3.

### Cautions on Unintended Interpretations of Sample Correspondence Tables

The sample high-leverage correspondences shared in this section intentionally preserve for educators the critical choices to be made around the selection of curricular content and instructional approaches. Use these types of high-leverage correspondences to

- Prioritize and engage multilingual learners in deep, rigorous instruction
- Offer flexible, yet consistent instruction and assessment
- Coordinate with other required standards

The correspondences included here are not intended to be interpreted as the only matches possible between the WIDA ELD Standards Framework, 2020 Edition, and academic content standards. The correspondences are the first step in the process used by educators and may potentially vary due to situational circumstances, student-related factors, educator choice, and other considerations.

## List of Sample Correspondence Tables

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# Kindergarten

## English Language Arts.Narrate

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p><b>ELA.K.R.L.2 Key Ideas and Details:</b> With prompting and support, retell familiar stories, including key details.</p> <p><b>ELA.K.R.L.3 Key Ideas and Details:</b> With prompting and support, identify characters, settings, and major events in a story.</p> <p><b>ELA.K.R.L.4 Craft and Structure:</b> Ask and answer questions about unknown words in a text.</p>	<p><b>ELD-LA.K.Narrate.Interpretive</b></p> <p>Interpret language arts narratives (with prompting and support) by...</p> <ul style="list-style-type: none"> <li>• Identifying key details</li> <li>• Identifying characters, settings, and major events</li> <li>• Asking and answering questions about unknown words in a text</li> </ul>
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p><b>ELA.K.W.3 Text Types and Purposes:</b> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p><b>ELD-LA.K.Narrate.Expressive</b></p> <p>Construct language arts narratives (with prompting and support) that...</p> <ul style="list-style-type: none"> <li>• Orient audience to story</li> <li>• Describe story events</li> </ul>

## Science.Inform

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), K-2</p> <p><b>SEP 4: Analyzing and Interpreting Data</b></p> <ul style="list-style-type: none"> <li>• Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems.</li> <li>• Compare predictions (based on prior experiences) to what occurred (observable events).</li> </ul> <p><b>SEP 8: Obtaining, Evaluating, and Communicating Information</b></p> <ul style="list-style-type: none"> <li>• Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s).</li> </ul>	<p><b>ELD-SC.K.Inform.Interpretive</b></p> <p>Interpret scientific informational texts by...</p> <ul style="list-style-type: none"> <li>• Determining what text is about</li> <li>• Defining or classifying a concept or entity</li> </ul>

## Science.Inform, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP)</p> <p><b>SEP 4: Analyzing and Interpreting Data</b></p> <ul style="list-style-type: none"> <li>Record information (observations, thoughts, and ideas).</li> <li>Use and share pictures, drawings, and/or writings of observations.</li> <li>Use counting and numbers to identify and describe patterns in the natural and designed world(s).</li> <li>Compare predictions (based on prior experiences) to what occurred (observable events).</li> </ul> <p><b>SEP 5: Using Mathematical and Computational Thinking</b></p> <ul style="list-style-type: none"> <li>Describe, measure, and/or compare quantitative attributes of different objects and display the data using simple graphs.</li> <li>Use quantitative data to compare two alternative solutions to a problem.</li> </ul> <p><b>SEP 8: Obtaining, Evaluating, and Communicating Information</b></p> <ul style="list-style-type: none"> <li>Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea.</li> <li>Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas.</li> </ul>	<p><b>ELD-SC.K.Inform.Expressive</b></p> <p>Construct scientific informational texts that...</p> <ul style="list-style-type: none"> <li>Introduce others to a topic or entity</li> <li>Provide details about an entity</li> </ul>



# Grade 1

## Mathematics.Inform

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: Standards for Mathematical Practices (MP)</p> <p><b>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them</b></p> <p>In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They are willing to try other approaches.</p> <p><b>CCSS.MATH.PRACTICE.MP4 Model with mathematics</b></p> <p>In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.</p> <p><b>CCSS.MATH.PRACTICE.MP7 Look for and make use of structure</b></p> <p>Mathematically proficient students look closely to discern a pattern or structure. First graders begin to discern a number pattern or structure. For instance, if students recognize <math>12 + 3 = 15</math>, then they also know <math>3 + 12 = 15</math>. (Commutative property of addition.) To add <math>4 + 6 + 4</math>, the first two numbers can be added to make a ten, so <math>4 + 6 + 4 = 10 + 4 = 14</math>.</p>	<p><b>ELD-MA.1.Inform.Interpretive</b></p> <p>Interpret mathematical informational texts by...</p> <ul style="list-style-type: none"> <li>• Identifying concept or entity</li> <li>• Describing attributes and characteristics</li> </ul>

## Mathematics.Inform, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: Standards for Mathematical Practices (MP)</p> <p><b>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them</b></p> <p>In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They are willing to try other approaches.</p> <p><b>CCSS.MATH.PRACTICE.MP4 Model with mathematics</b></p> <p>In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.</p> <p><b>CCSS.MATH.PRACTICE.MP7 Look for and make use of structure</b></p> <p>Mathematically proficient students look closely to discern a pattern or structure. First graders begin to discern a number pattern or structure. For instance, if students recognize <math>12 + 3 = 15</math>, then they also know <math>3 + 12 = 15</math>. (Commutative property of addition.) To add <math>4 + 6 + 4</math>, the first two numbers can be added to make a ten, so <math>4 + 6 + 4 = 10 + 4 = 14</math>.</p>	<p><b>ELD-MA.1.Inform.Expressive</b></p> <p>Construct mathematical informational texts that...</p> <ul style="list-style-type: none"> <li>• Define or classify concept or entity</li> <li>• Describe a concept or entity</li> <li>• Compare/contrast concepts or entities</li> </ul>

## Social Studies.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: College, Career, &amp; Civic Life (C3) Framework</p> <p><b>D3.1.K-2.</b> Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p> <p><b>D3.2.K-2.</b> Evaluate a source by distinguishing between fact and opinion.</p>	<p><b>ELD-SS.1.Argue.Interpretive</b></p> <p>Interpret social studies arguments by...</p> <ul style="list-style-type: none"> <li>• Identifying topic</li> <li>• Analyzing evidence gathered from source</li> <li>• Evaluating source based on distinctions between fact and opinion</li> </ul>
Expressive Communication Mode	
<p>Source: College, Career, &amp; Civic Life (C3) Framework</p> <p><b>D4.1.K-2.</b> Construct an argument with reasons.</p> <p><b>D4.2.K-2.</b> Construct explanations using correct sequence and relevant information.</p>	<p><b>ELD-SS.1.Argue.Expressive</b></p> <p>Construct social studies arguments that...</p> <ul style="list-style-type: none"> <li>• Introduce topic</li> <li>• Select relevant information to support claim with evidence</li> <li>• Show relationship between claim, evidence and reasoning</li> </ul>

## Grades 2-3

### English Language Arts.Narrate

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p><b>ELA.2.R.L.1 Key Ideas and Details:</b> Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p><b>ELA.2.R.L.2 Key Ideas and Details:</b> Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p><b>ELA.2.R.L.3 Key Ideas and Details:</b> Describe how characters in a story respond to major events and challenges.</p> <p><b>ELA.2.R.L.4 Craft and Structure:</b> Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p><b>ELA.3.R.L.1 Key Ideas and Details:</b> Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p><b>ELA.3.R.L.2 Key Ideas and Details:</b> Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p><b>ELA.3.R.L.3 Key Ideas and Details:</b> Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p><b>ELA.3.R.L.4 Craft and Structure:</b> Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p><b>ELD-LA.2-3.Narrate.Interpretive</b></p> <p>Interpret language arts narratives by...</p> <ul style="list-style-type: none"> <li>• Identifying a central message from key details</li> <li>• Identifying how character attributes and actions contribute to event sequences</li> <li>• Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language</li> </ul>

## English Language Arts.Narrate, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p><b>ELA.2.W.3 Text Types and Purposes:</b> Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p><b>ELA.3.W.3 Text Types and Purposes:</b> Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p><b>ELD-LA.2-3.Narrate.Expressive</b></p> <p>Construct language arts narratives that...</p> <ul style="list-style-type: none"> <li>• Orient audience to context</li> <li>• Develop story with time and event sequences, complication, resolution or ending</li> <li>• Engage and adjust for audience</li> </ul>

## Mathematics.Explain

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: Standards for Mathematical Practices</p> <p><b>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.</b></p> <p>In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They make conjectures about the solution and plan out a problem-solving approach.</p> <p><b>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.</b></p> <p>In third grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.</p>	<p><b>ELD-MA.2-3.Explain.Interpretive</b></p> <p>Interpret mathematical explanations by...</p> <ul style="list-style-type: none"> <li>• Identifying concept or entity</li> <li>• Analyzing plan for problem-solving steps</li> <li>• Evaluating simple pattern or structure</li> </ul>

## Mathematics.Explain, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: Standards for Mathematical Practices</p> <p><b>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.</b></p> <p>In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They make conjectures about the solution and plan out a problem-solving approach.</p> <p><b>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.</b></p> <p>In third grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, “Does this make sense?” They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.</p>	<p><b>ELD-MA.2-3.Explain.Expressive</b></p> <p>Construct mathematical explanations that...</p> <ul style="list-style-type: none"> <li>• Introduce concept or entity</li> <li>• Describe solution and steps used to solve problem with others</li> <li>• State reasoning used to generate solution</li> </ul>

## Grades 4-5

### English Language Arts.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p><b>ELA.4.R.I.2 Key Ideas and Details:</b> Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><b>ELA.4.R.I.6 Craft and Structure:</b> Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p><b>ELA.4.R.I.8 Integration of Knowledge and Ideas:</b> Explain how an author uses reasons and evidence to support particular points in a text.</p> <p><b>ELA.5.R.I.2 Key Ideas and Details:</b> Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p><b>ELA.5.R.I.6 Craft and Structure:</b> Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p><b>ELA.5.R.I.8 Integration of Knowledge and Ideas:</b> Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p><b>ELD-LA.4-5.Argue.Interpretive</b></p> <p>Interpret language arts arguments by...</p> <ul style="list-style-type: none"> <li>• Identifying main ideas</li> <li>• Analyzing points of view about same event or topic</li> <li>• Evaluating how details, reasons and evidence support particular points in a text</li> </ul>



## English Language Arts.Argue, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p><b>ELA.4.SL.4 Presentation of Knowledge and Ideas:</b> Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>ELA.4.W.1 Text Types and Purposes:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p><b>ELA.5.SL.4 Presentation of Knowledge and Ideas:</b> Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b>ELA.5.W.1 Text Types and Purposes:</b> Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p><b>ELD-LA.4-5.Argue.Expressive</b></p> <p>Construct language arts arguments that...</p> <ul style="list-style-type: none"> <li>• Introduce and develop a topic clearly and state an opinion</li> <li>• Support opinions with reasons and information</li> <li>• Use a formal style</li> <li>• Logically connect opinions to appropriate supporting evidence, facts, and details, and offer a concluding statement or section</li> </ul>

## Science.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 3-5</p> <p><b>SEP 7: Engaging in Argument from Evidence</b></p> <ul style="list-style-type: none"> <li>• Compare and refine arguments based on an evaluation of the evidence presented.</li> <li>• Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation.</li> </ul>	<p><b>ELD-SC.4-5.Argue.Interpretive</b></p> <p>Interpret scientific arguments by...</p> <ul style="list-style-type: none"> <li>• Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions</li> <li>• Comparing reasoning and claims based on evidence</li> <li>• Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation</li> </ul>
Expressive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 3-5</p> <p><b>SEP 7: Engaging in Argument from Evidence</b></p> <ul style="list-style-type: none"> <li>• Construct and/or support an argument with evidence, data, and/or a model.</li> <li>• Use data to evaluate claims about cause and effect.</li> <li>• Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem.</li> </ul>	<p><b>ELD-SC.4-5.Argue.Expressive</b></p> <p>Construct scientific arguments that...</p> <ul style="list-style-type: none"> <li>• Introduce topic/phenomenon in issues related to the natural and designed world(s)</li> <li>• Make and define a claim based on evidence, data, and/or model</li> <li>• Establish a neutral tone or an objective stance</li> <li>• Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making between claim, evidence, and reasoning</li> </ul>

## Grades 6-8

### Mathematics.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: Standards for Mathematical Practice</p> <p><b>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</b></p> <p>In grade 6, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p> <p><b>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</b></p> <p>In grade 7, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p> <p><b>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</b></p> <p>In grade 8, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p>	<p><b>ELD-MA.6-8.Argue.Interpretive</b></p> <p>Interpret mathematics arguments by...</p> <ul style="list-style-type: none"> <li>• Comparing conjectures with previously established results</li> <li>• Distinguishing commonalities among strategies used</li> <li>• Evaluating relationships between evidence and mathematical facts to create generalizations</li> </ul>

## Mathematics.Argue, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: Standards for Mathematical Practice</p> <p><b>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</b></p> <p>In grade 6, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p> <p><b>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</b></p> <p>In grade 7, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p> <p><b>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</b></p> <p>In grade 8, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p>	<p><b>ELD-MA.6-8.Argue.Expressive</b></p> <p>Construct mathematics arguments that...</p> <ul style="list-style-type: none"> <li>• Create conjecture, using definitions and previously established results</li> <li>• Generalize logic across cases</li> <li>• Justify conclusions with evidence and mathematical facts</li> <li>• Evaluate and critique others' arguments</li> </ul>

## Social Studies.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: College, Career, &amp; Civic Life (C3) Framework</p> <p><b>D3.1.6-8.</b> Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p><b>D3.2.6-8.</b> Evaluate the credibility of a source by determining its relevance and intended use.</p> <p><b>D3.3.6-8.</b> Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</p> <p><b>D3.4.6-8.</b> Develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p><b>ELD-SS.6-8.Argue.Interpretive</b></p> <p>Interpret social studies arguments by...</p> <ul style="list-style-type: none"> <li>Identifying topic and purpose (e.g., argue in favor or against a position, present a balanced interpretation, challenge perspective)</li> <li>Analyzing relevant information from multiple sources to support claims</li> <li>Evaluating point of view and credibility of source based on relevance and intended use</li> </ul>
Expressive Communication Mode	
<p>Source: College, Career, &amp; Civic Life (C3) Framework</p> <p><b>D4.1.6-8.</b> Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p><b>D4.2.6-8.</b> Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.1</b> Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p><b>CCSS.ELA-LITERACY.RH.6-8.8</b> Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p><b>ELD-SS.6-8.Argue.Expressive</b></p> <p>Construct social studies arguments that...</p> <ul style="list-style-type: none"> <li>Introduce and contextualize topic</li> <li>Select relevant information to support claims with evidence from multiple sources</li> <li>Establish perspective</li> <li>Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning</li> </ul>

## Grades 9-12

### English Language Arts.Inform

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p><b>ELA.9-10.R.I.1 Key Ideas and Details:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b>ELA.9-10.R.I.2 Key Ideas and Details:</b> Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b>ELA.11-12.R.I.1 Key Ideas and Details:</b> Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b>ELA.11-12.R.I.2 Key Ideas and Details:</b> Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p><b>ELD-LA.9-12.Inform.Interpretive</b></p> <p>Interpret informational texts in language arts by...</p> <ul style="list-style-type: none"> <li>• Identifying and/or summarizing central ideas</li> <li>• Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>• Evaluating cumulative impact and refinement of author's key word choices over the course of a text</li> </ul>

## English Language Arts.Inform, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p><b>ELA.9-10.W.2 Text Types and Purposes:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>ELA.9-10.W.7 Research to Build and Present Knowledge:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>ELA.11-12.W.2 Text Types and Purposes:</b> Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><b>ELA.11-12.W.7 Research to Build and Present Knowledge:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b>ELA.11-12.W.HST.2 Text Types and Purposes:</b> Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p><b>ELA.11-12.W.HST.7 Research to Build and Present Knowledge:</b> Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p><b>ELD-LA.9-12.Inform.Expressive</b></p> <p>Construct informational texts in language arts that...</p> <ul style="list-style-type: none"> <li>• Introduce and define topic and/or entity for audience</li> <li>• Establish an objective or neutral stance</li> <li>• Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships</li> <li>• Develop coherence and cohesion throughout text</li> </ul>

## Science.Explain

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 9-12</p> <p><b>SEP 1: Asking Questions and Defining Problems</b></p> <ul style="list-style-type: none"> <li>Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical and/or environmental considerations.</li> </ul> <p><b>SEP 6: Constructing Explanations (for Science) and Designing Solutions (for Engineering)</b></p> <ul style="list-style-type: none"> <li>Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.</li> </ul> <p><b>SEP 8: Obtaining, Evaluating, and Communicating Information</b></p> <ul style="list-style-type: none"> <li>Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.</li> <li>Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem.</li> <li>Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible.</li> </ul>	<p><b>ELD-SC.9-12.Explain.Interpretive</b></p> <p>Interpret scientific explanations by...</p> <ul style="list-style-type: none"> <li>Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon</li> <li>Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs</li> <li>Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions</li> </ul>



## Science.Explain, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 9-12</p> <p><b>SEP 6: Constructing Explanations (for Science) and Designing Solutions (for Engineering)</b></p> <ul style="list-style-type: none"> <li>Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future.</li> <li>Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects.</li> <li>Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion.</li> <li>Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations.</li> </ul> <p><b>SEP 8: Obtaining, Evaluating, and Communicating Information</b></p> <ul style="list-style-type: none"> <li>Communicate scientific and/or technical information or ideas (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically).</li> <li>Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible</li> </ul>	<p><b>ELD-SC.9-12.Explain.Expressive</b></p> <p>Construct scientific explanations that...</p> <ul style="list-style-type: none"> <li>Describe valid and reliable evidence (from multiple sources) about a phenomenon</li> <li>Establish neutral or objective stance in how results are communicated</li> <li>Develop reasoning to illustrate and/or predict relationships between variables in a system or between components of a system</li> <li>Summarize and refine solutions referencing evidence, criteria, and/or trade-offs</li> </ul>

# Appendix C: A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations

Distribution of Key Language Uses in Kindergarten				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	◐

Distribution of Key Language Uses in Grade 1				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	●

 Most Prominent
  Prominent
  Present

Distribution of Key Language Uses in Grades 2-3				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

Distribution of Key Language Uses in Grades 4-5				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent    ◐ Prominent    ○ Present

Distribution of Key Language Uses in Grades 6-8				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

Distribution of Key Language Uses in Grades 9-12				
WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

 Most Prominent
  Prominent
  Present

**Language Expectations:** Multilingual learners will...

## Narrate

### ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

**Language Expectations:** Multilingual learners will...

## Inform

### ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

**Language Expectations:** Multilingual learners will...

## Explain

### ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

**Language Expectations:** Multilingual learners will...

## Argue

### ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information



## WIDA ELD STANDARD 2

### Language for Language Arts

#### Narrate

**Language Expectations:** Multilingual learners will...

##### ELD-LA.K.Narrate.Interpretive

Interpret language arts narratives (with prompting and support) by

- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

##### ELD-LA.K.Narrate.Expressive

Construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events



## WIDA ELD STANDARD 2

### Language for Language Arts

#### Inform

**Language Expectations:** Multilingual learners will...

##### ELD-LA.K.Inform.Interpretive

Interpret informational texts in language arts (with prompting and support) by

- Identifying main topic and key details
- Asking and answering questions about descriptions of familiar attributes and characteristics
- Identifying word choices in relation to topic or content area

##### ELD-LA.K.Inform.Expressive

Construct informational texts in language arts (with prompting and support) that

- Introduce topic for audience
- Describe details and facts



## WIDA ELD STANDARD 3

### Language for Mathematics

Inform

**Language Expectations:** Multilingual learners will...

#### ELD-MA.K.Inform.Interpretive

Interpret mathematical informational texts (with prompting and support) by

- Identifying concept or object
- Describing quantities and attributes

#### ELD-MA.K.Inform.Expressive

Construct mathematical informational texts (with prompting and support) that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities



## WIDA ELD STANDARD 4

### Language for Science

Inform

**Language Expectations:** Multilingual learners will...

#### ELD-SC.K.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying a concept or entity

#### ELD-SC.K.Inform.Expressive

Construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity





## WIDA ELD STANDARD 4

### Language for Science

#### Explain

**Language Expectations:** Multilingual learners will...

##### **ELD-SC.K.Explain.Interpretive**

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Using information from observations to find patterns and to explain how or why a phenomenon occurs

##### **ELD-SC.K.Explain.Expressive**

Construct scientific explanations that

- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem



## WIDA ELD STANDARD 5

### Language for Social Studies

#### Inform

**Language Expectations:** Multilingual learners will...

##### **ELD-SS.K.Inform.Interpretive**

Interpret informational texts in social studies by

- Determining topic associated with a compelling or supporting question
- Defining attributes and characteristics in relevant information

##### **ELD-SS.K.Inform.Expressive**

Construct informational texts in social studies that

- Introduce topic associated with a compelling or supporting question
- Provide a detail about relevant information

# WIDA ELD STANDARD 1

## Social and Instructional Language

**Language Expectations:** Multilingual learners will...

### Narrate

#### ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

**Language Expectations:** Multilingual learners will...

### Inform

#### ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

**Language Expectations:** Multilingual learners will...

## Explain

### ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

**Language Expectations:** Multilingual learners will...

## Argue

### ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADE

1

## WIDA ELD STANDARD 2

Language for Language Arts

Narrate

**Language Expectations:** Multilingual learners will...

### ELD-LA.1.Narrate.Interpretive

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

### ELD-LA.1.Narrate.Expressive

Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

GRADE

1

## WIDA ELD STANDARD 2

Language for Language Arts

Inform

**Language Expectations:** Multilingual learners will...

### ELD-LA.1.Inform.Interpretive

Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics
- Identifying word choices in relation to topic or content area

### ELD-LA.1.Inform.Expressive

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

GRADE

1

## WIDA ELD STANDARD 3

Language for Mathematics

Inform

**Language Expectations:** Multilingual learners will...

### ELD-MA.1.Inform.Interpretive

Interpret mathematical informational texts by

- Identifying concept or entity
- Describing attributes and characteristics

### ELD-MA.1.Inform.Expressive

Construct mathematical informational texts that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

GRADE

1

## WIDA ELD STANDARD 4

Language for Science

Inform

**Language Expectations:** Multilingual learners will...

### ELD-SC.1.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

### ELD-SC.1.Inform.Expressive

Construct scientific informational texts that

- Introduce others to topic or entity
- Define, describe, and classify concept, topic, or entity
- Summarize observations or factual information

GRADE

1

## WIDA ELD STANDARD 4

### Language for Science

Explain

**Language Expectations:** Multilingual learners will...

#### ELD-SC.1.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Analyzing several events and observations to help explain how or why a phenomenon occurs
- Identifying information from observations (that supports particular points in explanations)

#### ELD-SC.1.Explain.Expressive

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

GRADE

1

## WIDA ELD STANDARD 5

### Language for Social Studies

Inform

**Language Expectations:** Multilingual learners will...

#### ELD-SS.1.Inform.Interpretive

Interpret informational texts in social studies by

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

#### ELD-SS.1.Inform.Expressive

Construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

GRADE

1

# WIDA ELD STANDARD 5

Language for Social Studies

Argue

**Language Expectations:** Multilingual learners will...

## ELD-SS.1.Argue.Interpretive

Interpret social studies arguments by

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

## ELD-SS.1.Argue.Expressive

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claim with evidence
- Show relationship between claim and evidence, and reasoning

GRADES  
**2-3** **WIDA ELD STANDARD 1**  
Social and Instructional Language

**Language Expectations:** Multilingual learners will...

## Narrate

### ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

**Language Expectations:** Multilingual learners will...

## Inform

### ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences



**Language Expectations:** Multilingual learners will...

## Explain

### ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

**Language Expectations:** Multilingual learners will...

## Argue

### ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

GRADES  
**2-3**

**WIDA ELD STANDARD 2**  
Language for Language Arts

**Narrate**

**Language Expectations:** Multilingual learners will...

**ELD-LA.2-3.Narrate.Interpretive**

Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

**ELD-LA.2-3.Narrate.Expressive**

Construct language arts narratives that

- Orient audience to context
- Develop story with time and event sequences, complication, resolution or ending
- Engage and adjust for audience

GRADES  
**2-3**

**WIDA ELD STANDARD 2**  
Language for Language Arts

**Inform**

**Language Expectations:** Multilingual learners will...

**ELD-LA.2-3.Inform.Interpretive**

Interpret informational texts in language arts by

- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

**ELD-LA.2-3.Inform.Expressive**

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

GRADES  
**2-3**

**WIDA ELD STANDARD 3**  
Language for Mathematics

**Explain**

**Language Expectations:** Multilingual learners will...

**ELD-MA.2-3.Explain.Interpretive**

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

**ELD-MA.2-3.Explain.Expressive**

Construct mathematical explanations that

- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

GRADES  
**2-3**

**WIDA ELD STANDARD 3**  
Language for Mathematics

**Argue**

**Language Expectations:** Multilingual learners will...

**ELD-MA.2-3.Argue.Interpretive**

Interpret mathematics arguments by

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

**ELD-MA.2-3.Argue.Expressive**

Construct mathematics arguments that

- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

GRADES  
**2-3**

**WIDA ELD STANDARD 4**  
Language for Science

**Explain**

**Language Expectations:** Multilingual learners will...

**ELD-SC.2-3.Explain.Interpretive**

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

**ELD-SC.2-3.Explain.Expressive**

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

GRADES  
**2-3**

**WIDA ELD STANDARD 4**  
Language for Science

**Argue**

**Language Expectations:** Multilingual learners will...

**ELD-SC.2-3.Argue.Interpretive**

Interpret scientific arguments by

- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

**ELD-SC.2-3.Argue.Expressive**

Construct scientific arguments that

- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

GRADES  
**2-3**

**WIDA ELD STANDARD 5**  
Language for Social Studies

**Explain**

**Language Expectations:** Multilingual learners will...

**ELD-SS.2-3.Explain.Interpretive**

Interpret social studies explanations by

- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

**ELD-SS.2-3.Explain.Expressive**

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

GRADES  
**2-3**

**WIDA ELD STANDARD 5**  
Language for Social Studies

**Argue**

**Language Expectations:** Multilingual learners will...

**ELD-SS.2-3.Argue.Interpretive**

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion

**ELD-SS.2-3.Argue.Expressive**

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

**GRADES**  
**4-5** **WIDA ELD STANDARD 1**  
Social and Instructional Language

**Language Expectations:** Multilingual learners will...

## Narrate

### ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

**Language Expectations:** Multilingual learners will...

## Inform

### ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

**Language Expectations:** Multilingual learners will...

## Explain

### ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

**Language Expectations:** Multilingual learners will...

## Argue

### ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES  
**4-5**

**WIDA ELD STANDARD 2**  
Language for Language Arts

**Narrate**

**Language Expectations:** Multilingual learners will...

**ELD-LA.4-5.Narrate.Interpretive**

Interpret language arts narratives by

- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

**ELD-LA.4-5.Narrate.Expressive**

Construct language arts narratives that

- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

GRADES  
**4-5**

**WIDA ELD STANDARD 2**  
Language for Language Arts

**Inform**

**Language Expectations:** Multilingual learners will...

**ELD-LA.4-5.Inform.Interpretive**

Interpret informational texts in language arts by

- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

**ELD-LA.4-5.Inform.Expressive**

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text



GRADES  
**4-5**

**WIDA ELD STANDARD 2**  
Language for Language Arts

**Argue**

**Language Expectations:** Multilingual learners will...

**ELD-LA.4-5.Argue.Interpretive**

Interpret language arts arguments by

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

**ELD-LA.4-5.Argue.Expressive**

Construct language arts arguments that

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

GRADES  
**4-5**

**WIDA ELD STANDARD 3**  
Language for Mathematics

**Explain**

**Language Expectations:** Multilingual learners will...

**ELD-MA.4-5.Explain.Interpretive**

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

**ELD-MA.4-5.Explain.Expressive**

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

GRADES  
**4-5**

**WIDA ELD STANDARD 3**  
Language for Mathematics

**Argue**

**Language Expectations:** Multilingual learners will...

**ELD-MA.4-5.Argue.Interpretive**

Interpret mathematics arguments by

- Comparing conjectures with patterns, and/or rules
- Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations

**ELD-MA.4-5.Argue.Expressive**

Construct mathematics arguments that

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

GRADES  
**4-5**

**WIDA ELD STANDARD 4**  
Language for Science

**Explain**

**Language Expectations:** Multilingual learners will...

**ELD-SC.4-5.Explain.Interpretive**

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

**ELD-SC.4-5.Explain.Expressive**

Construct scientific explanations that

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

GRADES  
**4-5**

**WIDA ELD STANDARD 4**  
Language for Science

**Argue**

**Language Expectations:** Multilingual learners will...

**ELD-SC.4-5.Argue.Interpretive**

Interpret scientific arguments by

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation

**ELD-SC.4-5.Argue.Expressive**

Construct scientific arguments that

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

GRADES  
**4-5**

**WIDA ELD STANDARD 5**  
Language for Social Studies

**Explain**

**Language Expectations:** Multilingual learners will...

**ELD-SS.4-5.Explain.Interpretive**

Interpret social studies explanations by

- Determining different opinions in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for a series of contributing factors or causes
- Evaluating disciplinary concepts and ideas that are open to different interpretations

**ELD-SS.4-5.Explain.Expressive**

Construct social studies explanations that

- Introduce phenomena or events
- Describe components, order, causes and effects, or cycles using relevant examples and details
- Generalize probable causes and effects of developments or events

**Language Expectations:** Multilingual learners will...

**ELD-SS.4-5.Argue.Interpretive**

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to develop claims in response to compelling questions
- Evaluating point of view and credibility of source, based on distinctions between fact and opinion

**ELD-SS.4-5.Argue.Expressive**

Construct social studies arguments that

- Introduce topic
- Select relevant information to support claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims with reasons and multiple sources of evidence

**Language Expectations:** Multilingual learners will...

## Narrate

### **ELD-SI.4-12.Narrate**

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

**Language Expectations:** Multilingual learners will...

## Inform

### **ELD-SI.4-12.Inform**

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

**Language Expectations:** Multilingual learners will...

## Explain

### ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

**Language Expectations:** Multilingual learners will...

## Argue

### ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

GRADES  
**6-8**

**WIDA ELD STANDARD 2**  
Language for Language Arts

**Narrate**

**Language Expectations:** Multilingual learners will...

**ELD-LA.6-8.Narrate.Interpretive**

Interpret language arts narratives by

- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

**ELD-LA.6-8.Narrate.Expressive**

Construct language arts narratives that

- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

GRADES  
**6-8**

**WIDA ELD STANDARD 2**  
Language for Language Arts

**Inform**

**Language Expectations:** Multilingual learners will...

**ELD-LA.6-8.Inform.Interpretive**

Interpret informational texts in language arts by

- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors
- Evaluating the impact of author's key word choices over the course of a text

**ELD-LA.6-8.Inform.Expressive**

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

GRADES  
**6-8**

**WIDA ELD STANDARD 2**  
Language for Language Arts

**Argue**

**Language Expectations:** Multilingual learners will...

**ELD-LA.6-8.Argue.Interpretive**

Interpret language arts arguments by

- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

**ELD-LA.6-8.Argue.Expressive**

Construct language arts arguments that

- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

GRADES  
**6-8**

**WIDA ELD STANDARD 3**  
Language for Mathematics

**Explain**

**Language Expectations:** Multilingual learners will...

**ELD-MA.6-8.Explain.Interpretive**

Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing possible ways to represent and solve a problem
- Evaluating model and rationale for underlying relationships in selected problem-solving approach

**ELD-MA.6-8.Explain.Expressive**

Construct mathematical explanations that

- Introduce concept or entity
- Share solution with others
- Describe data and/or problem-solving strategy
- State reasoning used to generate solution



GRADES  
**6-8**

**WIDA ELD STANDARD 3**  
Language for Mathematics

**Argue**

**Language Expectations:** Multilingual learners will...

**ELD-MA.6-8.Argue.Interpretive**

Interpret mathematics arguments by

- Comparing conjectures with previously established results
- Distinguishing commonalities among strategies used
- Evaluating relationships between evidence and mathematical facts to create generalizations

**ELD-MA.6-8.Argue.Expressive**

Construct mathematics arguments that

- Create conjecture, using definitions and previously established results
- Generalize logic across cases
- Justify conclusions with evidence and mathematical facts
- Evaluate and critique others' arguments

GRADES  
**6-8**

**WIDA ELD STANDARD 4**  
Language for Science

**Explain**

**Language Expectations:** Multilingual learners will...

**ELD-SC.6-8.Explain.Interpretive**

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

**ELD-SC.6-8.Explain.Expressive**

Construct scientific explanations that

- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

GRADES  
**6-8**

**WIDA ELD STANDARD 4**  
Language for Science

**Argue**

**Language Expectations:** Multilingual learners will...

**ELD-SC.6-8.Argue.Interpretive**

Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

**ELD-SC.6-8.Argue.Expressive**

Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

GRADES  
**6-8**

**WIDA ELD STANDARD 5**  
Language for Social Studies

**Explain**

**Language Expectations:** Multilingual learners will...

**ELD-SS.6-8.Explain.Interpretive**

Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluate experts' points of agreement, along with strengths and weakness of explanations

**ELD-SS.6-8.Explain.Expressive**

Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

**Language Expectations:** Multilingual learners will...

**ELD-SS.6-8.Argue.Interpretive**

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

**ELD-SS.6-8.Argue.Expressive**

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

**GRADES**  
**9-12** **WIDA ELD STANDARD 1**  
Social and Instructional Language

**Language Expectations:** Multilingual learners will...

## Narrate

### ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

**Language Expectations:** Multilingual learners will...

## Inform

### ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

**GRADES**  
**9-12** **WIDA ELD STANDARD 1**  
Social and Instructional Language

**Language Expectations:** Multilingual learners will...

## Explain

### ELD-SI.4-12.Explain

- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

**Language Expectations:** Multilingual learners will...

## Argue

### ELD-SI.4-12.Argue

- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

**GRADES**  
**9-12** **WIDA ELD STANDARD 2**  
Language for Language Arts

**Narrate**

**Language Expectations:** Multilingual learners will...

**ELD-LA.9-12.Narrate.Interpretive**

Interpret language arts narratives by

- Identifying themes or central ideas that develop over the course of a text
- Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
- Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

**ELD-LA.9-12.Narrate.Expressive**

Construct language arts narratives that

- Orient audience to context and one or multiple point(s) of view
- Develop and describe characters and their relationships over a progression of experiences or events
- Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
- Engage and adjust for audience

**GRADES**  
**9-12** **WIDA ELD STANDARD 2**  
Language for Language Arts

**Inform**

**Language Expectations:** Multilingual learners will...

**ELD-LA.9-12.Inform.Interpretive**

Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

**ELD-LA.9-12.Inform.Expressive**

Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

**GRADES**  
**9-12** **WIDA ELD STANDARD 2**  
Language for Language Arts

**Argue**

**Language Expectations:** Multilingual learners will...

**ELD-LA.9-12.Argue.Interpretive**

Interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

**ELD-LA.9-12.Argue.Expressive**

Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

**GRADES**  
**9-12** **WIDA ELD STANDARD 3**  
Language for Mathematics

**Explain**

**Language Expectations:** Multilingual learners will...

**ELD-MA.9-12.Explain.Interpretive**

Multilingual learners use language to interpret mathematical explanations by

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

**ELD-MA.9-12.Explain.Expressive**

Multilingual learners use language to construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

**GRADES**  
**9-12** **WIDA ELD STANDARD 3**  
Language for Mathematics

**Argue**

**Language Expectations:** Multilingual learners will...

**ELD-MA.9-12.Argue.Interpretive**

Interpret concepts in arguments by

- Comparing conjectures with previously established results and stated assumptions
- Distinguishing correct from flawed logic
- Evaluating relationships among evidence and mathematical principles to create generalizations

**ELD-MA.9-12.Argue.Expressive**

Construct mathematics arguments that

- Create precise conjecture, using definitions, previously established results, and stated assumptions
- Generalize logical relationships across cases
- Justify (and refute) conclusions with evidence and mathematical principles
- Evaluate and extend others' arguments

**GRADES**  
**9-12** **WIDA ELD STANDARD 4**  
Language for Science

**Explain**

**Language Expectations:** Multilingual learners will...

**ELD-SC.9-12.Explain.Interpretive**

Interpret scientific explanations by

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

**ELD-SC.9-12.Explain.Expressive**

Construct scientific explanations that

- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs



**GRADES**  
**9-12** **WIDA ELD STANDARD 4**  
Language for Science

**Argue**

**Language Expectations:** Multilingual learners will...

**ELD-SC.9-12.Argue.Interpretive**

Interpret scientific arguments by

- Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
- Comparing reasoning and claims based on evidence from competing arguments or design solutions
- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

**ELD-SC.9-12.Argue.Expressive**

Construct scientific arguments that

- Introduce and contextualize topic/ phenomenon in current scientific or historical episodes in science
- Defend or refute a claim based on data and evidence
- Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

**GRADES**  
**9-12** **WIDA ELD STANDARD 4**  
Language for Social Studies

**Explain**

**Language Expectations:** Multilingual learners will...

**ELD-SS.9-12.Explain.Interpretive**

Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors, causes, or related concepts
- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

**ELD-SS.9-12.Explain.Expressive**

Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events
- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation
- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses
- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

GRADES  
**9-12** WIDA ELD STANDARD 4  
Language for Social Studies

**Argue**

**Language Expectations:** Multilingual learners will...

**ELD-SS.9-12.Argue.Interpretive**

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources
- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

**ELD-SS.9-12.Argue.Expressive**

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

# Appendix D: A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes

## Expansion of the K-12 Performance Definitions into Proficiency Level Descriptors for All Grade-Level Clusters

Since 2004, the WIDA K-12 Performance Definitions have offered an interpretation of student language performance across five levels of English language proficiency. For the 2020 Edition, WIDA has expanded the K-12 Performance Definitions into Proficiency Level Descriptors with six grade-level clusters that provide elaborated, developmental interpretations for multilingual learners' proficiency levels in English. This appendix offers a comparison of the 2004 Performance Definitions and 2020 Proficiency Level Descriptors.

Both the 2004 K-12 Performance Definitions and 2020 grade-level cluster Proficiency Level Descriptors use similar language performance criteria that focus on similar concepts:

- Organization
- Cohesion
- Density
- Grammatical Complexity
- Precision/Vocabulary Usage

However, the 2020 Proficiency Level Descriptors provide heightened emphasis on discourse; there are three criteria provided in the discourse dimension and only one criterion each in the other two dimensions (sentence and word/phrase).

Table D-1 provides a comparison of the 2014 Features of Academic Language (WIDA, 2014) and its update, the 2020 Dimensions of Language in the Proficiency Level Descriptors: Criteria and Sample Features (see Section 2 of this document).

**Table D-1: Comparison of Criteria in 2014 Features of Academic Language Chart and 2020 Dimensions of Language Table**

	<b>2012 Performance Definitions (2014 Features of Academic Language Table)</b>	<b>2020 Proficiency Level Descriptors</b>
<b>Discourse Dimension</b>	<ul style="list-style-type: none"><li>• Structure and variety of organized speech/written text</li><li>• Coherence and cohesion of ideas</li><li>• Density of speech/written text</li><li>• Amount of speech/written text*</li></ul>	<ul style="list-style-type: none"><li>• Organization of language</li><li>• Cohesion of language</li><li>• Density of language</li></ul>
<b>Sentence Dimension</b>	Types and variety of grammatical constructions	Grammatical complexity of language

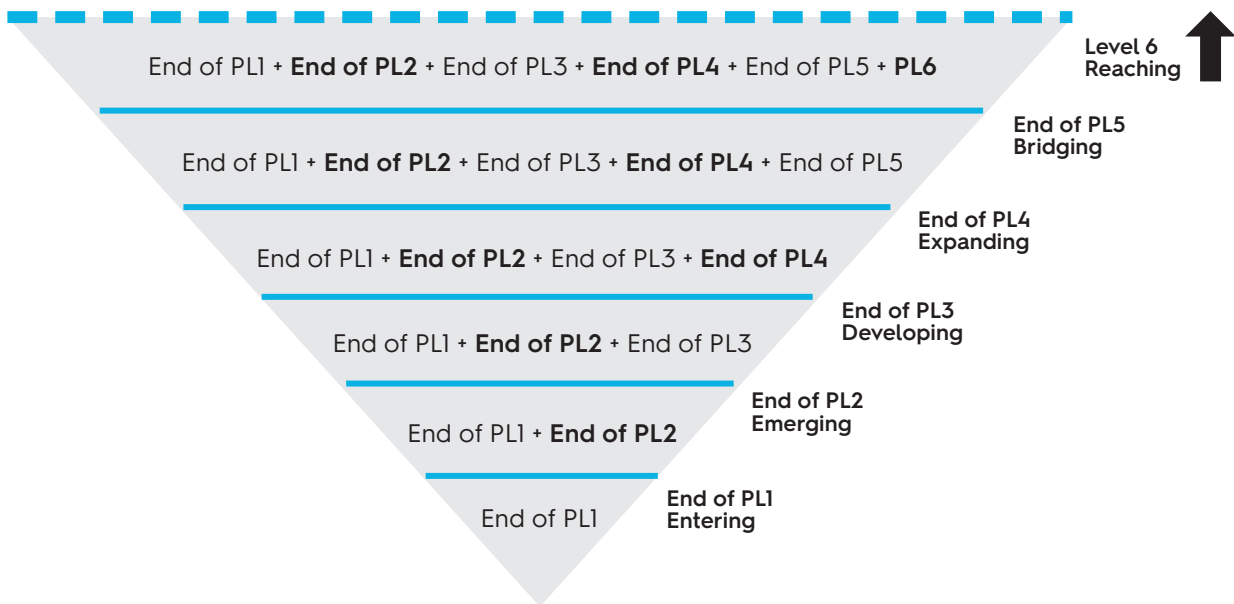
	2012 Performance Definitions (2014 Features of Academic Language Table)	2020 Proficiency Level Descriptors
<b>Word/Phrase Dimension</b>	General, specific, and technical language <ul style="list-style-type: none"> <li>• Multiple meanings of words and phrases</li> <li>• Collocations and idioms</li> <li>• Nuances and shades of meaning</li> </ul>	Precision of language <ul style="list-style-type: none"> <li>• 3 types of language (everyday, cross-disciplinary, and technical)</li> <li>• Examples (e.g., multiple meanings, collocations, idioms, shades of meaning, etc.)</li> </ul>

\*The 2020 Proficiency Level Descriptors measure excerpts of language; neither descriptors nor examples within the Proficiency Level Descriptors describe the full amount of text that students can process or produce (e.g., chapter books)

## Similarities among 2012 K-12 Performance Definitions and 2020 Grade-Level Cluster Proficiency Level Descriptors

- Both K-12 Performance Definitions and grade-level cluster Proficiency Level Descriptors conceptualize the linguistic system within a sociocultural context.
- Both are organized around three dimensions of language:
  - The discourse dimension imparts overall meaning across an entire text, supported by the sentence and word/phrase dimensions.
  - The sentence dimension contributes to the grammatical complexity of how various sentence types shape text sequencing and connections.
  - The word/phrase dimension adds precision to communication. For example, language users strategically select different three types of language; employ multiple meanings and nuances of words and phrases; or play with their shades of meaning.
- Both describe the interpretive and expressive communication modes. (The 2012 edition used the terms *receptive* and *productive* communication modes.) The two communication modes encompass the four language domains (speaking, listening, reading, and writing), as outlined in federal requirements for language proficiency standards.
- For both the K-12 Performance Definitions and the grade-level cluster Proficiency Level Descriptors, proficiency levels are cumulative, meaning that each proficiency level includes and builds on previous ones (e.g., the student proficiency descriptors for the end of PL4 include the three previous sets of descriptors. The descriptors for the end of PL4 = End of PL1 + End of PL2 + End of PL3 + End of PL4).

**Figure D-1: Cumulative Expansion of Multilingual Learners' Linguistic Resources**



5. Both the K-12 Performance Definitions and the grade-level cluster Proficiency Level Descriptors highlight the notion that, as multilingual learners gain proficiency in English, their abilities to effectively use language across each of the criteria increases accordingly. As multilingual learners progress across proficiency levels, they develop an increasing range of linguistic resources to use when making meaning in context and in coordination with multimodal communication resources.
6. Both target end-of-level performance in order to provide aligned interpretations of WIDA scale scores. Within each level, the progression of student language development may develop differently.
7. Both include an assumption that appropriate scaffolding must be provided to the student. The choice of scaffolding and multimodal communication (e.g., visual, auditory, tactile, kinesthetic) for multilingual learners, including those with disabilities, should be based on various factors, including the communicative purpose of the situation and the student's level of language proficiency.

## Differences between K-12 Performance Definitions and Grade-Level Cluster Proficiency Level Descriptors

Table D-2: Differences Between Performance Definitions and Proficiency Level Descriptors

K-12 Performance Definitions	Grade-Level Cluster Proficiency Level Descriptors
<ul style="list-style-type: none"> <li>Describe student language development for activities that target the <b>WIDA Model Performance Indicators</b></li> <li>Reflect language development across the <b>K-12</b> grade span</li> </ul>	<ul style="list-style-type: none"> <li>Describe student language development for activities that target the <b>2020 WIDA Language Expectations</b></li> <li>Reflect language development at designated grade-level clusters that correspond to those used with WIDA ACCESS for ELLs (<b>K, 1, 2-3, 4-5, 6-8, 9-12</b>)</li> </ul>
Offer <b>five proficiency levels</b>	Offer <b>five proficiency levels plus new descriptors for PL6</b> (Reaching). It is important to remember even when reaching the criteria described in PL6 (Reaching), the student continues onward with lifelong language development.
Define three types of vocabulary: <ul style="list-style-type: none"> <li><b>General language:</b> Everyday words or expressions not typically associated with a specific content area (e.g., describe, book)</li> <li><b>Specific language:</b> Words or expressions used across multiple academic content areas in school (e.g., chart, total, individual)</li> <li><b>Technical language:</b> The most precise words or expressions associated with topics within academic content areas in school</li> </ul>	Clarify definitions for three types of vocabulary: <ul style="list-style-type: none"> <li><b>Everyday language:</b> Language for representing ideas in nontechnical ways (e.g., dogs instead of canines)</li> <li><b>Cross-disciplinary language:</b> Common academic language used across content area contexts (e.g., analyze, evaluate, summarize)</li> <li><b>Technical language:</b> Specialized, increasingly abstract language associated with a content area such as science and history (e.g., mitosis, imperialism)</li> </ul>

## Alignment of 2020 Grade-Level Cluster Proficiency Level Descriptors with Existing WIDA Performance Definitions, Scales, and Tools

The single K-12 continuum of K-12 Performance Definitions was expanded into six grade-level cluster Proficiency Level Descriptors to support consistency of proficiency level interpretations by state, local, and school-based educators and to provide additional details that address developmental differences in the complexity and range of language uses needed by primary and secondary students.

For federal peer review purposes, it is important for state education agencies to show that, in the new 2020 Edition, WIDA has not changed the fundamental nature of the scores aligned with the WIDA English Language Development Standards. Thus, a key activity during 2019-2020 development work was ensuring consistency and equivalency with the interpretations used with the 2012 Performance Definitions and 2016 Standards Setting cut scores.

Thus, some key activities in the development of the 2020 Proficiency Level Descriptors focused on ensuring consistency and equivalency with the interpretations used with the 2012 Performance Definitions and 2016 Standards Setting cut scores. These activities included the following:

- Conducted literature review to identify key performance criteria to be measured
- Created alignment mapping between 2012 and 2020 performance criteria and tools
- Checked validity and calibrated equivalent difficulty levels in descriptors with evidence from ACCESS for ELLs student samples and scoring tools
- Checked consequential validity with international, national, state, and local educator reviews and panels
- Obtained external expert feedback and recommendations
- Checked to ensure proposed levels fit with descriptions of student performances for each grade-level cluster on ACCESS for ELLs

### Summary

The 2020 grade-level cluster Proficiency Level Descriptors have been carefully designed to ensure consistency and equivalency with the interpretations used with the 2012 Performance Definitions and 2016 Standards Setting cut scores. The six grade-level clusters in the Proficiency Level Descriptors provide elaborated, developmental interpretations for multilingual learners' proficiency levels in English.

Proficiency Level Descriptors for all grade-level clusters are provided beginning on the next page. These are identical to the descriptors shown in the grade-level cluster materials.

# Grade K WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Understand how coherent texts (spoken, written, multimodal) are created...						
<b>DISCOURSE</b> Organization of language	around topics ( <i>my family</i> ) with words, pictures, phrases, or chunks of language	around topics ( <i>all about me</i> ) with repetition, rhyming, and common language patterns	around topics ( <i>all about me</i> ) with repetition, rhyming, and other language patterns with short sentences	to meet a purpose ( <i>to inform, narrate, entertain</i> ) through multiple related sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text
Understand how ideas are connected across a whole text through...						
<b>DISCOURSE</b> Cohesion of language	patterned language with repetitive words	patterned language with repetitive words and phrases ( <i>This is a duck. The duck says quack, quack. This is a goat.</i> )	repetitive words and phrases across a text ( <i>Brown bear, brown bear, what do you see?</i> )	some frequently used cohesive devices (demonstratives: <i>this, these, that, those</i> )	a few different types of cohesive devices ( <i>repetition, pronoun referencing, etc.</i> )	multiple types of cohesive devices ( <i>synonyms, antonyms, repetition</i> )
Understand how ideas are elaborated or condensed through...						
<b>DISCOURSE</b> Density of language	labels with single nouns ( <i>ball, car</i> )	frequently used single noun groups ( <i>my toys, my car, your ball?</i> )	frequently used multi-word noun groups ( <i>my favorite book</i> )	multi-word noun groups with connectors ( <i>a shiny truck and a red ball</i> )	expanded noun groups with classifiers ( <i>the red fire truck</i> )	expanded noun groups with prepositional phrases ( <i>the red fire truck in the station</i> )
Understand how meanings are extended or enhanced through...						
<b>SENTENCE</b> Grammatical complexity	words, pictures, and phrases ( <i>Anna's chair</i> )	words, pictures, phrases, and chunks of language ( <i>ran to her room</i> )	chunks of language ( <i>sat in her chair, jumps on her bed</i> )	simple sentences ( <i>She picked it up.</i> )	related simple sentences ( <i>She picked it up. She carried it to her room. She opened it up.</i> )	multiple related simple sentences ( <i>She picked it up. She carried it to her room. She opened it up.</i> )
Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...						
<b>WORD, PHRASE</b> Precision of language	a few words and phrases in familiar contexts and topics ( <i>map, desk, hello</i> )	repeated words and phrases in familiar contexts and topics ( <i>sound it out, think first</i> )	frequently used words and phrases in familiar contexts ( <i>time to clean up</i> )	situation-specific words and phrases ( <i>What sounds do we hear?</i> )	an increasing number of words and phrases ( <i>We need four different colors to make a pattern.</i> )	a growing number of words and phrases in a variety of contexts ( <i>special visitor, school assembly</i> )



# Grade K WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose ( <i>and, then</i> )	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: <i>The parrot eats nuts and seeds.</i> )	text that conveys an intended purpose with emerging organizational patterns ( <i>first, and then, also, next</i> )
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	single words and phrases related to topic ( <i>water, leaf</i> )	an emerging use of cohesive devices (repetition: <i>water, water, the water</i> )	a few frequently used cohesive devices (repetition: <i>this leaf is red, this leaf is yellow</i> )	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	simple types of elaboration (newly learned single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the or these clouds</i> )
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, and phrases ( <i>cats and dogs</i> )	words, pictures, phrases and chunks of language ( <i>cats meow and dogs bark</i> )	sentence fragments ( <i>cats and dogs</i> )	sentence fragments and emerging use of simple sentences ( <i>Dogs sleep, Dogs bark.</i> )	simple sentences ( <i>Cats like to climb. Dogs like to run.</i> )	sentences with emerging use of clauses ( <i>My cat sleeps all day. My dog runs all the time. They are my pets.</i> )
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	frequently reoccurring words and phrases ( <i>Good Morning, let's play</i> )	emerging use of words and phrases with attempted precision ( <i>Today is Friday, September 15.</i> )	few frequently used words and phrases with emerging precision ( <i>lunch time, morning meeting</i> )	some frequently used words and phrases with some precision ( <i>my pattern is red, blue, red, blue</i> )	a small repertoire of words and phrases with developing precision ( <i>beautiful butterfly, repeating pattern</i> )	a growing repertoire of words and phrases with growing precision ( <i>green and yellow stripes</i> )

## Grade 1 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>Understand how coherent texts (spoken, written, multimodal) are created...</b>						
<b>DISCOURSE</b> Organization of language	around topics ( <i>all about pandas</i> ) with repetition, rhyming, and common language patterns	around topics ( <i>all about pandas</i> ) with short sentences	around topics (habitat, diet, behavior) through multiple related simple sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text (to inform, narrate, entertain)	to meet a purpose through generic (not genre-specific) organizational patterns in texts (beginning, middle, end)
<b>Understand how ideas are connected across a whole text through...</b>						
<b>DISCOURSE</b> Cohesion of language	patterned language with repetitive words, phrases, and sentences	repetitive chunks of meaning across a text ( <i>Brown bear, brown bear, what do you see?</i> )	some frequently used cohesive devices (demonstratives: <i>these, those, that, this</i> )	a few different types of cohesive devices (repetition, pronoun referencing, etc.)	multiple types of cohesive devices (synonyms, antonyms, <i>We are all alike. We are all different.</i> )	a variety of cohesive devices that connect larger meaningful chunks of text (class/ subclass: <i>animals like dogs, cats, tigers</i> )
<b>Understand how ideas are elaborated or condensed through...</b>						
<b>DISCOURSE</b> Density of language	frequently used single word noun groups ( <i>dinosaurs</i> )	frequently used multi-word noun groups ( <i>big tall dinosaurs</i> )	multi-word noun groups with connectors ( <i>a big and hungry dinosaur</i> )	expanded noun groups with classifiers ( <i>the biggest meat-eating dinosaurs</i> )	expanded noun groups with prepositional phrases ( <i>the meat-eating dinosaurs in the jungle</i> )	expanded noun groups with embedded clauses ( <i>the biggest meat-eating dinosaurs, who lived at that time</i> )
<b>Understand how meanings are extended or enhanced through...</b>						
<b>SENTENCE</b> Grammatical complexity	words, pictures, phrases, and chunks of language ( <i>turtle eggs</i> )	chunks of language ( <i>turtles swimming</i> )	simple sentences ( <i>Turtles swim in the ocean.</i> )	related simple sentences ( <i>Turtles are reptiles. They like warm water.</i> )	multiple related simple sentences ( <i>There are many types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.</i> )	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>Some turtles eat only sea grasses, but others eat shrimp, crabs, and small fish.</i> )
<b>Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...</b>						
<b>WORD, PHRASE</b> Precision of language	repeated words and phrases in familiar contexts and topics ( <i>classroom helpers</i> )	frequently used words and phrases in familiar contexts and topics ( <i>Would you like to share...?</i> )	situation-specific words and phrases ( <i>Plant the seeds in this pot</i> )	an increasing number of words and phrases ( <i>Tell me about your picture on the left.</i> )	a growing number of words and phrases in a variety of contexts ( <i>How many red triangles are there?</i> )	an expanding number of words and phrases, including idioms and collocations ( <i>plus and minus</i> )

# Grade 1 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern ( <i>one day, first, last, I think, etc.</i> )	short texts that convey an intended purpose using basic connectors ( <i>first, and then, next</i> )	text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	patterned language with repetitive phrases and sentences ( <i>The big, hungry bear...</i> )	few frequently used cohesive devices (repetition: <i>The tiger... The tiger...</i> )	some frequently used cohesive devices (simple pronouns: <i>it, they, she, he</i> )	some formulaic cohesive devices (pronoun referencing: <i>my ball, her brother, they gave it to us, etc.</i> )	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: <i>that one, so did I</i> )	an expanding number of cohesive devices to connect larger bundles of meaning (class/ subclass: <i>wild animals like lions, bears, tigers</i> )
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>those big fluffy white clouds</i> )	a variety of types of elaboration (adding in a variety of adjectives)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, phrases, and chunks of language ( <i>flowers and trees</i> )	sentence fragments ( <i>grow taller</i> )	sentence fragments and emerging use of simple sentences ( <i>had no water so died</i> )	simple sentences ( <i>Plants need water. They need sun.</i> )	sentences with emerging use of clauses ( <i>Plants need water but... They need sun. Those ones died.</i> )	simple and compound sentences (with some coordinating conjunctions: <i>Our plants died and those ones did too.</i> )
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and disciplinary language with...					
	emerging use of words and phrases with attempted precision ( <i>over there, line up in a row</i> )	few frequently used words and phrases with emerging precision ( <i>lunch time, clean up my desk</i> )	some frequently used words and phrases with some precision ( <i>have a nice day, I'm finished</i> )	a small repertoire of words and phrases with developing precision ( <i>best friend, the red ball</i> )	a growing repertoire of words and phrases with growing precision ( <i>preschool friends, math time, after lunch</i> )	an expanding repertoire of words and phrases including idioms and collocations, with expanding precision ( <i>do homework, saving time</i> )

## Grades 2-3 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>Understand how coherent texts (spoken, written, multimodal) are created...</b>						
<b>DISCOURSE</b> Organization of language	around general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
<b>Understand how ideas are connected across a whole text through...</b>						
<b>DISCOURSE</b> Cohesion of language	repetitive chunks of meaning across text (red crayon, yellow crayon, blue crayon)	frequently used cohesive devices (demonstratives: <i>this, that, these, those</i> )	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: <i>The rectangle is a big one.</i> ) and ellipsis ( <i>There isn't any. [milk]</i> )
<b>Understand how ideas are elaborated or condensed through...</b>						
<b>DISCOURSE</b> Density of language	frequently used multi-word noun groups (green frogs)	multi-word noun groups with connectors (green and slimy frogs)	expanded noun groups with classifiers (tree frogs and poison frogs)	expanded noun groups with prepositional phrases (three little green tree frogs on the log)	expanded noun groups with embedded clauses (three little green tree frogs that jumped into the water)	expanded noun groups with a variety of embedded clauses (three little green tree frogs with long legs that swam away and didn't come back)
<b>Understand how meanings are extended or enhanced through...</b>						
<b>SENTENCE</b> Grammatical complexity	chunks of language (stick to rocks and coral)	simple sentences (They stick to rocks and coral.)	related simple sentences (They look like plants. They stick to rocks and coral.)	multiple related simple sentences (They are called anemones. They look like plants. They stick to rocks and coral.)	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: They are called anemones and they look like plants.)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: Anemones look like plants but they are sea animals.)
<b>Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...</b>						
<b>WORD, PHRASE</b> Precision of language	frequently used words and phrases in familiar contexts and topics (time to clean up)	situation-specific words and phrases (How do we spell that word?)	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins...)



**Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)**  
*Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...*

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>DISCOURSE</b> Organization of language	<b>Create coherent texts (spoken, written, multimodal) using...</b>					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>Last week, When I was five, I think, etc.</i> )	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
<b>DISCOURSE</b> Cohesion of language	<b>Connect ideas across a whole text through...</b>					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
<b>DISCOURSE</b> Density of language	<b>Elaborate or condense ideas through...</b>					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the</i> or <i>these clouds</i> )	a variety of types of elaboration (adding in embedded clauses after the noun ( <i>those storm clouds that we saw yesterday</i> ))	a wide variety of types of elaboration (adding in embedded clauses after the noun ( <i>those storm clouds that we saw yesterday</i> ))
<b>SENTENCE</b> Grammatical complexity	<b>Extend or enhance meanings through...</b>					
	sentence fragments ( <i>triangles and rectangles</i> )	sentence fragments and emerging use of simple sentences ( <i>triangle has three sides</i> )	simple sentences ( <i>A square has 4 right angles.</i> )	sentences with emerging use of clauses ( <i>We put triangles, then rectangles</i> )	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>We put blue triangles, then we put red triangles.</i> )	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: <i>We put blue triangles, then red triangles, but there was no pattern.</i> )
<b>WORD, PHRASE</b> Precision of language	<b>Create precise meanings through everyday, cross-disciplinary, and technical language with...</b>					
	few frequently used words and phrases with emerging precision ( <i>Time to eat?</i> )	some frequently used words and phrases with some precision ( <i>three groups of four equals...</i> )	a small repertoire of words and phrases with developing precision ( <i>best friend, the red ball</i> )	a growing repertoire of words and phrases with growing precision ( <i>preschool friends, math time, after lunch</i> )	an expanding repertoire of words and phrases including idioms and collocations with expanding precision ( <i>hard as a rock</i> )	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision ( <i>rounding off and finding the mean</i> )

# Grades 4–5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Understand how coherent texts (spoken, written, multimodal) are created...						
<b>DISCOURSE</b> Organization of language	around specific topics ( <i>Clean water</i> ) with multiple related simple sentences	to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
Understand how ideas are connected across a whole text through...						
<b>DISCOURSE</b> Cohesion of language	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
Understand how ideas are elaborated or condensed through...						
<b>DISCOURSE</b> Density of language	multi-word noun groups with connectors ( <i>mean and nasty bullies</i> )	expanded noun groups with classifiers ( <i>mean and nasty fourth grade bullies</i> )	expanded noun groups with prepositional phrases ( <i>my favorite character in this book</i> )	expanded noun groups with embedded clauses ( <i>my favorite character who stood up to the bullies</i> )	expanded noun groups with a variety of embedded clauses ( <i>my favorite character who stood up to the bullies and hardship</i> )	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization: <i>she stood up to bullies = her courage</i> )
Understand how meanings are extended or enhanced through...						
<b>SENTENCE</b> Grammatical complexity	simple sentences ( <i>Strong winds blow through the forest.</i> )	related simple sentences ( <i>Winds blow through the forest. The trees sway and shake.</i> )	multiple related simple sentences ( <i>Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.</i> )	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>The trees sway and shake, and dead branches fall off to the ground.</i> )	compound sentences with frequently used ways of combining clauses ( <i>Strong winds blow through the forests, but the mighty oaks stand tall and proud.</i> )	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area ( <i>When strong winds blow through the forests, the trees sway and shake.</i> )
Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...						
<b>WORD, PHRASE</b> Precision of language	situation-specific words and phrases ( <i>between those two black wires</i> )	an increasing number of words and phrases ( <i>Over there on the board?</i> )	a growing number of words and phrases in a variety of contexts ( <i>lightbulb went off, the electric circuit</i> )	an expanding number of words and phrases including idioms and collocations ( <i>push and pull, quit pulling my leg</i> )	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns ( <i>the invisible force between two magnets</i> )	a wide variety of words, phrases, and expressions with multiple meanings across content areas ( <i>electric shock versus I'm shocked</i> )

## Grades 4–5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>DISCOURSE</b> Organization of language	<b>Create coherent texts (spoken, written, multimodal) using...</b>					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>first, and then, then</i> )	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text ( <i>the first reason, the second reason, the evidence is...</i> )
<b>DISCOURSE</b> Cohesion of language	<b>Connect ideas across a whole text through...</b>					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
<b>DISCOURSE</b> Density of language	<b>Elaborate or condense ideas through...</b>					
	a few types of elaboration (adding familiar adjectives to describe nouns: <i>maple syrup</i> )	some types of elaboration (adding newly learned or multiple adjectives to nouns ( <i>thick, sweet, sticky maple syrup</i> ))	a growing number of types of elaboration (adding articles or demonstratives to nouns: <i>the dark syrup</i> )	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: <i>the long, slow process...</i> )	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>the sap which boiled for six hours...</i> )	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: <i>a sweet sap that turned into a delicious syrup after hours of boiling and condensing through nominalization: this tedious process</i> )

CONTINUED

**Grades 4–5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)**

*Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...*

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments and emerging use of simple sentences ( <i>the blue one, the red one</i> )	simple sentences ( <i>The red side pushed away. The blue side stayed.</i> )	sentences with emerging use of clauses ( <i>The red side blocked the paperclip. The blue side picked it up. They are opposites.</i> )	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: <i>The red side repelled the paperclip, but also it...</i> )	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: <i>Neither the red one nor the blue one...</i> )	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: <i>The magnetic force caused the paperclip to lift off the table because the paperclip is metal.</i> )
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	some frequently used words and phrases with some precision ( <i>social studies, government</i> )	a small repertoire of words and phrases with developing precision ( <i>branches of government, executive power</i> )	a growing repertoire of words and phrases with growing precision ( <i>the founders, "two if by land..."</i> )	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision ( <i>the lights are on but nobody's home...</i> )	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; with abstract nouns; with consistent precision ( <i>as a result of the war, forming a new nation</i> )	a variety of words and phrases, including evaluation, obligation, idioms, and collocations ( <i>necessary sacrifices, outdated law, fit for a king</i> )



# Grades 6–8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic-related sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (orientation and explanation sequence)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)	cohesive devices and common strategies that connect ideas throughout text (given/new)	various types of cohesive devices and strategies that connect ideas throughout text
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	expanded noun groups with classifiers ( <i>crescent moon</i> )	expanded noun groups with prepositional phrases ( <i>waxing crescent moon in the second half of the month</i> )	expanded noun groups with embedded clauses ( <i>waxing crescent moon that was growing each day</i> )	expanded noun groups with a variety of embedded clauses ( <i>predictable and observable moon phases in your particular time zone</i> )	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)	multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas ( <i>the relative positions of the sun, earth, and moon cause these changes</i> )

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	related simple sentences ( <i>African savannas are full of wildlife.</i> )	multiple related simple sentences ( <i>African savannas are full of life. Explore Tanzania.</i> )	simple or compound sentences with familiar ways of combining clauses through (using coordinating conjunctions: <i>African savannas are unique and they have amazing wildlife.</i> )	compound sentences with frequently used ways of combining clauses ( <i>A variety of wildlife live in the savanna such as...</i> )	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area ( <i>Since it's an ecosystem, it has a variety of...</i> )	a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area ( <i>The Black Rhino is at risk of extinction, unless...</i> )
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	an increasing number of words and phrases ( <i>don't be late for class</i> )	a growing number of words and phrases in a variety of contexts ( <i>inside the membrane</i> )	an expanding number of words and phrases including idioms and collocations ( <i>gravity is bringing me down</i> )	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns ( <i>at the speed of light</i> )	a wide variety of words, phrases, and expressions with multiple meanings across content areas	strategic use of various words, phrases, and expressions with shades of meaning across content areas ( <i>trembling in the corner, pounding rain, the whisper of dragonfly wings</i> )

**Grades 6–8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)**  
*Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...*

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>DISCOURSE</b> Organization of language	<b>Create coherent texts (spoken, written, multimodal) using...</b>					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: <i>First...Finally, In 1842, This is how volcanos form</i> )	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text ( <i>the first reason, the second reason, the evidence...</i> )	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
<b>DISCOURSE</b> Cohesion of language	<b>Connect ideas across a whole text through...</b>					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
<b>DISCOURSE</b> Density of language	<b>Elaborate or condense ideas through...</b>					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: the or these clouds)	a variety of types of elaboration (adding classifiers: <i>cumulus</i> and <i>cumulonimbus</i> clouds)	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>those storm clouds that we saw yesterday</i> )	a flexible range of types of elaboration and some ways to condense ideas ( <i>scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system</i> )	multiple types of elaboration and a growing number of ways to condense ideas throughout a text

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences ( <i>The main character is Harry. He is a wizard.</i> )	sentences with emerging use of clauses (no conjunctions: <i>The main character is Harry. His friends are... They go to Hogwarts.</i> )	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>He goes to Hogwarts School and his friends are...</i> )	compound sentences with frequently used ways of combining clauses ( <i>They fight the forces of evil, yet they can't overcome them.</i> )	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <i>Harry has a lightning bolt scar because he was attacked when...</i> )	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area ( <i>When Harry is close to Voldemort, his scar throbs.</i> )
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a small repertoire of words and phrases with developing precision ( <i>order of operations, on page 12</i> )	a growing repertoire of words and phrases with growing precision ( <i>kinetic energy, law of motion</i> )	an expanding repertoire of words and phrases including idioms and collocations with expanding precision ( <i>love-hate relationship</i> )	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision ( <i>fill the beaker to the top line</i> )	a variety of words and phrases, including evaluation and obligation, with precision ( <i>stupid test, we should figure this out</i> )	a wide variety of words and phrases with precision ( <i>weighing 4.4 pounds on Earth, wrong answer</i> ) according to the genre, purpose and discipline

# Grades 9-12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>DISCOURSE</b> <b>Organization</b> <b>of language</b>	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)	According to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
	Understand how ideas are connected across a whole text through...					
<b>DISCOURSE</b> <b>Cohesion of</b> <b>language</b>	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/ subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas throughout a text (given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	authors' strategic and creative ways to connect units of meaning throughout a whole text
	Understand how ideas are elaborated or condensed through...					
<b>DISCOURSE</b> <b>Density of</b> <b>language</b>	expanded noun groups with prepositional phrases (the chemical element with the symbol H)	expanded noun groups with embedded clauses (chemical element that has these physical properties)	expanded noun groups with a variety of embedded clauses (chemical element with the symbol Na and an atomic number 11 that ...)	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers (the chemical element with the symbol H and atomic number 1)	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	multiple related simple sentences ( <i>All people have needs and wants. This is called demand.</i> )	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>All people have needs and wants and it's called demand.</i> )	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>All people have needs and wants but there are only limited...</i> )	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area ( <b>Whenever</b> <i>there is an increased demand, the prices go up.</i> )	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area ( <b>Despite</b> <i>the obvious problems with equity, some people...</i> )	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area ( <i>Interest rates are controlled by the Federal Reserve Bank, although some would argue...</i> ) with awareness of how various sentences create different effects
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a growing number of words and phrases in a variety of contexts ( <i>sit tight for the announcements, in this novel</i> )	an expanding number of words and phrases including idioms and collocations ( <i>to make a long story short</i> )	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns ( <i>within seconds</i> )	a wide variety of words, phrases, and expressions with multiple meanings across content areas ( <i>division of power versus long division</i> )	strategic use of various words, phrases, and expressions with shades of meaning across content areas ( <i>tumultuous and catastrophic events</i> )	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas ( <i>stares, hesitates, agonizes and finally...</i> )



**Grades 9–12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)**  
*Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...*

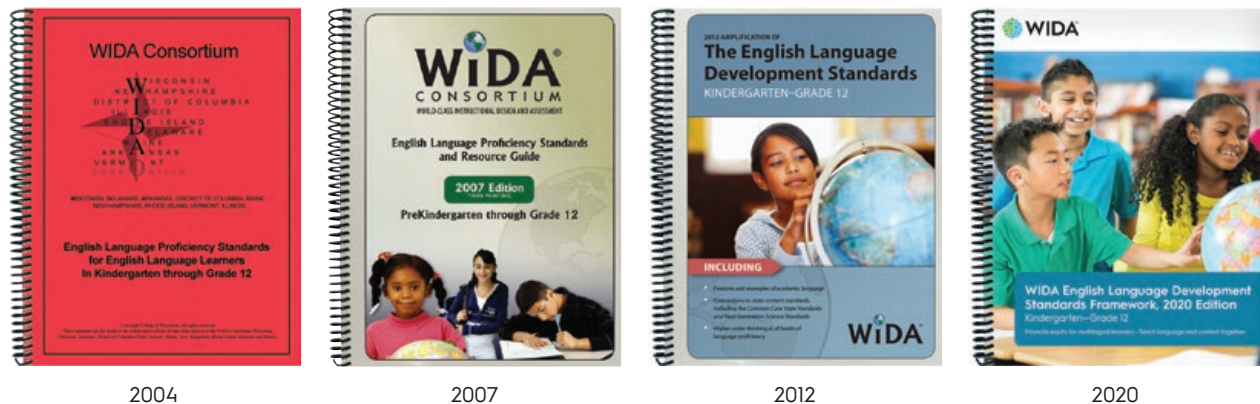
Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>DISCOURSE</b> <b>Organization</b> <b>of language</b>	<b>Create coherent texts (spoken, written, multimodal) using...</b>					
	short text that conveys intended purpose using predictable organization (paragraph openers: <i>First... Finally, In November, Plant cells have...</i> )	expanding text that conveys intended purpose using generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	elaborated text that conveys authors' intended and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects.
<b>DISCOURSE</b> <b>Cohesion of language</b>	<b>Connect ideas across a whole text through...</b>					
	a growing number of cohesive devices (demonstratives, repetition)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices used in genre- and discipline-specific ways	a flexible and strategic use of cohesive devices
<b>DISCOURSE</b> <b>Density of language</b>	<b>Elaborate or condense ideas through...</b>					
	some types of elaboration (demonstratives: <i>these five rules</i> )	an expanding number of types of elaboration (adding classifiers: <i>Roman empire</i> )	a variety of types of elaboration (adding in embedded clauses after the noun: <i>ancient kingdoms which were buried by ash</i> )	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization	a flexible range of types of elaboration and a growing number of ways to condense ideas	multiple and strategic use of language features to elaborate and condense ideas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences with emerging use of clauses ( <i>Bolivia is in South America. It's a home to...</i> )	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions ( <i>Bolivia is in South America and it's a home to...</i> )	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas ( <i>Democracy was established in the 1980s, yet, leaders...</i> )	compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <b>Although</b> the northern part of...)	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area ( <b>Despite</b> the country's suffering...)	strategic use of multiple techniques for creating increasingly complex clause relationships that address genre, audience, and content area ( <b>Even though</b> Spanish is the official language, several indigenous languages are spoken.)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a growing repertoire of words and phrases with growing precision ( <i>mitosis, symbiotic relationships</i> )	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision ( <i>miss the boat</i> )	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision ( <i>by exploring cultures, later that day</i> )	a variety of words and phrases, including evaluation and obligation, with precision ( <i>we shall overcome</i> )	a wide variety of words and phrases with precision ( <i>the dictator ruled with terror</i> ) according to the genre, purpose, and discipline	flexible and strategic use of various words and phrases ( <i>marveled at the Eiffel Tower</i> ) according to the genre, purpose, and discipline



# Appendix E: High-Level Comparison of WIDA Standards Editions From 2004 to 2020

Figure E-1: Editions of the WIDA Language Standards



Since its inception in 2003, WIDA’s Can Do Philosophy has been its mantra and has underscored the four editions of English language development standards—released in 2004, 2007, 2012, and 2020. The editions of the standards have evolved over time to remain current with research, theory, policy, practice, and the demands of academic content standards. Even as editions continue to evolve, throughout the years WIDA has remained steadfast in its commitment to equitable educational opportunities for multilingual learners as exemplified in its standards’ documents and resources, and it stands behind the original five standards statements that have anchored all its editions.

Certain universal themes (although represented in slightly different ways) are threaded throughout the four editions of the standards:

- First, WIDA has always envisioned language through a content lens (as is evident in its standards statements) and the importance of intertwining the two constructs as a means of contextualizing learning.
- Second, WIDA has maintained a functional approach to language development (as is evident in its Language Functions), where a purpose has always been attached to meaningful communication.
- Historically, the standards statements have been couched in a larger framework that has included K-12 Performance Definitions that, in 2020, have been converted to grade-level cluster Proficiency Level Descriptors.
- Lastly, WIDA has always complied with federal requirements of the Elementary and Secondary Education Act, for years representing language as four independent language domains—listening, speaking, reading, and writing—and most recently combining and extending the language domains to represent interpretive and expressive modes of communication.

See the next page to compare changes in thinking across the editions of the WIDA language development standards.

**Table E-1: Comparison of Editions of the WIDA Language Standards**

<i>WIDA Consortium English Language Proficiency Standards, 2004 Edition</i>	<i>The WIDA English Language Proficiency Standards, 2007 Edition</i>	<i>The 2012 Amplification of the WIDA English Language Development Standards</i>	<b>WIDA ELD Standards Framework, 2020 Edition</b>
The <b>WIDA Can-Do Philosophy</b> and the <b>Five ELD Standards Statements</b>	The <b>WIDA Can-Do Philosophy</b> and the <b>Five ELD Standards Statements</b>	The <b>WIDA Can-Do Philosophy</b> and the <b>Five ELD Standards Statements</b>	The <b>WIDA Can-Do Philosophy</b> and the <b>Five ELD Standards Statements</b>
<b>Language Domains:</b> Listening, Speaking, Reading, Writing	<b>Language Domains:</b> Listening, Speaking, Reading, Writing	<b>Language Domains:</b> Listening, Speaking, Reading, Writing	<b>Interpretive</b> (Listening, Reading, Viewing) and <b>Expressive</b> (Speaking, Writing, Representing) <b>Modes of Communication</b>
<b>Language Supports</b> through English Language Proficiency Levels 2-3	<b>Language Supports</b> through Level 4	<b>Language Supports</b> through Level 4	<b>Multimodal communication</b> infused throughout the document
<b>Functional View of Language:</b> Wide range of Language Functions within Model Performance Indicators	<b>Functional View of Language:</b> Wide range of Language Functions within Model Performance Indicators	<b>Functional View of Language:</b> Wide range of Language Functions within Model Performance Indicators	<b>Functional View of Language:</b> Key Language Uses (Narrate, Inform, Explain, Argue), the organizing frame for the standards statements, gain specificity in Language Expectations with supporting Language Functions and Features
<b>K-12 Performance Definitions</b> address three criteria: linguistic complexity; technical language; phonological, syntactic, and semantic understanding and use	<b>PreK-12 Performance Definitions</b> address three criteria: linguistic complexity, language control, vocabulary usage	<b>K-12 Performance Definitions for Receptive and Productive Language</b> address three dimensions—discourse, sentence, and word/phrase—within a sociocultural context	<b>Grade-level Cluster Proficiency Level Descriptors</b> (K, 1, 2-3, 4-5, 6-8, & 9-12) for interpretive and expressive Modes are aligned to the 2012 K-12 Performance Definitions and address three dimensions of language—discourse, sentence, and word/phrase—within a sociocultural context

<i>WIDA Consortium English Language Proficiency Standards, 2004 Edition</i>	<i>The WIDA English Language Proficiency Standards, 2007 Edition</i>	<i>The 2012 Amplification of the WIDA English Language Development Standards</i>	<b>WIDA ELD Standards Framework, 2020 Edition</b>
ELD Standards Statements, Performance Definitions, and Model Performance Indicators as centerpieces for <b>Frameworks for Large-Scale Assessment and Classroom Instruction and Assessment</b>	ELD Standards Statements, Performance Definitions, and Model Performance Indicators as centerpieces for <b>Formative and Summative Frameworks</b>	<b>WIDA Standards Framework:</b> Guiding Principles Exemplifying the WIDA Can Do Philosophy, Developmentally Appropriate Academic Language in Sociocultural Contexts, Performance Definitions, Can Do Descriptors, and Standards & their Matrices	<b>WIDA Standards Framework:</b> ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors
Content topics in <b>Model Performance Indicators</b> with additional topics addressed through transformations	Content topics in <b>Model Performance Indicators</b> with additional topics addressed through transformations	Content Connections to <b>Academic Content Standards</b> along with content topics in strands of Model Performance Indicators	Concepts derived from <b>Academic Content Standards</b> and Disciplinary Practices tied to Language Expectations

# Appendix F: Theoretical Foundations of the WIDA ELD Standards Framework, 2020 Edition

In the years since the 2012 Amplification of the WIDA English Language Development (ELD) Standards, the U.S. educational terrain has changed substantively. A decade has passed since the adoption of new state academic content standards, providing educators with time to build familiarity with the performance expectations, disciplinary shifts, and 21st century skills described within these standards. Policy has shifted as well, as states strive to meet requirements under the latest iteration of the Elementary and Secondary School Act, the *Every Student Succeeds Act* (ESSA) of 2015.

Even as general educators' familiarity with academic content standards increases, many still express a strong need for explicit, practical guidance on how to best support multilingual learners' access to grade-level academic content standards. Yet, without increased access to such guidance and related supports, there remains a risk that multilingual learners' opportunities to develop language and literacy resources for a range of purposes, audiences, and disciplinary situations may be limited rather than fostered (Understanding Language Initiative, 2012; Walqui & Bunch, 2020). WIDA seeks to broaden the reach of its guidance by creating ELD standards that are accessible, not only to language specialists, but also to content specialists.

To provide clear guidance to diverse stakeholders in a changing educational landscape, WIDA has used the 2020 Edition as an opportunity to clarify and renew the theoretical foundations of the WIDA ELD Standards Framework. The 2020 Edition leverages a functional theoretical approach to language development, more specifically to a variant of genre theory popularized for use in K-12 schools (e.g., Brisk, 2014; Derewianka & Jones, 2016; Gibbons, 2015; Humphrey et al., 2012; Schleppegrell, 2004). In particular, by electing to organize the 2020 Edition around the high-leverage genre families most prominent in content area standards (de Oliveira et al., 2019), WIDA is prompting K-12 educators to attend to language development in a clear and systematic way during content learning, as well as to prioritize language as a meaning-making resource, as opposed to a static inventory of rules and structures. The 2020 Edition provides educators with resources to explicitly teach language in a way that enhances learning in disciplinary contexts.

The following two sections of this document provide the following:

- I. An overview of theoretical framing that permeates the Big Ideas in the 2020 Edition of the WIDA ELD Standards Framework
- II. Theories and research that informed the development of each of the four components in the WIDA ELD Standards Framework

## I. Big Ideas that Permeate the 2020 Edition of the WIDA ELD Standards Framework

The theoretical underpinnings of WIDA English Language Development Standards Framework, 2020 Edition, remain connected to four Big Ideas that have propelled WIDA forward since its inaugural edition of the ELD Standards in 2004.

Figure F-1: Four Big Ideas in WIDA ELD Standards Framework, 2020 Edition



The four Big Ideas anchor the standards framework and are interwoven throughout the document.

### Equitable Opportunity and Access

For more than a decade, concerns about student achievement have focused attention on the need to improve student opportunity to learn (American Educational Research Association [AERA], American Psychological Association [APA], & National Council on Measurement in Education [NCME], 2014). Researchers have worked to expand general education opportunity-to-learn models to include linguistic and cultural dimensions impacting multilingual learners. A well-received series of studies (summarized in Aguirre-Muñoz & Ambiasca, 2010) challenged the conventional wisdom that language education should focus on making content comprehensible (e.g., Krashen & Terrell, 1983) by finding that explicit instruction of language has a stronger, positive impact on multilingual learner academic performance and improving equitable access to grade-level curriculum, instruction, and assessment.

Explicit language instruction has a stronger positive impact on enhancing equitable access and the academic performance of multilingual learners than simply focusing on making content comprehensible.

Another significant shift promoted in the 2020 Edition is an acknowledgement of the importance of *effective* language use by students across a variety of contexts, rather than a more conventional definition of language proficiency that focuses on student accuracy to match an idealized, yet static form of English (Pennycook, 2010). While correctness and accuracy are not irrelevant, sole focus on these in the classroom can ultimately exclude students from being effective language users. A focus on *effective* language use ensures that variability of language production is accepted and built upon.

An expanded view of language development in academic settings is designed to foster classroom engagement of multilingual learners by supporting the use of initially “imperfect” English, for example, as they participate in knowledge co-construction during classroom discussions (Canagarajah, 1999; MacDonald et al., 2014). It is an important step in overcoming the tendency to perceive multilingual learners as if they were failed native speakers (Kibler & Valdés, 2016) or to view multilingual learners’ cultural differences as deficits, devaluing the “funds of knowledge” found in individual, home, and community strengths and resources (González et al., 2005). A commitment to an asset-based approach is essential for multilingual learners to flourish in school and beyond (Grant, 2012).

Multilingual learners bring linguistic, cultural, experiential, and social and emotional funds of knowledge (González et al., 2005) which they can access and enact, especially when taught through culturally sustaining pedagogy (Paris, 2012). In the language development literature, what is known as “taking the multilingual turn” encourages educators to view multilinguals not just as *learners of language* in comparison to a monolingual benchmark, but to value multilinguals as language users (Cook, 2003) “who have the ability to select, adapt, negotiate, and use a range of linguistic resources that are appropriate in the context” (Mahboob & Dutcher, 2014, p. 117). Language development and content learning are enhanced when multilingual learners use their full linguistic repertoires, including translanguaging practices (García et al., 2017; Hornberger & Link, 2012; Wei, 2018). The belief in multiple, multilingual competencies and an expanded view of language proficiency are reflected in the choice to update the name of the Key Uses of Academic Language (WIDA, 2016) to *Key Language Uses* in the 2020 Edition.

Accordingly, a foundational assumption within the WIDA ELD Standards Framework is the conceptualization of student academic performance not as purely an individual cognitive event, but as integrated within multiple sociocultural contexts and systems that include social activity, local institutions and communities, and broader ideologies (Douglas Fir Group, 2016). With this in mind, the 2020 Edition seeks to help educators create the conditions that support development of language and literacy while guarding against the inherently limiting view that lack of success in schooling is a problem that originates primarily from within the child (Escamilla, 2015).

A commitment to an asset-based approach is essential for multilingual learners to flourish in school and beyond.

The Big Idea of Equity moves beyond classroom walls to underscore some of the ways in which language is inextricably connected with identity, culture, and race. Multilingual learners use and develop language in school to successfully meet academic content standards, but also to interpret and present different perspectives, build awareness of relationships, and affirm their identities (Cummins, 2001; Esteban-Guitart & Moll, 2014; May, 2014; Nieto, 2010). The Big Idea of Equity encourages educators to leverage multilingual learners’ assets, challenge biases in education (e.g., in terms of language, culture, and race), and develop student independence and agency (Little et al., 2017; Moll et al., 1992; Nieto & Bode, 2018; Perley, 2011).



## Integration of Content and Language

The convergence of language development and content learning has been supported in the literature on language education since the 1980s (see Mohan, 1986; Bailey & Butler, 2003; Gottlieb, 2003, among others), yet their integration did not appear in any set of U.S. English language proficiency standards until WIDA's inaugural edition in 2004. As recounted in Gottlieb (2016), WIDA's positioning of its standards has been situated in a long-term evolution of constructs influencing their design: In the 1980s, language teaching began to co-exist with content-based instruction; by the 2000s academic language use became infused in content areas; and today, there is a movement toward unity of language and content. As a result, the language-to-content relationship in ELD standards has grown more coherent and intertwined over the years.

The tighter integration of language and academic content has challenged the traditional separation of language from other semiotic resources (Kress & van Leeuwen, 2001). In positioning the 2020 Edition to spotlight the variety of ways in which disciplinary language is used in content area learning, WIDA is drawing educators' attention to multimodality, the use of multiple means of communication. Multimodality is inherent to and essential for how students make meaning and engage in disciplinary practices. In addition to the use of spoken and written language, students also communicate through gestures, facial expressions, images, equations, maps, symbols, diagrams, charts, videos, graphs, computer-mediated, and other means (Kress, 2009; Unsworth & Macken-Horarik 2015).

By underscoring the multimodal nature of both language development and content area learning, the 2020 Edition seeks to increase educators' awareness of the multifaceted ways in which multilingual learners communicate and construct meaning.

The 2020 Edition integrates language and multimodal communication, defining text as spoken, written, and multimodal (Choi & Yi, 2016; Jewitt, 2008; van Lier, 2004; Zwiers & Crawford, 2011). Honoring students' use of multimodalities is vitally important for providing them access to their full funds of knowledge and complete range of meaning-making abilities, as use of multimodalities increases the flexibility with which students can interpret and create meaning.

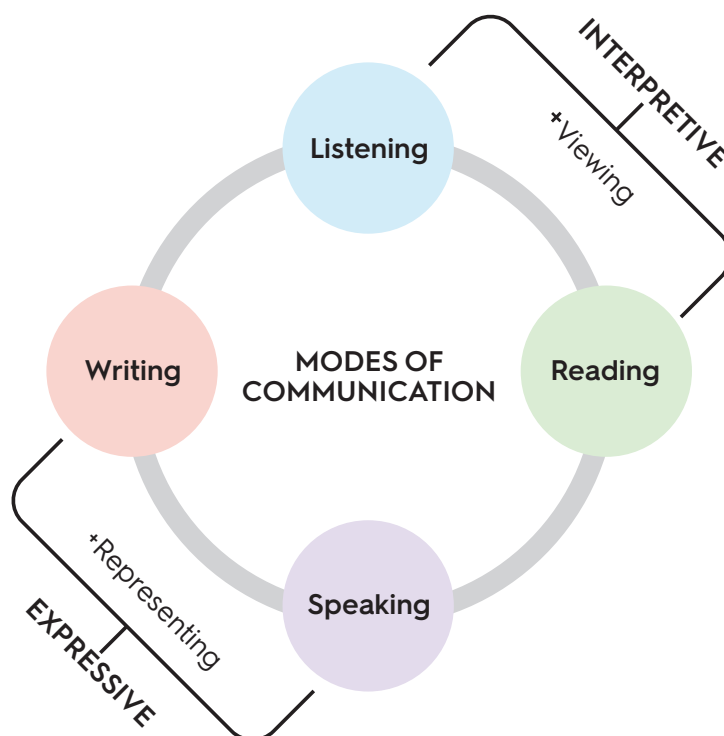
This spotlight on the multimodal nature of both language development and content area learning, and on the multifaceted ways in which multilingual learners communicate and construct meaning creates a natural connection to the principles of Universal Design for Learning, namely multiple means of engagement, representation, and action and expression (CAST, 2015; Meyer & Rose, 2005).

In the 2020 ELD Standards Framework, the Language Expectations and the Proficiency Level Descriptors are organized according to communication modes. A communication mode is defined as "a socially and culturally shaped resource for making meaning" (Bezemer & Kress, 2008, p. 171). Examples of modes include, but are not limited to, images, videos, symbols, charts, tables, graphs, and oral/written language.

In the 2020 Edition, the four traditional domains of listening, reading, speaking, and writing have been consolidated into two more inclusive modes of communication: interpretive and expressive. The updated terms emphasize increased accessibility options for students and emphasize multimodal forms of communication, namely viewing in conjunction with listening and reading, as well as *representing* in

conjunction with speaking and writing (Cope & Kalantzis, 2015; New London Group, 1996). Expanded accessibility options also support the alternative forms of communication used by those multilingual learners with identified disabilities (Shafer Willner & Mokhtari, 2018).

**Figure F-2: Communication Modes Used in WIDA 2020 Edition**



## Collaboration among Stakeholders

Multilingual learners are educated in a variety of settings, each with its own unique populations, communities, resources, and approaches. Regardless of the type of educational setting and programming, a collaborative effort among state, district, school, and classroom levels is critical to providing multilingual learners with coherent, equitable, and high-quality learning experiences.

Language development occurs in tandem with content area learning and plays an important role in academic achievement (Boals et al., 2015; Bailey, 2013). It is crucial for the academic success of multilingual learners that both language specialists and content area teachers see themselves as having a responsibility to foster the language development of multilingual learners, and for educational systems to move away from the idea that language specialists alone should assume sole responsibility for students' language development (Valdés et al., 2014).

Teacher collaboration has been linked to improved learning outcomes and engagement, particularly for multilingual students.



Teacher collaboration has been linked to improved learning outcomes and engagement, particularly for multilingual students (Greenberg Motamedi et al., 2019). Collaborative work within trusting environments offers a foundation for inquiry and reflection into educators' own practices, thus providing a base that supports educators in taking risks and addressing challenges in their own practice (Darling-Hammond et al., 2017). As content and language teachers work together to plan and deliver standards-based instruction, they support one another, share unique fields of expertise, and take collective responsibility for the success of multilingual learners (Honigsfeld & Dove, 2011).

## A Functional Approach to Language Development

The 2020 Edition renews and deepens WIDA's dedication to functional approaches to language development, informed by systemic functional linguistics (SFL) (e.g., Halliday & Matthiessen, 2004). In this theoretical tradition, language is defined as a resource for making meaning rather than as a set of rules for ordering isolated grammatical structures. Language offers a dynamic set of tools that can be used in the service of learning disciplinary concepts and practices (Schleppegrell, 2013). This theoretical perspective assumes that we use language for particular purposes, with particular audiences, and in particular sociocultural contexts. As such, the functional approach portrays language as a system of choices—influenced by the context of culture and situation (Halliday & Matthiessen, 2004).

Language development occurs as learners expand their meaning-making repertoires to develop control over increasing ranges of the registers and genres required both for school and for the learner's own purposes.

Particularly relevant to language development and disciplinary learning is the SFL approach to genre, or genre theory, which affords explicit and systematic explanation of the ways people use language *for social purposes* (Martin & Rose, 2007; Hyland, 2007). In other words, a genre can refer to a culturally situated, goal-oriented activity that uses recurrent patterns of language—such as ordering coffee, reading an editorial opinion in a newspaper, or instructing someone how to do or make something such as your favorite dish. Individual genres can be organized into broader genre families that use similar, broad patterns—such as narrating, informing, explaining, arguing and other groupings (Rose & Martin, 2012). As Mohan (1989) explains, “A genre is defined by its stages or schematic structures; it is defined on sequential patterns of discourse” (p. 102). What's most important is that genres are constantly evolving and shaped by the cultural practices of various communities, in and outside of school. Genres, therefore, are “not straightjackets, rather, they are flexible tools a writer uses to make meaning” (Martin & Rothery, 1981, p. 47).

When taking a functional approach, language development becomes more than a linear process of increasingly accurate structures, but an expansion of what multilingual learners can do with language in a diversity of contexts that expand through the years of schooling (Christie & Derewianka, 2008). In other words, language development occurs as learners expand their meaning-making repertoires in order to develop control over increasing ranges of the registers and genres required both for school and for the learner’s own purposes (Hammond & Gibbons, 2005).

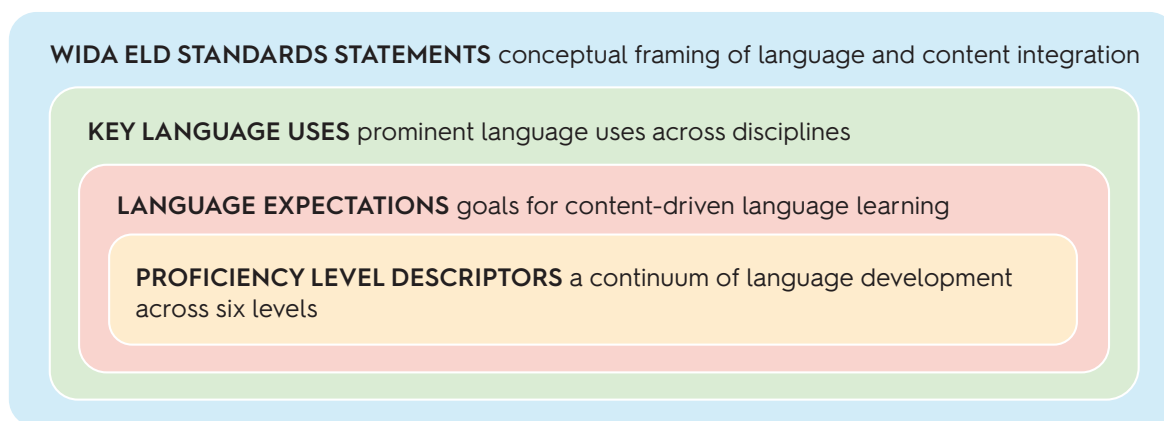
Building on the theoretical framing of the Big Ideas, the next section of this appendix details additional theoretical bases and applications for the design of the WIDA ELD Standards Framework, 2020 Edition.

## II. Theoretical Underpinnings of the Four Components in the WIDA ELD Standards Framework, 2020 Edition

The Big Ideas discussed in the previous section are infused across the four components of the WIDA ELD Standards Framework:

- ELD Standards Statements
- Key Language Uses
- Language Expectations
- Proficiency Level Descriptors

**Figure F-3: The WIDA ELD Standards Framework, 2020 Edition**



### ELD Standards Statements

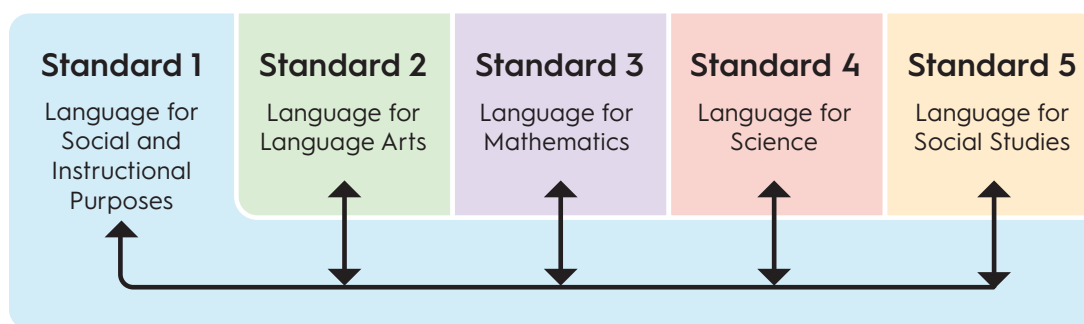
As noted previously, since 2004, the five original WIDA ELD Standard statements have emphasized the importance of providing multilingual learners with opportunities to understand how language works in the context of content area instruction (Bailey & Butler, 2003; Fang & Schlepppegrell, 2008; Gottlieb, 2003; Mohan, 1986; Mohan et al., 2001; Scarcella, 2003; Schlepppegrell, 2004). In the 2020 Edition, the abbreviations of the five standard statements have been shortened to emphasize the message that language is used for learning (Schlepppegrell, 2013) and as a tool for deepening student engagement in disciplinary learning (Valdés et al., 2014).

Table F-1: Updated Abbreviations for the WIDA ELD Standards, 2020 Edition

WIDA English Language Development Standards Statements	Abbreviations
<b>Standard 1:</b> English language learners communicate for <b>Social and Instructional</b> purposes within the school setting	<b>ELD Standard 1:</b> Language <b>for</b> Social and Instructional Purposes (ELD-SI)
<b>Standard 2:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Language Arts</b>	<b>ELD Standard 2:</b> Language <b>for</b> Language Arts (ELD-LA)
<b>Standard 3:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b>	<b>ELD Standard 3:</b> Language <b>for</b> Mathematics (ELD-MA)
<b>Standard 4:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Science</b>	<b>ELD Standard 4:</b> Language <b>for</b> Science (ELD-SC)
<b>Standard 5:</b> English language learners communicate information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b>	<b>ELD Standard 5:</b> Language <b>for</b> Social Studies (ELD-SS)

In the 2020 Edition, ELD Standard 1 (Language for Social and Instructional Purposes) has been purposefully repositioned to emphasize the message that it applies across a range of educational settings and is embedded throughout the four other ELD standards (Language for Language Arts, Mathematics, Science, and Social Studies). This repositioning moves beyond the binary view of social language as a precursor to academic language – introduced forty years ago using the configuration of Basic Interpersonal Communication Skills (BICS) and Cognitive Academic Language Proficiency (CALP) (Cummins, 1981); since then, Cummins’ work has moved beyond the BICS/CALP dichotomy (e.g., Cummins et al., 2015). In the 2020 edition, students’ everyday language is viewed as a legitimate component of academic language development (May, 2014) and part of the system of choices students make in order to most effectively meet activity purpose and other contextual variables (e.g., Derewianka & Jones, 2016; Halliday & Matthiessen, 2004)

Figure F-4: Relationship among the WIDA ELD Standards



The emphases in Standard 1 have heightened attention to the notion that language, social-emotional, and cognitive development are interrelated processes that contribute to students' success in school and beyond (Aldana & Mayer, 2014; Barac & Bialystok, 2012; Gándara, 2015; Sánchez-López & Young, 2018). As students make their thinking visible (Ritchhart & Church, 2020), they communicate to learn, to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

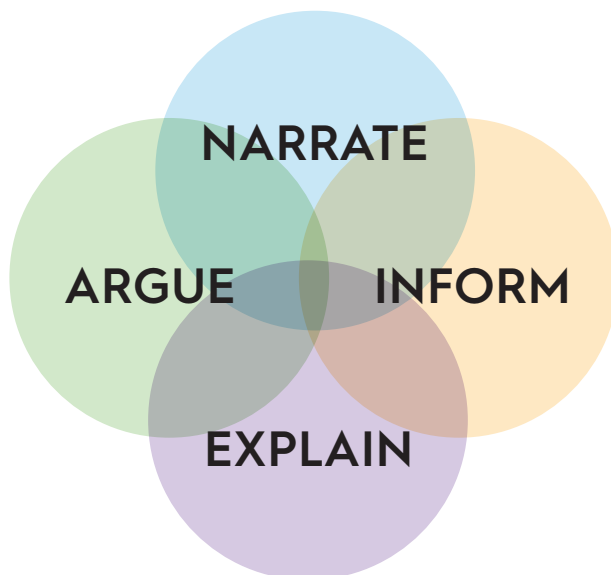
The five WIDA ELD standards are shaped by the following definitions:

- **Language:** a dynamic system used by particular communities for communicating with others. The choices we make with language enable us to accomplish many purposes, such as representing experiences, sharing ideas, enacting roles and relationships, and acting upon the world (e.g., Derewianka & Jones, 2016; Halliday & Matthiessen, 2004).
- **Language development:** an interactive social process that occurs over time to expand what we can do with language (e.g., Christie & Derewianka, 2008; Hammond & Gibbons, 2005).
- **Sociocultural context:** the association of language with the culture and community in which it is used. In schools, it refers to the interaction among students and the classroom environment, along with the influences that dynamically shape the environment, including purpose, topic, situation, participant's identities and social roles, and audience (e.g., Atkinson, 2011; Douglas Fir Group, 2016; Martin & Rose, 2007; Mohan, 1989). Other interrelated factors include social, emotional, motivational, cognitive, developmental, biological, and temporal contexts in which learning occurs (National Academies of Sciences, Engineering, and Medicine, 2018).
- **Learning:** The activation of developmental processes through interaction, collaboration, and negotiation with knowledgeable others and peers as part of activities embedded in contexts (Lantolf & Pavlenko, 1995; Leont'ev, 1978; Vygotsky, 1978).

In order to provide equitable access and opportunity for all students to learn and participate fully in standards-based, grade-level mainstream curriculum, educators should scaffold learning for multilingual learners across all levels of language proficiency (Hammond & Gibbons, 2005). Legally, all multilingual learners are entitled access to curriculum, instruction, and assessment (U.S. Department of Justice & U.S. Department of Education, 2015). An inherent part of sociocultural learning theories, scaffolding refers to an interactionally driven, contingent, and collaborative process of supporting student development of new skills, concepts, practices, and understandings to build student autonomy by providing the kind of support that will trigger student agency (Hammond & Gibbons, 2005; Vygotsky, 1978).

## Key Language Uses

Figure F-5: Key Language Uses



In the 2020 Edition, WIDA organizes the ELD Standards Framework through Key Language Uses—Narrate, Inform, Explain, Argue—prominent genre families selected through a systematic analysis of academic content standards, disciplinary practices, and the literature. This re-orientation of the Key Language Uses aligns with de Oliveira’s multi-year analyses of genre expectations found in state content standards for English language arts, mathematics, social studies, and science (reported in de Oliveira et al., 2019).

De Oliveira’s analysis describes the development of key genres including narrating, informing, explaining, and arguing, using theoretical alignment with the Sydney School architecture found in Systemic Functional Linguistics and, more specifically, genre theory (Derewianka & Jones, 2016; Halliday & Matthiessen, 2004; Martin, 1985; Rothery, 1989). The American renditions of the Sydney School architecture were introduced in the United States by Schleppegrell (2001, 2004, 2007 2013) and have been further developed by a growing range of researchers (e.g., Brisk, 2014; Gebhard, 2019).

The integration of genre theory into the Key Language Uses organizes them into genre families and more clearly foregrounds *purpose for language* use as a key variable among contextual factors that influence language choices and bring to the forefront students’ authentic needs to accomplish various social and instructional purposes (Standard 1) and academic purposes (Standards 2-5).

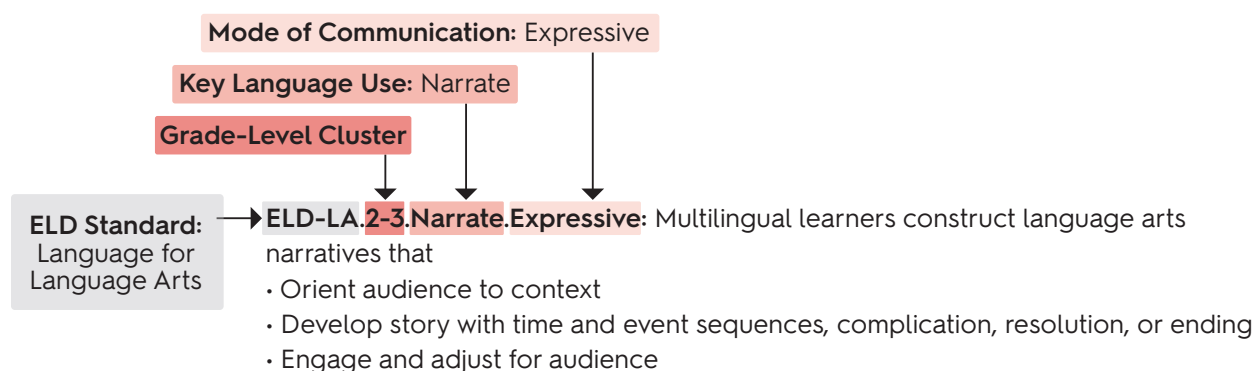
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WIDA recognizes that Key Language Uses are one of many different configurations for connecting content to language through standards. The emphasis placed on these four Key Language Uses is not intended to restrict curriculum and instruction; rather it accentuates the most prominent genre families that emerged out of WIDA’s analysis as an organizing principle for the ELD Standards 2020 Edition.

## Language Expectations

Developed from a systematic analysis of academic content standards, Language Expectations define specific contexts for language development and illustrate how language and content work together at each grade-level cluster. As illustrated in Figure F-6, each Language Expectation has a reference code that includes the WIDA ELD standard statement (incorporating an academic content area), grade-level cluster, Key Language Use, and communication mode.

**Figure F-6: Elements within WIDA Language Expectations**



The Language Expectations make visible the genres that are valued by particular communities, such as identifying differences in what counts as evidence in social studies (i.e., primary versus secondary sources) versus science (i.e., data). (See, for example, Fang & Schleppegrell, 2008; Gebhard, 2019; de Oliveira et al, 2019). In doing so, the design of Language Expectations responds to calls to address the interplay between content and language, showing how the most prominent Key Language Uses are realized within disciplinary contexts (e.g., Gebhard, 2019; Lee, 2018).

The Language Expectations also support equitable access for multilingual learners by making visible common patterns of language use in academic contexts that can be learned through explicit instruction (Aguirre-Muñoz & Amabisca, 2010; Rothery, 1989; Rose & Martin, 2012). Thus, concomitant with the 2020 Edition’s emphasis on high expectations, engaged learning, and improved opportunity to learn for all multilingual learners, Language Expectations provide goals (for example, in curricular units of learning) for multilingual learners at all levels of language proficiency.

Language Expectations provide goals for multilingual learners at all levels of language proficiency.

In other words, while the 2012 Edition Model Performance Indicators embedded different language expectations for multilingual learners at each proficiency level, the 2020 Edition ELD Standards Framework is designed to separate grade-level cluster Language Expectations from individual performance measures found in the Proficiency Level Descriptors. All multilingual learners should be offered access to the same high expectations for content-driven language development.

## The relationship between Language Expectations and Proficiency Level Descriptors

**Language Expectations** offer goals for how all students might use language to meet academic content standards.

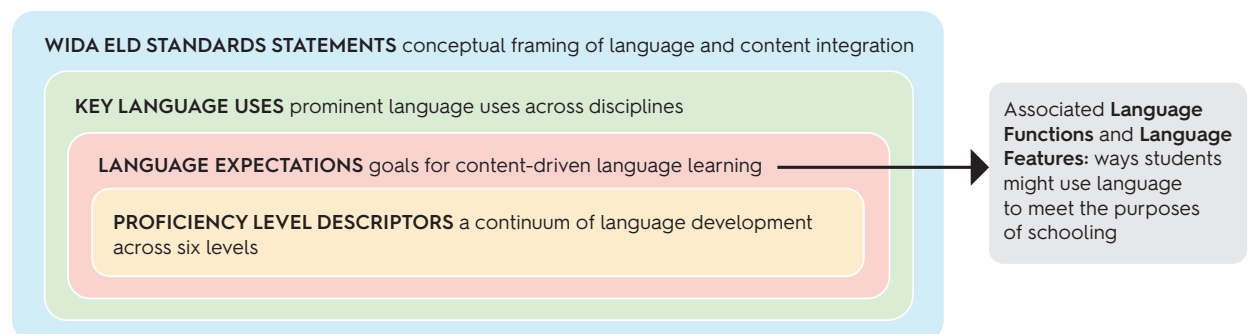
**Proficiency Level Descriptors** describe how multilingual learners might develop language across levels of English language proficiency as they move toward meeting Language Expectations.

## Language Functions and Language Features

The interpretive and expressive Language Expectations contain closely associated sets of Language Functions and Features that have been selected to meet the purposes of schooling—for example, in the process of learning scientific argumentation, explaining phenomena, constructing fictional narratives, or informing their peers of their newly gained knowledge. The **Language Functions** showcase common language patterns students might use to meet grade-level cluster language expectations as derived from academic content standards. The associated **Language Features** are examples of language resources students may need to carry out particular functions.

Together, Language Functions and Features form a dynamic and illustrative set exemplifying the functional nature of language and language development (e.g., Derewianka, 1990, 2013; Derewianka & Jones, 2016; Fang & Schleppegrell, 2008; Humphrey et al., 2012; Rose & Martin 2012).

**Figure F-7: WIDA ELD Standards Framework: Relationship between Language Expectations, Language Functions, and Language Features**



The illustrative sets of Language Functions and Features offer a concrete way to shift to a focus on language forms as part of *functional language* use connected with and in service of learning. In doing so, choices around language use are situated in dynamic local versions that depend on local purposes and contexts (Pennycook, 2010).

As student language proficiency increases, their language repertoires become more responsive to the setting of the communicative event—that is, the student’s ability to select, adapt, negotiate, and use a range of linguistic resources and meaning in different contexts (Mahboob & Dutcher, 2014). The Proficiency Level Descriptors, described next, provide a tool for use with summative assessment activities to gather evidence of multilingual learners’ expanding linguistic repertoires; yet, depending on the situation, other tools may be just as or more appropriate for other purposes.

## Proficiency Level Descriptors

Grounded in language development theory, the Proficiency Level Descriptors (PLDs) provide trajectories with typical language development targets (e.g., Bailey & Heritage, 2014; Cook & MacDonald, 2014) across five levels of English language proficiency, until proficiency level 6. PL6 is open ended: it indicates that for all of us, language development continues throughout life.

The 2020 PLDs maintain consistency with WIDA’s 2012 K-12 Performance Definitions but are expanded from *a single K-12 continuum into six grade-level cluster continua*. In this way, PLDs create equivalent, yet more explicit, descriptions of the 2012 Performance Definitions. PLDs have been cross-referenced to the WIDA Interpretive Rubrics for Speaking and Writing; to a range of measurement tools and scales used with WIDA ACCESS for ELLs (the summative English language proficiency assessment offered by WIDA); to the *Common EL Definition Project Reference Proficiency Level Descriptors* (Linguanti, Cook, Bailey, & MacDonald, 2016); and to the Language descriptors in the Common European Framework (CEFR) (North, Piccardo, & Goodier, 2018).

For the purposes of representation and understanding, PLDs describe proficiency in a linear way. However, language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Therefore, multilingual learners may take various paths to develop and reach Language Expectations.

The PLDs are designed to be used in coordination with language goals described in the Language Expectations. They take a multi-dimensional view of language (Degand & Simon, 2008), and continue to be written according to the discourse, sentence, and word/phrase dimensions. Discourse focuses attention on how a text is a unit of meaning and not a string of disparate sentences (de Oliveira & Schleppegrell, 2015; Fang 2011, 2020; Gebhard 2019; Halliday & Matthiessen, 2004; Humphrey et al. 2012). Choices language users make at the sentence (Derewianka 2013; Humphrey et al., 2012) and word/phrase dimensions (Gibbons, 2015; Derewianka & Jones, 2016) contribute to how meaning is created at the discourse dimension (Martin & Rose, 2007). Language choices in all three dimensions contribute to how a text is purposely constructed to have the desired effect on its intended audience(s).



**Table F-2: The Dimensions of Language: A Short Reference**

Dimension	Criteria	Focus on . . .
Discourse	Organization of language	How ideas are coherently organized to meet a purpose through organizational patterns characteristic of the genre
	Cohesion of language	How language connects ideas within and across sentences and discourse using a range of cohesive devices
	Density of language	How information in noun groups is expanded or consolidated
Sentence	Grammatical complexity of language	How relationships are expressed with clauses through simple, compound, and complex sentences
Word/Phrase	Precision of language	How everyday, cross-disciplinary, and technical language more effectively conveys precise meaning.

Using this theoretical perspective, the PLDs frame language as a system of interlocking choices (Halliday & Matthiessen, 2004). The descriptors examine how students’ linguistic repertoires expand and become increasingly precise as they move from concrete, shared contexts (situation-embedded, more spoken-like communication) to increasing abstract, distant contexts (more written-like, literate communication) (Gibbons, 2015). The lead-in sentence for PLDs in each grade-level cluster point to multilingual learners’ performance when scaffolded appropriately.

Proficiency Level Descriptors take a multidimensional view of languages as an interlocking set of choices. They continue to be written according to the Discourse, Sentence, and Word/Phrase dimensions.

## Summary

The WIDA ELD Standards, 2020 Edition, provides educators with a set of tools that connects language development for multilingual learners with academic content standards, multimodality, scaffolding, student funds of knowledge, and support for effective language use. This document articulates the theoretical foundations of the 2020 Edition and offers research-based rationales to prompt K-12 educators to prioritize language as a meaning-making resource as they attend to language development in systematic, explicit, and sustained ways during content learning. In doing so, the 2020 Edition renews and deepens WIDA’s commitment to equitable opportunity and access, integration of content and language, collaboration among stakeholders, and a functional approach to language development. With these Big Ideas in mind, the 2020 Edition seeks to further galvanize a purposeful shift in national, state, and local educational systems, helping educators create the conditions that support and sustain multilingual learners in developing the language, literacy, disciplinary knowledge, and agency they need to flourish in a variety of contexts in school and beyond.

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## Appendix G: Select References

This list of select references represent the four Big Ideas and other touchstones in the WIDA ELD Standards Framework, 2020 edition. For additional references, go to Appendix F, Theoretical Foundations.

### Collaboration Among Stakeholders

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## Functional Language Approach

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# Appendix H: Standards Development Process and Acknowledgements

WIDA would like to extend its appreciation to the many educators who have inspired, supported, and contributed to the development of the 2020 Edition of the English Language Development (ELD) Standards Framework.

Since the WIDA ELD Standards were first published in 2004, they have highlighted the importance of developing student language abilities in five schooling contexts described in the five WIDA Standards Statements. As part of the regular development cycle, the 2004 edition was first revised in 2007 and then further amplified in 2012. With each subsequent revision, the WIDA ELD Standards continue to build on previous editions, incorporate emerging research, and address federal legislation and associated policy trends.

## Project Launch (November 2018)

In November of 2018, WIDA launched the development of the 2020 Edition of its ELD Standards. WIDA wishes to extend its appreciation to representatives from all the state, territory, and federal education agencies who contributed thoughtful feedback and guidance throughout the project.

Alabama	Hawaii	Montana	Rhode Island
Alaska	Idaho	Nevada	South Carolina
Bureau of Indian Education	Illinois	New Hampshire	South Dakota
Colorado	Indiana	New Jersey	Tennessee
Delaware	Kentucky	New Mexico	U.S. Virgin Islands
Department of Defense Education Activity	Maine	North Carolina	Utah
District of Columbia	Maryland	North Dakota	Vermont
Florida	Massachusetts	Northern Mariana Islands	Virginia
Georgia	Michigan	Oklahoma	Wisconsin
	Minnesota	Pennsylvania	Wyoming
	Missouri		

## Quarterly SEA Review and Feedback (2018-2020)

Meeting quarterly, WIDA standards subcommittee members reviewed, discussed, and suggested next steps on various iterations of conceptual questions and standards prototypes. SEA subcommittee members also discussed issues related to standards adoption and implementation.

WIDA gratefully acknowledges the many contributions made by members of the standards subcommittee.

**Table H-1: SEA Standards Subcommittee Members (2018-2020)**

<b>2018-2019 Subcommittee Members</b>	<b>2019-2020 Subcommittee Members</b>	<b>2020-2021 Subcommittee Members</b>
Sam Aguirre (IL) Ken Bond (NJ) Julie Chi (MN) Jacqueline Ellis (GA) Fernanda Kray (MA) Audrey Lesondak (WI) Barb Marquer (WY) Sophia Masewicz (NV) Flavia Molea Baker (RI) Adam Pitt (IN) Joann Runion (TN)	Andrew Bennett (ID) Julie Chi (MN) Jessica Costa (VA) Jacqueline Ellis (GA) Cary Knight (DE) Audrey Lesondak (WI) Barb Marquer (WY) Sophia Masewicz (NV) Flavia Molea Baker (RI) Adam Pitt (IN) Rebekah Ottenbreit (CO)	Andrew Bennett (ID) Julie Chi (MN) Jessica Costa (VA) Jacqueline Ellis (GA) Cary Knight (DE) Michele Lee (AL) Barb Marquer (WY) Sophia Masewicz (NV) Rebekah Ottenbreit (CO) Wendy Perron (NH) Adam Pitt (IN) Daniel Ruhl (OK)

## Local Educational Agency Advisory Committee (2018-2020)

WIDA also received feedback on standards development issues and prototypes from the WIDA local educational agency (LEA) advisory committee. WIDA appreciates the perspectives provided by local educators serving on this committee.

**Table H-2: LEA Advisory Committee Members**

<b>2018-2019 LEA Committee Members</b>	<b>2019-2020 LEA Committee Members</b>
Nadra Shami (MI) Skip Cleavinger (KY) Ellen Guettler (MT) Deena Marshall (DC) Barb Hasting (NV) Vicky Saldala (FL) Christine Lay (PA) Claudia Franks (MO)	Barb Hasting (NV) Vicky Saldala (FL) Lorri Kondo (HI) Carolyn Bookmyer (IN) Travy Moncure (ME) Claudia Franks (MO) Christine Lay (PA) Jennifer Cox (TN)

## Standards Alignment Panel (August 2019)

Prototype development work continued throughout spring and summer 2019. Along with regular reviews by the members of the WIDA standards subcommittee, in August 2019, WIDA convened a panel of national content and language alignment experts in order to ensure the 2020 Edition of the WIDA ELD Standards would be positioned to meet peer review requirements. Thanks go to the following individuals from the expert alignment panel for their important contributions.

### August 2019 Alignment Panel Members

Sara Christopherson, University of Wisconsin-Madison (WCEPS)  
 Karin Hess, Educational Research in Action  
 Rebecca Kopriva, University of Wisconsin-Madison (ONPAR)  
 Steve Sireci, University of Massachusetts Amherst  
 Art Thacker, HumRRO  
 Laura Wright, University of Wisconsin-Madison (ONPAR)  
 Shu Jing Yen, Center for Applied Linguistics

## WIDA Conference Teacher Focus Groups (October 2019)

After the August 2019 expert panel meeting, WIDA streamlined and narrowed its prototype down to four components to create what is now known as the 2020 Edition of the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors.

As a check to ensure that the fall 2019 redevelopment work was positioned to meet state, district/LEA, and school-based educator needs, WIDA convened five focus groups at the 2019 WIDA Annual Conference in Providence, Rhode Island. WIDA appreciates the time and insights provided by the following educators.

**Table H-3: October 2019 Focus Group Participants, WIDA Annual Conference**

Focus Group #1	Focus Group #2	Focus Group #3
District English Language Learner (ELL) Coordinators, ELL/bilingual teachers, Instructional Coach, State Agency Administrator <ul style="list-style-type: none"> <li>• Lourdes Khosrozadeh, FL</li> <li>• Jamie Ingle, NC</li> <li>• Dana Greene, NC</li> <li>• Amy Murphree, AL</li> <li>• Carmen M Oquendo, CO</li> <li>• Mirvat Habhab, MI</li> <li>• LaTonya Davis, SC</li> </ul>	District ELL Coordinators, ELL/bilingual teachers, general education/content teachers <ul style="list-style-type: none"> <li>• Kristina Robertson, MN</li> <li>• Michelle Lindbloom, MT</li> <li>• Dana Gottlieb, MA</li> <li>• M. Maija Talso, NV</li> <li>• Nicole Ponti, NH</li> <li>• Linda Belnap, NV</li> <li>• Elizabeth Eastman, RI</li> <li>• Leah Dobbs Black, AL</li> <li>• Aoife Maria Burke, Brazil</li> <li>• Ruby Yip, MD</li> <li>• Daniel R Yip, MD</li> </ul>	District ELL Coordinators, State Agency Administrators <ul style="list-style-type: none"> <li>• Beth Vande Hey, WI</li> <li>• Maha Abdelkader, MD</li> <li>• Erica Bundy, TN</li> <li>• Susan Walz, NC</li> <li>• Susan Murphy, SC SEA</li> <li>• Richard M. Knox, GA</li> <li>• Tamara Hewlett, MD</li> <li>• Cindy Cox, AL</li> </ul>

Focus Group #4	Focus Group #5
<p>Instructional Coaches, ELL &amp; bilingual teachers, Consultants</p> <ul style="list-style-type: none"> <li>• Glenda Harrell, NC</li> <li>• Andrew Rodgers, MI</li> <li>• Becca Gregory, TN</li> <li>• Heather Gilbert, ME</li> <li>• Angie Thomas, SD</li> <li>• Geraki Marie Kossonou, GA</li> <li>• Greg Spoon, AL</li> <li>• Jessica Lodle, NC (national consultant)</li> <li>• Lauren Adams, MA</li> </ul>	<p>Higher Education Faculty</p> <ul style="list-style-type: none"> <li>• Tia Kimball (University of Northern Florida)</li> <li>• Nancy Cloud (Rhode Island College)</li> <li>• Peter Vigil (Metropolitan State, University of Denver)</li> <li>• Christine Leider (Boston University)</li> <li>• Kara Viesca (University of Nebraska-Lincoln)</li> <li>• Sara Niño (Lasell University)</li> <li>• Trish Morita-Mullaney (Purdue University)</li> <li>• Wayne E. Wright (Purdue University)</li> <li>• Nancy Commins (University of Colorado, Denver)</li> <li>• Kristina Soprano (Roger Williams University)</li> </ul>

## Large-Scale Public Input (November – January 2019)

WIDA published its standards draft for large-scale input in late November 2019. WIDA would like to thank the 1,275 respondents from both U.S. and international locations.

## Proficiency Level Descriptor Review Panel (February 2020)

After several months of further development work and to address questions raised in the winter 2019–2020 public input period, WIDA convened a statewide panel of 33 experienced K-12 educators from small, medium, and large divisions [districts] from across Virginia. To ensure WIDA had adequately addressed concerns raised during the public input period, the Virginia Performance Level Descriptors (PLD) panel was asked to review an updated January 2020 version of the interpretive language PLDs to check the developmental accuracy. Moreover, to support consequential validity framing about local uses of the PLDs, panelists were asked to create recommendations on appropriate uses for PLDs.

### Educators and Advisors

Sonia Arellano  
Amanda Davis  
Mariela Dekraker  
Sarah Eqab  
Kathleen Fay  
Jane Flegal  
Marnie Garnier  
Jennifer Gray  
Claudia Goyzueta  
Lauren Herr

Julie Kimble  
Rachel Lanier  
Brianna Massingale  
Sylvia McPeters  
Erica Meadows  
Katharine Padilla  
Anh-Tu Phillips  
Valerie Pinkney  
Vanessa Sekinger  
Mike Staroscik

Lisa Stosch  
Suzanne Sziget  
Ilene Teixeira  
Jessica Tipling  
Darina Walsh  
Mandy Walter  
Suzanne Whaley  
K. Nicola Williams  
Jason Wright  
Hector Yanez



## Researcher/Teacher Educator Panel (April 2020)

With development work on the 2020 Edition nearing fruition, in April 2020, WIDA convened two virtual panels of nationally recognized institutes of higher education (IHE) experts for the following purposes:

1. To obtain feedback on the quality, relevance, and usefulness of the proposed 2020 Edition to IHE teacher educators and researchers of K-12 content and language teachers and
2. To cross-check the degree to which the 2020 Edition met criteria outlined by internal WIDA stakeholders, SEA stakeholders, and a previous expert panel on alignment issues.

WIDA appreciates the time and insights shared by panel members.

**Table H-4: Researcher/Teacher Advisory Panel (April 2020)**

April 7th Panel	April 9th Panel
<ul style="list-style-type: none"> <li>• Kathryn Accurso (University of British Columbia)</li> <li>• Luciana de Oliveira (University of Miami)</li> <li>• Meg Gebhard (University of Massachusetts, Amherst)</li> <li>• Lorena Llosa (New York University)</li> <li>• Chris Rivera (East Carolina University)</li> <li>• Russell Swinburne Romine (University of Kansas)</li> <li>• Patricia Velasco (Queens College)</li> </ul>	<ul style="list-style-type: none"> <li>• Zenaida Aguirre-Muñoz (University of Houston)</li> <li>• Zhihui Fang (University of Florida)</li> <li>• Okhee Lee (New York University)</li> <li>• Chris Leider (Boston University)</li> <li>• Trish Morita-Mullaney (Purdue University)</li> <li>• Kathy Swan (University of Kentucky)</li> <li>• Wayne Wright (Purdue University)</li> <li>• Jeff Zwiers (Stanford University)</li> </ul>
Panel Survey Respondents	
Margaret Hawkins (University of Wisconsin-Madison) Claudia Rinaldi (Lasell University)	

## Educator Review Panel (June 2020)

In June of 2020, WIDA gathered input from practitioners via surveys and virtual panels regarding the following:

- How educators envisioned using the 2020 Edition of the WIDA ELD standards to plan instruction and develop curriculum
- Resources, materials, etc. that could be helpful to educators as they begin implementing the 2020 edition.

WIDA appreciates the time and insights provided by the following educators:

**Table H-5: Domestic and International Educators**

Domestic U.S. Educators	International Educators	WIDA Fellows
<p>Patricia Aube Allison Audet Alyssa Baumgarten Tara Beardsley Jasanne Blanchard Emily Blitz Sam Blomberg Martha Boiselle Kristen Bolek Jan Buckwalter Catherine Carney Maria Coello Biarnes Judy Da Costa Hannah DeSouza Rodrigues Mike Gary Moir Greenson Rebecca Grunko Melissa Keh Kerry Lamprey Rachel Leslie Paula Merchant Tricia Mintner Paulina Mitropolous Moustafa Mouhieeddine Janelle Nisly Beth O'Connor Cheryl Oliver Jen Quinlan Molly Ross Gloria Salazar Krista Smith Ivone Spencer Ann Tinker-Jackson Erika Tran Serena Tyra Irma Valerious John Willett Jessie Williams Gina Yarmel</p>	<p>Averi Abraham Victoria Astle Gina Ballesteros Naomi Barbour Rena Brown Jamie Cardwell Codie Chaudoin Kathy Cromartie Kim Curria Harsha Daryanani Siobhan Dean Maja Flom Kim Guiry Alexandra Gustad Alina Guzman Mats Haaland Holly Hitchcock Tan Huynh Shefali Jhaveri Gavin Latham Jennifer Mayorga Kate Murphy Anne Neill Sue Nilsson Juana Nolasco Cedillo Sylvie Pauze John Roche Sarah Sahr Denise Serna Shafali Shafali Trinindita Shalihah Kristin Simmers Ryan Sova Lynne Stallings Katie Tenenbaum Paul Thompson Anca Toma Cristina Vallejo Christine Vithayathil Chelsea Wilson Art Wong</p>	<p>Sonya Bertini Ceci Estes Demetrica May Cassandra Meyer Catriona Moore Nicole Ponti Denise Torres</p>

## Other Contributors

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## WIDA Staff Contributions

The 2020 Edition was made possible through the efforts of the following WIDA staff members:

**Table H-6: WIDA Standards Development Team**

Original Development Team (Beginning November 2018)	New Members to Expanded Standards Development Team	Project Sponsor and Management Staff
<p><b>Andrea Cammilleri</b> Content Lead (through May 2020), State Relations, Communications, Marketing</p> <p><b>Margo Gottlieb</b> Overall Design and Vision, Content Developer, Conceptual Overviews</p> <p><b>Lynn Shafer Willner</b> Proficiency Level Descriptors, Alignment Architecture, Correspondences, Language Expectations Developer</p>	<p><b>Fernanda Kray</b> Content Lead, Standards Subcommittee Content Lead, State Relations, Communications, Marketing</p> <p><b>Cynthia Lundgren</b> Key Language Uses, Language Features Developer</p> <p><b>Elizabeth Warren</b> Content Reviewer, Standards Subcommittee State Relations Lead</p> <p><b>Ruslana Westerlund</b> Key Language Uses, Language Functions and Features Developer</p>	<p><b>Elizabeth Cranley</b> Project Sponsor</p> <p><b>Annemarie Banas</b> Project Coordinator</p> <p><b>John Cusimano</b> Project Manager (through July 2019)</p> <p><b>Brandon Gingher</b> Project Manager (beginning July 2019)</p>

Consultants	Editing and Graphic Design	Marketing
<p><b>Sharon Besser</b> Annotated Language Samples, Language Functions, Language Features</p> <p><b>Luciana de Oliveira</b> Glossary, Language Features</p> <p><b>Elizabet Sena</b> Sample Unit Development</p>	<p><b>Rebecca Holmes</b> Editor</p> <p><b>Janet Trembley</b> Graphic Design</p>	<p><b>Katie Rozas Fahrenkrug</b> Integrated Marketing Communications Lead</p> <p><b>Selena Franklin</b> <b>Lynne Kroll</b> Educator Research and Insights</p>

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Mariana Castro  
Mark Chapman

Gary Cook  
Elizabeth Cranley  
Jonathan Gibson  
Dan Machmeier

Ngoc-Diep Nguyen  
Merideth Trahan  
Amber Wilke Fournier

### WIDA Staff Contributors

Jennifer Aleckson  
Matt Amati  
Karen Bach  
Kei Bishop  
Hannah Rose Brandt  
Aaron Burreson  
Laurene Christensen  
Miguel Colón Ortiz  
Jessica Costa  
Jen Daniels  
Troy Dassler  
Heather Elliot  
Dale Erlandson

Leslie Grimm  
Lori Hanna  
Jenny Hill-Wild  
Leslie Huff  
Andrew Kahn  
Amy King  
Justine Kolb  
Rita MacDonald  
David MacGregor  
Lorena Mancilla  
Rachel Maske  
James Mitchell  
Daniella Molle

Virginia Morales  
Edith Nava  
Christina Nelson  
Jon Nordmeyer  
Stephen O'Connell  
Melissa Paton  
Maureen Purcell  
Fatima Rivera  
Courtney Skare  
Amanda Spalter  
Sonia Upton  
Kimberly Varnell  
Jennifer Wilfrid





