

2012 AMPLIFICATION OF

# The English Language Development Standards

KINDERGARTEN–GRADE 12



## INCLUDING

- Features and examples of academic language
- Connections to state content standards, including the Common Core State Standards and Next Generation Science Standards
- Higher-order thinking at all levels of language proficiency

  
**WIDA**™



2012 AMPLIFICATION OF

# The English Language Development Standards

KINDERGARTEN - GRADE 12



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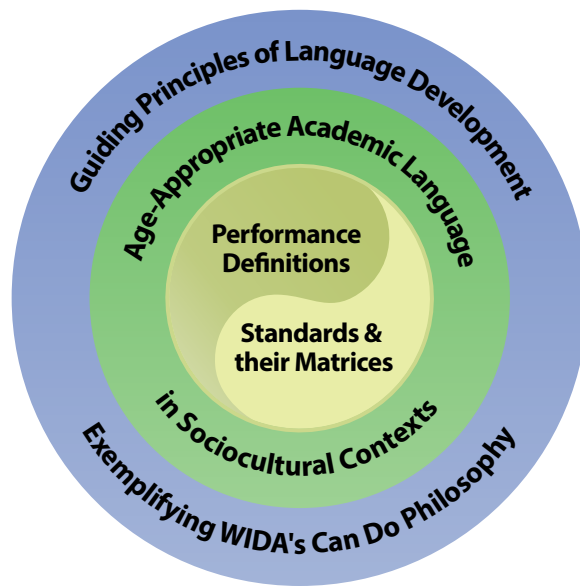
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## FOREWORD:

# WIDA's Framework for Language Development Standards

WIDA's Framework for Language Development Standards, depicted below, consists of a set of interactive and interdependent components that exemplify WIDA's vision for academic language development. This framework is the foundation for WIDA's work on the creation of language development standards.

## WIDA's Framework for Language Development Standards



The conceptualization of academic language and what language development looks like in academic contexts has been and continues to be upheld by WIDA's Can Do Philosophy and Guiding Principles of Language Development. WIDA's Can Do Philosophy is based on the belief that all students bring to their learning cultural and linguistic practices, skills, and ways of knowing from their homes and communities. WIDA believes that as educators, our role is to craft instruction that capitalizes on and builds upon these assets. This belief is based on a synthesis of the literature related to working with culturally and linguistically diverse students. Using this work as a frame, WIDA drafted its Guiding Principles from a synthesis of literature and research related to language development and effective instructional practices for language learners. These Guiding Principles represent WIDA's core beliefs about language development.

Using the Can Do Philosophy and Guiding Principles of Language Development as a foundation, WIDA identified prominent Features of Academic Language. Academic language, in this framework, is viewed as a vehicle for communicating and learning within Sociocultural Contexts; in other words, the interactions between different people for specific purposes and across different learning environments influence how language is used.

At the core of WIDA's Framework are the Performance Definitions along with the Language Development Standards and their representative Matrices. The Performance Definitions delineate what the various levels of language proficiency look like, informed by the Features of Academic Language.

The Standards Matrices help educators envision what language development might look like in PreK–12 classrooms scaffolded across levels of language proficiency within the five standards. These matrices are used in conjunction with the Performance Definitions to describe possible student trajectories for academic language development.

The components of WIDA’s Framework interact and influence each other in the design of curricula, language instruction, and assessment of language learners. Teachers and school leaders are encouraged to emphasize specific elements of the Framework in their language instruction to fit the specific needs of individual students and contexts. In doing so, all stakeholders can participate in shaping the education of our increasingly diverse population.

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## SECTION 1: Understanding the WIDA Standards Framework

WIDA's focus has always been on advancing academic language development and academic achievement for English language learners (ELLs). We continue to tirelessly promote our belief that ELLs enrich our school communities with their many contributions and strengths. However, the WIDA standards framework has evolved since its introduction in 2004. With the release of this publication in 2012, our goal is to make the framework more meaningful to those who work to support the success of this diverse group of students. This introduction will orient you to the components of the current framework.

### The Five Standards

The WIDA English Language Development (ELD) Standards represent the social, instructional, and academic language that students need to engage with peers, educators, and the curriculum in schools.

**Figure A: The English Language Development Standards**

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

Standard 1 recognizes the importance of social language in student interaction with peers and teachers in school and the language students encounter across instructional settings. Standards 2–5 address the language of the content-driven classroom and of textbooks, which typically is characterized by a

more formal register and a specific way of communicating (e.g., academic vocabulary, specific syntactic structures, and characteristic organizational patterns and conventions).

## Grade Levels and Clusters

WIDA recognizes that English language development occurs over multiple years, is variable, and depends on many factors (e.g., age, maturation, classroom experiences, programming, motivation, and attitudes), which makes it difficult to establish fixed language expectations for any grade level or age. With this in mind, WIDA has organized the ELD standards around grade-level clusters (see 2007 Edition). In the current framework, we provide examples for individual grade levels from Kindergarten through 8th grade and for grade-level clusters 9–10 and 11–12. The purpose for having examples at the individual grade levels is so that educators recognize content topics pertaining to their grade level and, most importantly, as a reminder that instruction for ELLs must be age and developmentally appropriate. However, as language development is a multi-year process, we encourage educators to look at examples of language development across a cluster of grade levels to get a fuller picture of what language development might look like for their students. WIDA plans to develop and release a separate publication containing standards for PreKindergarteners (3-5-year-olds) in the future, as language development for this age group is unique and merits additional research.

## Components of the Standards Framework

An important feature in the WIDA standards framework is an explicit **CONNECTION** to state content standards. The connection displays the content standard referenced in the example topic or example context for language use. The standards that appear in this section are drawn from the Common Core State Standards (CCSS), the Next Generation Science Standards (NGSS), and content standards from other states, like Alaska, Minnesota, and Virginia, who chose not to adopt the CCSS or the NGSS but maintain their rigor.

### Figure B: Standard, Grade Level, Example Topic, and Connection

GRADE 4	
ELP STANDARD 2: The Language of Language Arts	EXAMPLE TOPIC: Narration
<p><b>CONNECTION:</b> <i>Common Core Reading Standards for Literature, Craft and Structure #6 (Grade 4): Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.</i></p>	

This example addresses the Common Core Reading Standard for Literature, Craft and Structure #6 for fourth grade. Since this standard is broad, a topic was chosen among many that relate to the content standard. In the example above, the example topic is “Narration.” For a complete list of example topics appearing in this publication, please see Appendix C on pp. 120–123.

WIDA recognizes that language learning is maximized in authentic and relevant contexts. In the standards framework, the **EXAMPLE CONTEXT FOR LANGUAGE USE** includes the task or situation in which communication occurs, for example, when students engage in group work or conduct

research online. It also includes who participates in the communication, the intended audience, and the types of roles the different participants enact. In the example related to group work, the students may have roles assigned to them, such as facilitator or note taker, and the language expected for each of these roles is different. Likewise, if all participants in the group are peers, that also has an impact on the language used. The curriculum is also part of the context, since it impacts the register, genre, and text types that students and educators will need to try out or explore.

**Figure C: Example Context for Language Use**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students explore features of print in a variety of books with unique topics, formatting, and styles.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.						
	<b>Level 1</b> Entering	<b>Level 2</b> Emerging	<b>Level 3</b> Developing	<b>Level 4</b> Expanding	<b>Level 5</b> Bridging	<b>Level 6</b> Advanced

The curriculum of Language Arts shares some language features with other subject areas, while also possessing some unique features of its own. The example context above describes multiple parts of a Language Arts lesson including whole group collaborative learning as well as student exploration that could take place individually, in partners, or in small groups. While the genre for this topic is set as narrative, the crafting of the context is left open for educators to incorporate their own ideas and resources. Students may encounter a variety of text types within the narrative genre, such as recounts, descriptions, opinions, or dialogue. Further, narratives can vary in the way they are organized (e.g., sequential or not, shifts in points of view) and how forms and conventions are used to create effects (e.g., process or action verbs, tenses, simple, compound, and complex sentences). When educators make strategic decisions about the texts or oral language students will process or produce and how they will approach a given task, they can shape the example context for language use to guide students’ language and content learning.

Learning through participation in tasks within and outside the classroom requires particular levels of cognitive demand. WIDA expresses this cognitive demand in our standards framework through the **COGNITIVE FUNCTION**. For example, students need to *understand* language in the instructions to conduct an experiment. After the students perform the experiment, they need to *analyze* their observations and *evaluate* their original hypotheses. Understand, analyze, and evaluate are all examples of cognitive functions. WIDA has adopted the language used by Bloom’s revised taxonomy (Anderson & Krathwohl, 2001\*) to represent a uniform cognitive demand across all levels of language proficiency.

**Figure D: Cognitive Function**

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.						
	<b>Level 1</b> Entering	<b>Level 2</b> Emerging	<b>Level 3</b> Developing	<b>Level 4</b> Expanding	<b>Level 5</b> Bridging	<b>Level 6</b> Advanced
ING	Identify language that	Identify language that	Categorize passages based	Compare narrative points	Compare and contrast	

\*Anderson, L.W. & D.R. Krathwohl (eds.) (2001). *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom’s Taxonomy of Educational Objectives*. New York: Longman.

In Figure D, the cognitive function runs along the different levels of language proficiency to emphasize that the process of analysis applies to all students, regardless of their level of language proficiency. Educators need to maintain the cognitive demand of a task as they differentiate the language of instruction and assessment to ensure educational equity for all students. In the example, students have to compare and contrast different points of view in a narrative. The mental process involved in doing so is analysis. At an entering level of language proficiency, although students can analyze, they do not yet have the language necessary to process extended texts. They can, however, locate familiar words and phrases in context and then analyze whether they indicate a point of view.

ELLs need to construct meaning from oral and written language as well as to express complex ideas and information. To achieve this goal, students must practice using language in different **DOMAINS**. WIDA’s standards framework addresses four language domains: listening, speaking, reading, and writing. This organization helps educators plan balanced opportunities for language learning and take advantage of stronger English language skills in one domain to support their development in the other domains. This format does not imply, however, that language domains are used, taught, or learned in isolation. The nature of language necessitates the integration of language domains; for example, during classroom interactions, students have to listen and speak to carry on a conversation. In general, to show processing or comprehension of language, students need to produce language either orally, in writing, or using semiotics (signs or symbols). Section 2: Integrated Strands on pp. 18–21 showcases how the language domains are realistically integrated within units of instruction. The rest of the examples of language performance, as shown below, portray language used within a single domain, in this case, reading.

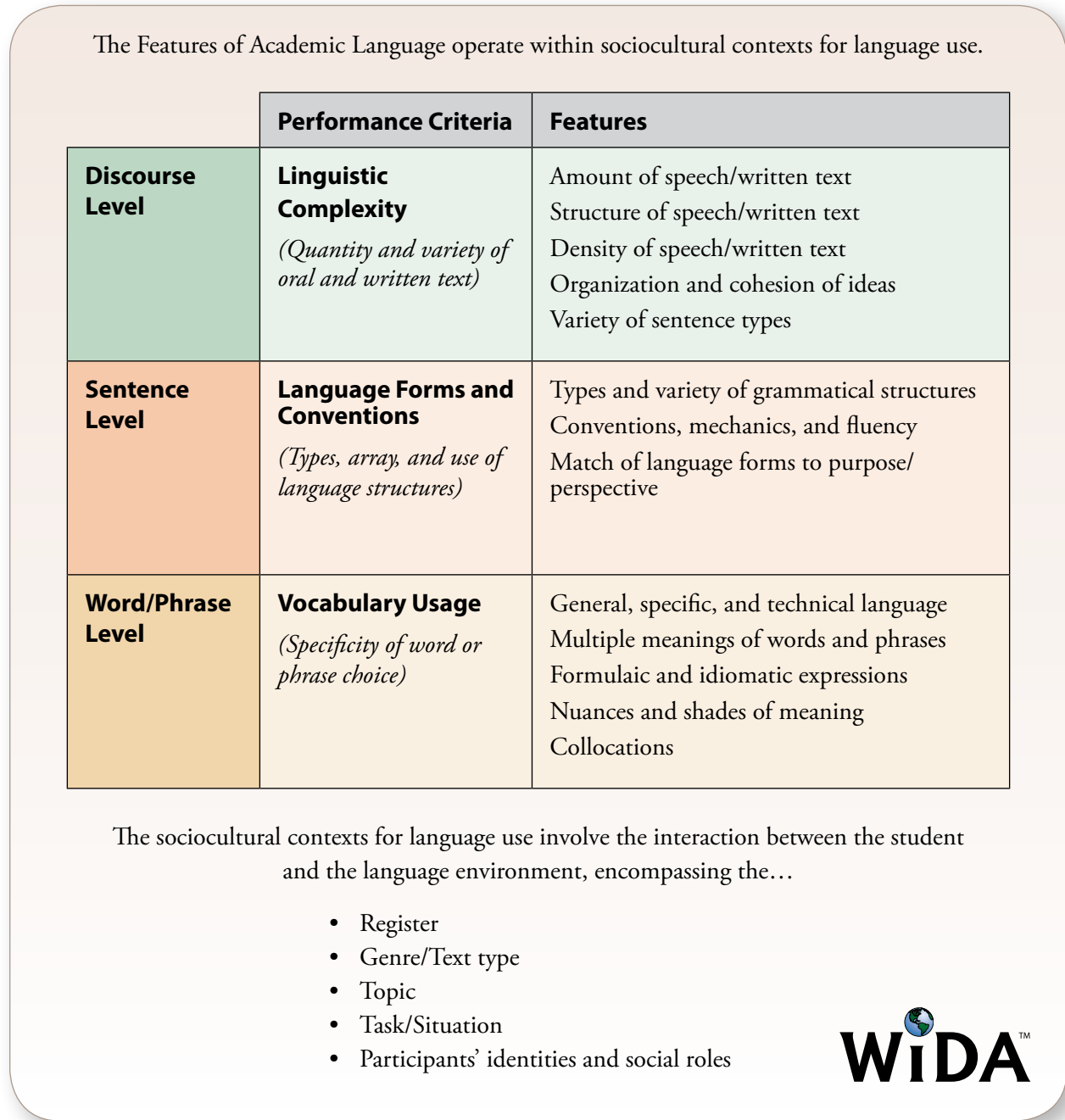
**Figure E: Domain and Levels**

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING						

Language develops across different **LEVELS OF LANGUAGE PROFICIENCY**. WIDA’s standards framework distinguishes five levels of language proficiency, defined by specific criteria. Level 6, Reaching, represents the end of the continuum rather than another level of language proficiency. In other words, level 6 represents language performance that meets all the criteria for level 5.

WIDA organizes social, instructional, and academic language into three levels: discourse level, sentence level, and word/phrase level. The **FEATURES OF ACADEMIC LANGUAGE** in Figure F delineate academic language at each of these levels, which correspond to the criteria of Linguistic Complexity, Language Forms and Conventions, and Vocabulary Usage. These three criteria represent WIDA’s view of the language of school. Notice that the criteria are framed within the sociocultural context that highlights the purpose of the communication and, most importantly, the participants and their experiences.

**Figure F: The Features of Academic Language in WIDA’s Standards**



The three criteria used to define each level of language proficiency are displayed in two sets of **PERFORMANCE DEFINITIONS**. One set of Performance Definitions (see Figure G) is for receptive language and represents how ELLs process language to comprehend information, ideas, or concepts in either oral or written communication. The other set of Performance Definitions (see Figure H) is for productive language and shows how students use language to express information, ideas, or concepts in either oral or written communication.



**Figure G: WIDA Performance Definitions Listening and Reading, Grades K-12**

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity		
	Level 6 – Reaching Language that meets all criteria through Level 5, Bridging		
Level 5 Bridging	<ul style="list-style-type: none"> <li>Rich descriptive discourse with complex sentences</li> <li>Cohesive and organized related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound, complex grammatical constructions (e.g., multiple phrases and clauses)</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language</li> <li>Words and expressions with shades of meaning for each content area</li> </ul>
Level 4 Expanding	<ul style="list-style-type: none"> <li>Connected discourse with a variety of sentences</li> <li>Expanded related ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical constructions</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words and expressions with multiple meanings or collocations and idioms for each content area</li> </ul>
Level 3 Developing	<ul style="list-style-type: none"> <li>Discourse with a series of extended sentences</li> <li>Related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content words and expressions</li> <li>Words or expressions related to content area with common collocations and idioms across content areas</li> </ul>
Level 2 Emerging	<ul style="list-style-type: none"> <li>Multiple related simple sentences</li> <li>An idea with details</li> </ul>	<ul style="list-style-type: none"> <li>Compound grammatical constructions</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General and some specific content words and expressions (including cognates)</li> <li>Social and instructional words and expressions across content areas</li> </ul>
Level 1 Entering	<ul style="list-style-type: none"> <li>Single statements or questions</li> <li>An idea within words, phrases, or chunks of language</li> </ul>	<ul style="list-style-type: none"> <li>Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>Common social and instructional forms and patterns</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and expressions</li> </ul>

... within sociocultural contexts for language use.

**Figure H: WIDA Performance Definitions Speaking and Writing, Grades K-12**

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will produce...

	<b>Discourse Level</b>	<b>Sentence Level</b>	<b>Word/Phrase Level</b>
	<b>Linguistic Complexity</b>	<b>Language Forms and Conventions</b>	<b>Vocabulary Usage</b>
<b>Level 6 – Reaching</b> Language that meets all criteria through Level 5, Bridging			
<b>Level 5 Bridging</b>	<ul style="list-style-type: none"> <li>Multiple, complex sentences</li> <li>Organized, cohesive, and coherent expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect</li> <li>A broad range of sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Technical and abstract content-area language</li> <li>Words and expressions with precise meaning related to content area topics</li> </ul>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Short, expanded, and some complex sentences</li> <li>Organized expression of ideas with emerging cohesion</li> </ul>	<ul style="list-style-type: none"> <li>A variety of grammatical structures and generally consistent use of conventions</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words and expressions with multiple meanings or common collocations and idioms across content areas</li> </ul>
<b>Level 3 Developing</b>	<ul style="list-style-type: none"> <li>Short and some expanded sentences with emerging complexity</li> <li>Expanded expression of one idea or emerging expression of multiple related ideas</li> </ul>	<ul style="list-style-type: none"> <li>Repetitive grammatical structures with occasional variation and emerging use of conventions</li> <li>Sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific content words and expressions (including content-specific cognates)</li> <li>Words or expressions related to content areas</li> </ul>
<b>Level 2 Emerging</b>	<ul style="list-style-type: none"> <li>Phrases or short sentences</li> <li>Emerging expression of ideas</li> </ul>	<ul style="list-style-type: none"> <li>Formulaic grammatical structures and variable use of conventions</li> <li>Repetitive phrasal and sentence patterns across content areas</li> </ul>	<ul style="list-style-type: none"> <li>General content words and expressions (including common cognates)</li> <li>Social and instructional words and expressions across content areas</li> </ul>
<b>Level 1 Entering</b>	<ul style="list-style-type: none"> <li>Words, phrases, or chunks of language</li> <li>Single words used to represent ideas</li> </ul>	<ul style="list-style-type: none"> <li>Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)</li> <li>Phrasal patterns associated with common social and instructional situations</li> </ul>	<ul style="list-style-type: none"> <li>General content-related words</li> <li>Everyday social and instructional words and familiar expressions</li> </ul>

...within sociocultural contexts for language use.

Students do not follow one common process for language development. As a matter of fact, language development is dependent on many factors (e.g., student personality, language exposure, program design, service delivery, scaffolding, models for language). Therefore, the Performance Definitions outline many possible pathways to students’ language development.

WIDA’s standards framework shows examples of how language is processed or produced within a particular context through **MODEL PERFORMANCE INDICATORS (MPIs)**. MPIs are meant to be examples and not fixed guidelines of the language with which students may engage during instruction and assessment.

**Figure I: Model Performance Indicator (MPI)**

	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reading</b>
<b>READING</b>	Identify language that indicates narrative points of view (e.g., “I” v. “he/she”) from illustrated text using word/phrase banks with a partner	Identify language that indicates narrative points of view (e.g., “he felt scared”) from illustrated text using word/phrase banks with a partner	Categorize passages based on narrative points of view from illustrated text using word/phrase banks with a partner	Compare narrative points of view in extended texts using graphic organizers with a partner	Compare and contrast narrative points of view in extended texts	

The MPI above represents how language might be processed in the context presented by students with English language proficiency at Level 4, Expanding, in reading. In this example, students compare narrative points of view in extended texts with a partner. WIDA’s MPIs are composed of three main parts: the language function, the content stem, and supports.

**LANGUAGE FUNCTIONS** are the linguistic processes used in receiving or conveying a message. This first part of the MPI describes how ELLs process or produce language. In this example, ELLs identify language related to narrative points of view and derive meaning from it by comparing. MPIs need to be used in conjunction with the Performance Definitions to provide a better picture of the language in the example MPI. Recall that the Performance Definitions illustrate the language that students are able to process or produce at the different levels of language proficiency. The performance definition for level 4 for receptive language is presented in Figure J below.

**Figure J: Excerpt of Performance Definitions for Listening and Reading at Level 4**

At each grade, toward the end of a given level of English language proficiency, and with instructional support, English language learners will process...

	<b>Discourse Level</b>	<b>Sentence Level</b>	<b>Word/Phrase Level</b>
	<b>Linguistic Complexity</b>	<b>Language Forms and Conventions</b>	<b>Vocabulary Usage</b>
<b>Level 4 Expanding</b>	<ul style="list-style-type: none"> <li>Connected discourse with a variety of sentences</li> <li>Expanded related ideas</li> </ul>	<ul style="list-style-type: none"> <li>A variety of complex grammatical constructions</li> <li>Sentence patterns characteristic of particular content areas</li> </ul>	<ul style="list-style-type: none"> <li>Specific and some technical content-area language</li> <li>Words or expressions with multiple meanings across content areas</li> </ul>

Educators can use this information to better understand the type of language that students will have to process in the text as they compare narrative points of view with a partner.



The second element of the MPI is the **CONTENT STEM**. The content stem is derived from state and national content standards, including the Common Core and Next Generation Science Standards. The content stem denotes WIDA’s view that language development should be integrated with content instruction and assessment through meaningful and authentic contexts.

The third element of the MPI is the instructional **SUPPORT**. It is always listed at the end of the MPI and illustrates the importance of scaffolding language development for ELLs, at least through level 4. In the example in Figure I, the support is “using graphic organizers with a partner.” Working with a partner is an interactive support because it allows for increased interaction and engagement of students. However, working with a partner is not always enough to scaffold language development. Educators need to organize their instruction and assessment with intention, especially considering students’ roles in partner and group work, to ensure the efficacy of any support. In this example, level 4 students might also refer to graphic organizers as they read to remind them of key language related to each narrative point of view. WIDA categorizes supports as sensory, graphic, or interactive, with some examples of each below.

**Figure K: Examples of Sensory, Graphic, and Interactive Supports**

Sensory Supports	Graphic Supports	Interactive Supports
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the native language (L1)
Videos & films		With mentors
Broadcasts		
Models & figures		

For each domain represented in this document, we present MPIs for language proficiency levels 1–5. We call this a **STRAND** of MPIs and this arrangement helps students and their teachers envision how language may look as a progression from one level of language proficiency to the next. As discussed before, a strand of MPIs represents one of many possible pathways in language development within a particular context. Students and educators can modify or transform existing strands of MPIs to make them more relevant to their local curriculum or classroom instruction. Educators can then use strands to a) match students’ performance to levels of language development, b) create language targets and objectives that go beyond students’ independent level of language proficiency, and/or c) differentiate the language of the content to match the level of students’ language proficiency.

**Figure L: Strand of Model Performance Indicators**

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Identify language that indicates narrative points of view (e.g., “I” v. “he/she”) from illustrated text using word/phrase banks with a partner	Identify language that indicates narrative points of view (e.g., “he felt scared”) from illustrated text using word/phrase banks with a partner	Categorize passages based on narrative points of view from illustrated text using word/phrase banks with a partner	Compare narrative points of view in extended texts using graphic organizers with a partner	Compare and contrast narrative points of view in extended texts	

In the example above, a student with language proficiency at level 4 for reading is able to compare narrative points of view in extended texts using graphic organizers with a partner. “Compare and contrast narrative points of view in extended texts” could be the language target for the unit.

Another important feature in the standards framework is the **TOPIC-RELATED LANGUAGE**. These are example content-related words and expressions to which all students of that grade level should be exposed, regardless of their language proficiency. Although students may be at different points in their language development trajectory, when learning particular content, certain specific and technical language is essential for engaging in learning the ideas and concepts presented. Therefore, through the use of scaffolding and supports, students should have the opportunity to interact with that language. In the example below, the topic-related language includes: narrate, narration, first person, and third person.

**Figure M: Topic-related Language**

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
RE	Identify language that indicates narrative points of view from illustrated text using word/phrase banks with a partner	Identify language that indicates narrative points of view from illustrated text using word/phrase banks with a partner	Categorize passages based on narrative points of view from illustrated text using word/phrase banks with a partner	Compare narrative points of view in extended texts using graphic organizers with a partner	Compare and contrast narrative points of view in extended texts	

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: narrate, narration, first person, third person

### Integrated, Expanded, and Complementary Strands

As part of the 2012 standards framework, WIDA decided to include several special strands. Two “integrated” strands are presented on pp. 18–21 that show how extensive units of instruction integrate the use of all four language domains.

The “expanded” strand for each grade level (see pp. 22–44) shows examples of the features of academic language and could be used in collaboration between language and content area educators. The purpose of these strands is to a) show how the MPIs are connected to the Performance Definitions, b) provide concrete examples of language at discourse, sentence, and word/phrase levels, and c) inform teachers’ planning and instruction as they identify language that might be appropriate for their students. You will notice that for these types of strands, the levels are presented in overlapping tiers. Figure N on the next page shows examples of the features of academic language associated with levels 2–4. Each expanded strand offers language features for levels 1–3 and 3–5 as well.

In the example in Figure N, students’ language performance for Linguistic Complexity might exhibit multiple related simple and compound sentences with emerging cohesion. Students use of Language Forms and Conventions might include the use of comparatives, conjunctions in compound sentences, and prepositions in idiomatic expressions. Lastly, students at this level would use specific words and expressions of the content area, such as “plus tax” and “on sale.” The distinction between the three performance criteria is not fixed, but fluid; in other words, some language features relate to more than one of the performance criteria. In this example, the use of compound sentences could be seen through different perspectives. First, students might use them to connect related ideas and organize extended discourse as part of Linguistic Complexity. Compound sentences are also a sentence structure pertaining to Language Forms and Conventions. At the word/phrase level, students need particular vocabulary such as conjunctions to produce these sentences. All three criteria include language that addresses the language function of “compare and contrast.” A great variety of language features may be introduced to achieve that goal, depending on students’ individual strengths and needs.

**Figure N: Excerpt of an Expanded Strand**

Levels 2–4	
<b>Linguistic Complexity</b> Discourse Level	There are many phones. We selected the smart phone. Some phones are cheaper, but the smart phone can do more. The price was \$400 plus tax. It was on sale for 15% off.
<b>Language Forms &amp; Conventions</b> Sentence Level	cheap → cheaper expensive → more expensive  Some phones are cheaper, but...  on sale 15% off
<b>Vocabulary Usage</b> Word/Phrase Level	plus tax on sale

It is important to remember that these strands are examples and not guidelines. Knowing your students and your curriculum as well as engaging in ongoing formative assessment will inform your understanding of what your individual students can do and possible next steps in their language instruction. Because multiple pathways to language proficiency exist and because each student brings unique experiences and knowledge to the classroom, individual students may or may not already know the language shown in the examples. Therefore, we recommend that these strands be used to trigger a focus on language, but not to prescribe curriculum or suggest a specific trajectory towards language proficiency.

In addition to strands for each of WIDA’s five ELD standards, the framework includes one “complementary” strand per grade level to reach out to all educators who work with ELLs. These strands represent our belief that language learning occurs throughout the school day and in formal and informal settings. We wish to recognize that academic language permeates schooling and that all teachers are in fact language teachers.

WIDA’s complementary strands cover:

- The Language of Music and Performing Arts
- The Language of the Humanities
- The Language of Visual Arts
- The Language of Health and Physical Education
- The Language of Technology and Engineering

## College and Career Readiness for ELLs

Together, the components of the WIDA standards framework support the instruction and assessment of ELLs. The language represented in this framework should work alongside the content expectations in the classroom. Currently, college and career readiness standards, including the Common Core State Standards and Next Generation Science Standards, guide many states in setting their curricular goals. These new content standards exemplify many of the language features of WIDA’s original standards framework, namely:

- a focus on oral language development
- literacy across the content areas
- attention to genre, text type, register, and language forms and conventions
- use of instructional supports

As part of the amplification process, WIDA has reviewed the college and career readiness standards to enhance their representation within its current framework. We have intentionally addressed the language demands presented in these content standards in numerous ways, from selecting particular instructional supports emphasized in the content standards, to ensuring that students at all levels of language proficiency have opportunities to engage in the cognitive challenges represented in those content standards.

In addition to the core knowledge and skills represented in content standards, students need to develop social language and cross-cultural competencies to be successful in school and beyond. ELLs will benefit tremendously from direct instruction in these aspects of language development, represented particularly in ELD Standard 1, as well as across the other four ELD standards. Finally, WIDA encourages educators to recognize and maximize the language, knowledge, and skills that students bring from their homes and communities, empowering them to explore their own unique pathways to college and career success.

### Uses of WIDA’s Standards Framework: Collaborate and Advocate!

WIDA’s mission of advancing the academic language development and academic achievement of ELLs starts with our standards. The standards framework exemplifies our belief in the assets, contributions, and potential of ELLs. We encourage educators to work collaboratively, to use the framework to make the standards suitable to local contexts, and to connect them to other resources available in the school community. We hope this framework serves as a starting point to help students, families, teachers, and administrators in their advocacy efforts promoting ELLs’ access to grade-level, standards-based content curriculum as well as extra-curricular opportunities. Through careful attention to language development and scaffolded support that builds on students’ particular strengths, all learners in the educational community will benefit. For ELLs in particular, this is an essential start for their journey to academic achievement.

### Customizing Strands for Your Local Context

WIDA’s strands of MPIs are only examples that illustrate differentiated language expectations related to content-area instruction within one language domain. We invite teachers to look back at our 2007 Edition for additional examples and to create, innovate, transform, and customize the standards matrices to best meet the needs of their ELLs and language education programs. Figure O shows the questions educators should ask themselves when planning instruction for ELLs or when drafting additional strands of MPIs. Figure P contains a blank template that can be copied and reused for this purpose.

**Figure O: Guiding Questions for Drafting Strands of MPIs**

**GRADE:** \_\_\_\_\_



**ELD STANDARD:** \_\_\_\_\_ **EXAMPLE TOPIC:** What is one of the topics addressed in the selected content standard(s)?

**CONNECTION:** Which state content standards, including the Common Core, form the basis of related lessons or a unit of study? What are the essential concepts and skills embedded in the content standards? What is the language associated with these grade-level concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the students assume? What register is required of the task? What are the genres of text types with which the students are interacting?

<b>COGNITIVE FUNCTION:</b> What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?						
<b>Language Domain(s):</b> How will learners process and use language?	<b>Level 1</b> <b>Entering</b>	<b>Level 2</b> <b>Emerging</b>	<b>Level 3</b> <b>Developing</b>	<b>Level 4</b> <b>Expanding</b>	<b>Level 5</b> <b>Bridging</b>	<b>Level 6 – Reaching</b>
	<p><b>A Strand of Model Performance Indicators:</b></p> <p>What language are the students expected to process or produce at each level of proficiency?</p> <p>Which language functions reflect the cognitive function at each level of proficiency?</p> <p>Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?</p>					
<b>TOPIC-RELATED LANGUAGE:</b> With which grade-level words and expressions will all students interact?						

Figure P: A Blank Template for Drafting Strands of MPIs

GRADE: \_\_\_\_\_



ELD STANDARD: \_\_\_\_\_

EXAMPLE TOPIC: \_\_\_\_\_

CONNECTION:

EXAMPLE CONTEXT FOR LANGUAGE USE:

COGNITIVE FUNCTION:						
DOMAIN:	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
TOPIC-RELATED LANGUAGE:						

# Strands of Model Performance Indicators Representing the WIDA English Language Development Standards



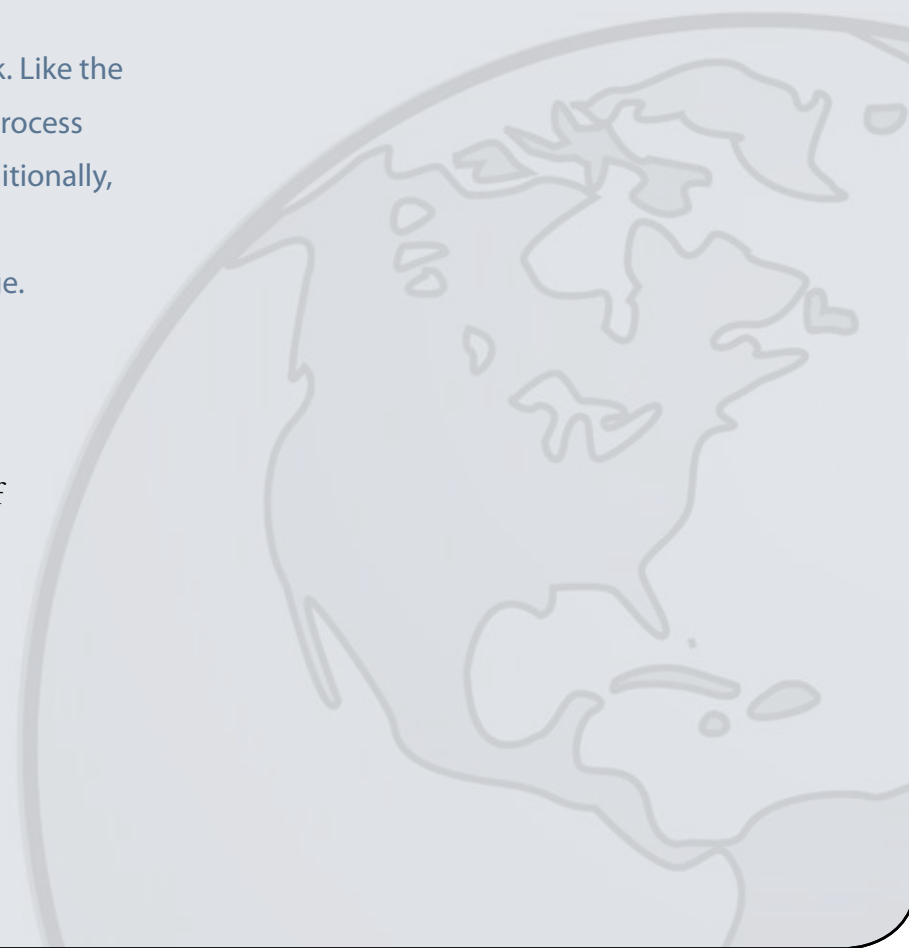
The strands in sections 2–3 are new to the 2012 standards framework. Like the grade-level strands found in Section 4, they illustrate how students process and produce language across the levels of language proficiency. Additionally, they are uniquely formatted to highlight certain aspects of language development such as the domains and features of academic language.

## **SECTION 2:** Integrated Strands

Two strands (for Kindergarten–Grade 5 and Grades 6–12) address the use of multiple language domains and standards in cross-curricular units of study

## **SECTION 3:** Expanded Strands

One strand for each grade level provides concrete examples of language features at the discourse, sentence, and word/phrase levels



## SECTION 2: Integrated Strands

### KINDERGARTEN–GRADE 5

This integrated strand invites educators to consider how they might prepare units incorporating multiple language domains and subject areas so that students can make important learning connections across disciplines. For example, as students gain familiarity with ideas and concepts about weather, educators have a great opportunity to focus on instructing them in the unique features of language used to communicate about weather in each content area. In this integrated strand, the model performance indicators for receptive and productive domains are combined. Therefore, students can use their stronger domain skills (e.g., in speaking) to scaffold their development in the other productive domain (e.g., writing). Likewise, reading might act as a scaffold for students' listening, or vice versa. Some possibilities for what this scaffolding might look like include taking turns listening

to each other read a text, such as an Internet-based news article, and then listening to a recording of it to increase comprehension. For the productive domains, students might think aloud with their classmates orally then write, or even dictate to an adult to see what their ideas look like in writing. For students with stronger writing skills, they might take time to prepare their thoughts independently on paper, then use their writing as a support for a speaking activity. These activities would all require differentiated support depending on students' language proficiency levels, and it is important to make sure throughout the unit that all students can engage in higher-order thinking to apply their background knowledge of weather to each of the content areas.

### ELD STANDARDS 1–5

### EXAMPLE TOPIC: Weather

**CONNECTIONS:** *Common Core College and Career Readiness Anchor Standards for Reading #10, Writing #10, and Speaking and Listening #1 (Grades K–5):* 10. Read and comprehend complex literary and informational texts independently and proficiently. 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

*Common Core State Standards for Mathematics, Measurement and Data.*

*Next Generation Science Standards, Earth and Space Sciences K-ESS2-1, 3-ESS2-1, 4-ESS3-2:* Use and share observations of local weather conditions to describe patterns over time. Represent data in tables and graphical displays to describe typical weather conditions expected during a particular season. Generate and compare multiple solutions to reduce the impacts of natural Earth processes on humans.

*History and Social Science Standards of Learning for Virginia Public Schools 1.6 (Grade 1), 1 (Virginia Studies):* The student will describe how the location of his/her community, climate, and physical surroundings affect the way people live, including their food, clothing, shelter, transportation, and recreation. The student will demonstrate skills for historical and geographical analysis and responsible citizenship, including the ability to i) analyze and interpret maps to explain relationships among landforms, water features, climatic characteristics, and historical events.



**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students investigate, collect data, and report on the impact of weather conditions on people in different communities, regions, and nations around the world.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY knowledge of weather conditions across the content areas.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING &amp; READING</b>	Match icons or numbers with photographs to denote weather conditions and their effects on people (e.g., people’s moods, ways of living) based on videos and text-based resources using calendars, maps, charts, and graphs	Select information related to weather conditions and their effects on people based on videos and text-based resources using calendars, maps, charts, and graphs	Relate weather conditions to their effects on people based on videos, podcasts, and text-based resources using calendars, maps, charts, and graphs	Compare weather conditions and their effects on people based on videos, podcasts, and text-based resources using calendars, maps, charts, and graphs	Draw conclusions about weather conditions and their effects on people based on videos, podcasts, and text-based resources using calendars, maps, charts, and graphs	
<b>SPEAKING &amp; WRITING</b>	Name weather conditions and their effects on people using calendars, maps, charts, and graphs	Restate weather conditions and their effects on people using calendars, maps, charts, and graphs	Describe weather conditions and their effects on people using calendars, maps, charts, and graphs	Discuss weather conditions and their effects on people using calendars, maps, charts, and graphs	Explain weather conditions and their effects on people using calendars, maps, charts, and graphs	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions across the content areas.						

## GRADES 6–12

This integrated strand is intended to capture the imagination of educators who have the opportunity to work in teams and construct interdisciplinary units of study. The ideas contained within the strand are only a fraction of the possibilities for learning that could take place in such a unit. The unit presented here will no doubt require some adaptation to fit local contexts, and students themselves may have ideas for areas of exploration within their communities, making the content and language instruction around green architecture relevant, motivating, and memorable.

As you review the model performance indicators for all four domains, consider the direct language instruction and support required to allow ELLs at all levels of proficiency to take an active role in their group's final project. Please note that the

domains of listening and reading showcase how students will gather information in earlier phases of the project, and the productive domains present differentiated expectations for how students will develop (writing) and present (speaking) the final product. If referring to this strand to plan instruction, please keep in mind that students' levels of language proficiency vary across the domains, so educators can best serve students if they differentiate and scaffold for that variety rather than using only the MPIs for each students' overall proficiency level. For example, if a student in your class has an overall proficiency level of 4, but performs consistently at level 2 in writing, level 3 in reading, level 4 in speaking, and level 5 in listening, make sure to look at the level corresponding to each domain and not just the MPIs for level 4.

## ELD STANDARDS 1–5

### EXAMPLE TOPIC: Green architecture

**CONNECTIONS:** *Common Core College and Career Readiness Anchor Standards for Reading (# 7) and Writing (#1–2) for Literacy in History/Social Studies, Science, and Technical Subjects:* Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

*Common Core State Standards for Mathematics, the Number System (Grades 6–8), Number and Quantity, Modeling (Grades 9–12), Geometry, Statistics and Probability (Grades 6–12)*

*Next Generation Science Standards, Earth and Space Sciences; Engineering, Technology, and Applications of Science MS-ETS1-1, HS-ESS3-2, HS-ESS3-4, HS-ETS1-3:* Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.

Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

*Minnesota K–12 Academic Standards in Social Studies, Civics #1, Economics #1, Geography #2 (Grades 6–12):* Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills, and take action to solve problems and shape public policy. People make informed economic choices by identifying their goals, interpreting and applying data, considering the short- and long-run costs and benefits of alternative choices, and revising their goals based on their analysis. Geographic inquiry is a process in which people ask geographic questions and gather, organize, and analyze information to solve problems and plan for the future.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students working in heterogeneous groups draft and present plans to local government and community members for green architectural development for their community including, for instance, social action efforts, scientific needs assessments, budgets, and design and construction blueprints.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE information and CREATE a green architectural plan.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Select possible components of green architectural plans from videos, interactive presentations (e.g., from Internet), and guest speakers	Categorize information on components of green architectural plans from videos, interactive presentations, and guest speakers using graphic organizers	Compare and contrast possible components of green architectural plans from videos, interactive presentations, and guest speakers using graphic organizers	Identify details that support selection of components of green architectural plans from videos, interactive presentations, and guest speakers	Connect ideas and reasons that support selection of components of green architectural plans from videos, interactive presentations, and guest speakers	
<b>SPEAKING</b>	Present green architectural plans using multimedia with visuals and captions based on research, original blueprints, and business plans in small groups	Describe features of green architectural plans based on research, original blueprints, and business plans in small groups	Explain the need to adopt green architectural plans based on research, original blueprints, and business plans in small groups	Defend choices made in designing green architectural plans based on research, original blueprints, and business plans in small groups	Persuade stakeholders to adopt green architectural plans based on research, original blueprints, and business plans	
<b>READING</b>	Select possible components of green architectural plans (e.g., community gardens, high-tech building materials) from a variety of informational texts and models using L1 or L2	Find exemplars of different components of green architectural plans from a variety of informational texts and models using L1 or L2	Classify information on components of green architectural plans (e.g., by usefulness, efficiency, cost) from a variety of informational texts and models in small groups	Identify details that support selection of components of green architectural plans from a variety of informational texts and models in small groups	Find research-based evidence supporting selection of components of green architectural plans from a variety of informational texts and models in small groups	
<b>WRITING</b>	Label and caption materials for multimedia presentations on green architectural plans in small groups	Compose bulleted text for slides or handouts for multimedia presentations on green architectural plans in small groups	Describe green architectural plans for multimedia presentations in small groups	Summarize positions or approaches in green architectural plans for multimedia presentations in small groups	Produce and edit scripts for multimedia presentations on green architectural plans in small groups	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions across the content areas.						

## SECTION 3: Expanded Strands

### KINDERGARTEN

All kindergarten students are beginning their journey of learning the language of school. ELLs in particular rely on modeling from teachers and peers as they produce social and instructional oral English. In this expanded strand, students with level 1 English language proficiency begin by repeating and responding to repetitive chants about familiar topics. The italicized text in the Linguistic Complexity row for levels 1–3 represents the teacher’s voice, with the students’ response in plain text. For levels 2–4, the underlined text in the Linguistic

Complexity row represents oral sentence starters introduced by the teacher. With support such as modeling, students at the higher levels of language proficiency can independently produce sentences to tell about their daily classroom routines. Many students will need time and practice to produce language like the examples in the expanded strand below, but that repetitive practice is valuable not only linguistically, but in forming their identities as part of the learning community.

### ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Classroom collaboration

**CONNECTION:** *Common Core Speaking and Listening Standards #3 (Kindergarten):* Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students give visitors (e.g., family members) a classroom tour and tell how students work collaboratively in groups or centers.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency REMEMBER how to work collaboratively with their peers.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Repeat and respond to chants about working collaboratively in small groups or centers (e.g., call and response) using gestures	Produce simple statements about working collaboratively in small groups or centers using oral sentence starters and models	Produce statements about working collaboratively in small groups or centers using oral sentence starters and models	Tell about working collaboratively in small groups or centers using models	Elaborate on working collaboratively in small groups or centers using models	

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: taking turns, cooperation, job, today, tomorrow

## Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	Level 6 – Reaching
<b>Linguistic Complexity</b> Discourse Level	<i>Is this the yellow group?</i> Yes, we are. <i>Is this the yellow group?</i> Yes, we are.  <i>Who is the leader?</i> I am! <i>Who is a helper?</i> I am! I am!  <i>What do you do?</i> I help. <i>What do you do?</i> I clean up.	<u>I am</u> in the yellow group. <u>Cristina is</u> in my group. <u>My friend is</u> in the red group.  <u>I like to be</u> the leader.  <u>I can</u> help the teacher.  <u>My job today is</u> ____ (lunch count/calendar/weather).	This is the ____ center.  At this center, everyone _____.  We are working on _____. We work together.  It is my turn _____ (to do lunch count/to be line leader/for share time/for show and tell).	
<b>Language Forms &amp; Conventions</b> Sentence Level	Yes, [I am/we are].  I am/We are.	I <u>am</u> /Cristina <u>is</u>  I like <u>to</u> ...  I <u>can</u> help ____	This is...  At..., I/we _____.  working <u>ing</u>  We are working <u>on</u>	
<b>Vocabulary Usage</b> Word/Phrase Level	yellow green red blue  group  help clean up	job  I can  help  leader lunch count calendar weather	center  work together  everyone  my turn  line leader share time/show and tell	

## GRADE 1

In the expanded strand below, the instructions for completing a task are differentiated according to students' levels of language proficiency. It is assumed in this strand that students at the upper levels of language proficiency would follow and complete all the instructions shown from Level 1, Entering through Level 5, Bridging. Educators should not give extensive or abstract oral instructions to

beginning students, so the instructions exemplified for levels 2–5 would need to be supported in multiple ways for beginning level students. Sensory, graphic, and interactive supports such as models, templates, and partners can be used in scaffolding the linguistic complexity of the instructions for ELLs and support multiple learning styles.

### ELD STANDARD 3: The Language of Mathematics

### EXAMPLE TOPIC: Measurement of objects

**CONNECTION:** *Common Core Standards for Mathematics, Measurement and Data #1 (Grade 1):* Order three objects by length; compare the lengths of two objects indirectly by using a third object.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students work independently or with a partner to create charts about the length of objects using standard and non-standard measurement tools (e.g., paper clips, popsicle sticks, string, rulers, yard/meter sticks).

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the relative length of objects.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Follow oral instructions to identify lengths of objects following a model with a partner	Follow oral instructions to categorize objects according to their length following a model with a partner	Follow oral instructions to order objects according to their lengths following a model with a partner	Follow oral instructions to compare the lengths of objects using a template with a partner	Follow multi-step oral instructions to compare the lengths of objects with a partner	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: inches/centimeters, foot, yard/meter, length, chart, standard, non-standard						

## Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	Level 6 – Reaching
<b>Linguistic Complexity</b> Discourse Level	<p>Let's measure our books! I'm going to use a ruler to measure my book (<i>teacher shows ruler and book</i>). My book is 14 inches long. Take out your ruler. Now <i>you</i> measure <i>your</i> book! Show me how to measure your book.</p> <p>Let's measure our desks! I'm going to use a popsicle stick...</p> <p>Let's measure our bookshelf!</p>	<p>Look at your measurement tools. The paper clip is short. The popsicle stick is longer than the paper clip. The ruler is longest. Put them in order from shortest to longest.</p> <p>The teacher desk is easier to measure with the ruler. The student desk is easier to measure with the popsicle stick.</p>	<p>Find the length of the desk using the best measurement tool. Remember, it's easier to measure a long object with a longer measurement tool (<i>teacher models measuring his/her desk with a popsicle stick, then a ruler</i>). Then measure other things using the same tool. Don't forget to write down your measurements!</p>	
<b>Language Forms &amp; Conventions</b> Sentence Level	<p>one inch two <u>inches</u></p>	<p>short, shorter, <u>shortest</u> long, longer, <u>longest</u> <u>easier</u></p>	<p>First,... then,... <u>as long as</u></p>	
<b>Vocabulary Usage</b> Word/Phrase Level	<p>desk, book paper clip popsicle stick string ruler yard/meter stick</p> <p>short long</p>	<p>shorter than longer than</p> <p>Put them in order</p> <p>measure with</p>	<p>find the length of</p> <p>Remember Don't forget</p> <p>measurements</p>	

## GRADE 2

Through the use of informational texts, students analyze societal changes from past to present in this expanded strand. While the depth of their analysis in English may be greater at the higher levels of proficiency, all students are given the opportunity to analyze rather than remember, understand, or apply. Linguistically, students across the language development continuum are given opportunities to move from matching phrases and simple sentences to sorting, sequencing, and

connecting information presented in complex sentences. At the beginning levels, students might be introduced to count/non-count nouns while others at the higher levels work on introductory and comparative clauses. The examples for language structures and vocabulary presented are only some possibilities that should be adapted to local curricular goals.

## ELD STANDARD 5: THE Language of Social Studies

EXAMPLE TOPIC: Historical times and people

**CONNECTION:** *Common Core Reading Standards for Informational Text, Key Ideas and Details #2 (Grade 2):* Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2. Describe the connection between a series of historical events, scientific ideas or concepts, or steps.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students research historical times and people using informational texts in preparation for creating a timeline poster.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the connections between different historical times and people.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Match pictures with information about historical times and people from illustrated texts with a partner	Identify important information about historical times and people from illustrated texts with a partner	Sort information about historical times and people from illustrated texts using graphic organizers in small groups	Sequence information about historical times and people from illustrated texts using graphic organizers in small groups	Connect information about historical times and people from illustrated texts using graphic organizers (e.g., timelines)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: historical times, communication						



## Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	Level 6 – Reaching
<b>Linguistic Complexity</b> Discourse Level	<u>Labels to match to pictures:</u> the Pony Express letters telegraph air mail email Horses carried mail. People send emails.	Men rode horses to bring people letters. Pilots fly planes to bring people their mail.	A long time ago, horses helped carry the mail across the country. A short time later, the telegraph was invented. People used it to send messages over wires. It was faster than the Pony Express.	
<b>Language Forms &amp; Conventions</b> Sentence Level	mail/letters carry mail → carried mail People <u>send</u> emails.	People send emails <u>to...</u> <u>bring people</u> their mail	A long time ago, A short time later, used it to It was faster than	
<b>Vocabulary Usage</b> Word/Phrase Level	the Pony Express letters telegraph air mail email carry mail send mail	Pilots fly planes their mail	across the country was invented messages wires	

## GRADE 3

This expanded strand highlights how to support students in giving feedback to peers on their writing. In third grade, all students will be more comfortable in this role if their educator constructs specific awareness of the criteria on which they must evaluate their peers' writing, and the language they can use to do so. By providing sentence frames and models to students in levels 1–3, educators can explicitly demonstrate how to use topic-related vocabulary in more linguistically complex ways. Word banks and models help students at higher levels of language

proficiency apply their language skills more independently. The examples in the forms and conventions row draw attention to possible linguistic features that can be practiced, such as tenses, pluralization, pronouns, and others. Teachers should take care to introduce similar language structures across the language domains so that when the focus is on writing, as in this strand, it reinforces development of students' speaking skills for the next time they give oral feedback.

## ELD STANDARD 2: The Language of Language Arts

### EXAMPLE TOPIC: Giving feedback for revision

**CONNECTION:** *Common Core Standards for Writing #5 (Grade 3):* With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students provide feedback to peers in writing conferences to recognize key elements in strengthening narratives.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE writing.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	Supply words for sentences about revising from models	Compose phrases and simple sentences about revising from models	Compose sentences about revising from models	Suggest ideas for revising using word banks	Provide detailed feedback for revising	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: revise, redo, improve						

## Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	Level 6 – Reaching
<b>Linguistic Complexity</b> Discourse Level	<u>Model sentences</u> The best part of your story was...(the setting/ the characters)  I liked...  Your story needs... (information, humor, details)  Tell me more about...	Nice job. I liked your title, “Life with Summer.” I enjoyed it because dogs are cute. Your dog Summer is big. Please write more stories about Summer.	You were good at describing your dog Summer. I really liked reading about your dog’s size, color, and fur. The details helped me know what she looks like. One thing you can improve is to write more about the place where you and your dog like to play fetch.	
<b>Language Forms &amp; Conventions</b> Sentence Level	better, best  your, my, his, hers  is → was  like → liked	“Life with Summer”  because  story → <u>stories</u>  about	describe → <u>describing</u> , read → <u>reading</u>  really  dog’s	
<b>Vocabulary Usage</b> Word/Phrase Level	setting, characters  needs  Tell me more	enjoyed  more, less	good at looks like improve write more	

## GRADE 4

When addressing a whole class, it may not always be possible to adjust language to each student's listening proficiency level. For example, students at all levels of language proficiency can learn from videos or other presentations when given adequate support, and this expanded strand models how a teacher might scaffold the use of such audiovisual materials. In this expanded strand, it is assumed that educators would select which level of language discourse to use based on the range of language proficiency profiles of students in the classroom. In other words, if the class has several beginning ELLs, the educator would follow the linguistic and

supporting features shown next to Linguistic Complexity for levels 1–3. On the other hand, if the class consists of primarily non-ELLs and some ELLs who are nearing exit from language support programs, the levels 3–5 example is the most logical model to follow. Many classes will fall somewhere in the middle or consist of a full range of proficiency levels. In such cases, the use of instructional assistants or co-teachers allows grouping of students so that they are given appropriate support. Note how the content presented does not vary from level to level, but the support and language input does.

### ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Earth history/materials

**CONNECTION:** *Next Generation Science Standards, Earth and Space Sciences, Earth's Systems: Processes that Shape the Earth ESS1-1, ESS2-1 (Grade 4):* Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students gather information about scientific processes (e.g., from teacher demonstrations, computer programs, or videos) and demonstrate how the surface of the earth has changed over time as part of a long-term project on earth history.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency ANALYZE the results of change over time due to processes affecting earth materials.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Match processes or events with their effects on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2	Identify and sort the effect of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2	Categorize the effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos and graphic organizers with a partner	Distinguish between effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos and graphic organizers	Interpret the effects of processes or events on earth materials using videos based on grade-level oral discourse	

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: weather v. weathering, erosion, breaks down rocks

## Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5
<b>Linguistic Complexity</b> Discourse Level	<p>Look at this photo. It shows erosion. Did you see erosion in the video? (<i>teacher waits for students to respond</i>). Yes? What examples did you see in the video? (<i>students provide examples like tornados or rain and the teacher repeats each example while pointing at the corresponding pictures</i>). Erosion is when water—like rain (<i>teacher shows picture of a storm</i>)—or wind (<i>shows picture of a tornado</i>)—removes dirt and rock (<i>touches realia or photos including dirt and rock</i>). Weathering also breaks rocks (<i>breaks apart realia or shows broken rocks</i>). We talked about weathering yesterday (<i>points to an illustrated poster about weathering</i>). But it is different. See? Weathering does not move the rocks; erosion moves the rocks (<i>moves rocks</i>). Look at this (<i>indicates graphic organizer</i>). When I talk about a picture, decide with your partner if the picture shows erosion (<i>points to illustrated definition</i>) or weathering (<i>points to illustrated definition</i>). Tell me why. You can use English or your home language.</p>	<p>We watched a video about erosion. Erosion is when wind, even tornados, or water from storms or floods removes earth materials. How did you know it was erosion? (<i>teacher paraphrases responses</i>). Weathering is different. It breaks rocks (<i>shows broken rocks</i>), but it does not move earth materials. Now, I will describe more pictures. Decide with your partner if the picture is an example of erosion (<i>points to illustrated definition</i>) or weathering (<i>points to illustrated definition</i>) and if it is a fast or slow process. You need to tell me why.</p>	<p>Did you notice examples of erosion in the video we just watched? Remember that erosion occurs when earth materials are removed by natural phenomena like wind and water. What are some ways that wind and water cause erosion? (<i>students provide examples like tornados, storms, etc., with prompting using pictures if necessary</i>). Good. Now remember, weathering is a bit different, isn't it? Weathering is like erosion because it breaks down rocks, but weathering doesn't move any materials. Now, I am going to describe a situation related to either weathering or erosion. Be ready to explain what has happened and why, okay? Remember to give reasons.</p>
<b>Language Forms &amp; Conventions</b> Sentence Level	<p><u>Erosion</u> <u>removes</u> materials. <u>Weathering</u> does not <u>move</u> materials.</p>	<p>It breaks rocks, <u>but</u> it does not move earth materials.</p>	<p>Weathering is <u>like</u> erosion <u>because</u> it breaks up rocks, <u>but</u>...</p>
<b>Vocabulary Usage</b> Word/Phrase Level	<p>rocks      move      wind dirt      remove      rain</p>	<p>earth materials  tornado storm flood</p>	<p>natural phenomena occurs cause (verb)</p>

Level 6 – Reaching

## GRADE 5

The expanded strand for fifth grade represents an opportunity for students to practice their oral skills while at the same time learning about the features of a clear, strong presentation. This includes strategies in support of language development that are also good for all students, such as the use of sentence frames, templates, and visuals. The examples given suggest that while all students can be practicing with the same content, the quantity of language they are able to produce as well

as the sophistication of their oral discourse, including vocabulary, forms, and conventions, will vary across levels. The underlining in the forms and conventions row draws attention to some possibilities for linguistic features that could be practiced, such as tenses, pluralization, adverbs, and others. Please remember, this is an example but the particular areas of focus and their order should be adjusted to meet students' needs and correspond with your curricular goals.

## ELD STANDARD 1: Social & Instructional Language

**EXAMPLE TOPIC:** Peer assessment

**CONNECTION:** *Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge & Ideas #4–5 (Grade 5):* 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; Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students collaborate in providing coaching or feedback to peers on their oral presentations using class-created rubrics.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency EVALUATE their classmates' presentations and give oral feedback.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
SPEAKING	State ratings of peers' presentations using simple illustrated sentence frames and word banks	Describe ratings of peers' presentations using illustrated sentence frames	Discuss ratings of peers' presentations and suggest improvements using sentence frames	Explain ratings of peers' presentations with evidence and suggest improvements using sentence frames	Justify ratings of peers' presentations with evidence and suggest improvements using rubrics	Level 6 – Reaching

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: rubric, use of voice, pace, visual aids, message

## Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	Level 6 – Reaching
<b>Linguistic Complexity</b> Discourse Level	I learned about bears. I can hear you. You talk fast. I liked your pictures.	Good job on your presentation. I liked when you told us about the koala’s diet. Your photos helped me understand. Don’t read your notes so much. You speak in a clear voice.	Your presentation showed you know a lot about the topic. Your map about different food sources was interesting. You spoke with a very clear voice but sometimes you spoke too quickly or too softly. I suggest you slow down and talk a little louder. Next time, I recommend you look up at your audience.	
<b>Language Forms &amp; Conventions</b> Sentence Level	you → your pictures learn → <u>learned</u> like → <u>liked</u>	I liked <u>when</u> (what/how/that)	<u>very</u> clear <u>too</u> quickly quickly softly Next time,	
<b>Vocabulary Usage</b> Word/Phrase Level	learned about hear talk fast/slow pictures	presentation notes so much speak clear voice	topic I suggest you... I recommend... audience	

## GRADE 6

This expanded strand showcases an opportunity for students to hone their writing skills within Standard 3, the Language of Mathematics. Students at all levels of language proficiency are asked to evaluate, a demanding cognitive function, and they must justify their decisions based on computation and reasoning. The example topic of ratio and rate can be made relevant for students using a variety of real-life applications, as shown in the example context for language use. Educators should be mindful of some of the specific and technical language that can be present in such specialized topics as taxes, cars, and sports, and make a point to teach it to

students explicitly. ELLs can be more successful when provided linguistic supports. In levels 1 and 2 of this strand, students are supported by the use of a template. In the row for Linguistic Complexity, students' writing is underlined to show that they have filled in blanks with words, phrases, and simple sentences, while the template provided by their teacher is shown in italicized text. At the higher levels of language proficiency, students can draft all text independently using the support of graphic organizers that remind them of comparative and explanatory language.

### ELD STANDARD 3: The Language of Mathematics

### EXAMPLE TOPIC: Ratio & rate

**CONNECTION:** *Common Core State Standards for Mathematics, Ratios and Proportional Relationships #3 (Grade 6):* Use ratio and rate reasoning to solve real-world and mathematical problems... b. Solve unit rate problems including those involving unit pricing and constant speed... c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students justify their decisions in real-life scenarios (e.g., choosing items to buy based on discounts and local tax, determining miles per gallon for different models of cars, or selecting players for a fantasy team based on sports average).

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency EVALUATE their options and make choices.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	List choices based on rate calculations in real-life situations using templates and word banks with a partner	Describe choices based on rate calculations in real-life situations using templates and word banks with a partner	Compare choices based on rate calculations in real-life situations using graphic organizers with a partner	Explain choices based on rate calculations in real-life situations using charts with partners	Elaborate on choices based on rate calculations in real-life situations with partners	

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: sales tax, discount, percentage, ratio, proportion



## Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	Level 6 – Reaching
<b>Linguistic Complexity</b> Discourse Level	<i>Selection: We chose <u>the computer</u>.</i> <i>Price: It costs <u>\$750</u>.</i> <i>Discount: Today it is <u>15%</u>.</i> <i>Reason: <u>The price is cheap</u>.</i>	There are many phones. We selected the smart phone. Some phones are cheaper, but the smart phone can do more. The price was \$400 plus tax. It was on sale for 15% off.	We had a choice of buying a tablet or a smart phone. We looked for a good deal. We selected the tablet because it was the best value at the discounted rate. It had a greater percentage off. The price of the tablet, including the 20% discount and sales tax, was \$495. The final price of the smart phone was \$340 after taking 10% off.	
<b>Language Forms &amp; Conventions</b> Sentence Level	choose → chose cost → costs	cheap → cheaper expensive → more expensive Some phones are cheaper, <u>but...</u> <u>on sale</u> 15% <u>off</u>	The price of the tablet, <u>including the 20% discount and sales tax</u> , was \$495. after taking	
<b>Vocabulary Usage</b> Word/Phrase Level	costs discount price cheap/expensive	plus tax on sale	a good deal best value discounted rate percentage off final price	

## GRADE 7

In the expanded strand that follows, students engage in analytical reading of print or digital texts to support their interpretation and ultimately, creation of charts or maps about agriculture. In order for students at all levels to maintain the same cognitive function of analyzing, educators need to ensure that students are asked to differentiate agricultural products from other resources such as mineral or human resources. This example activity consists of many parts that are not all illustrated here, including the use of the other language domains of speaking, listening, and/or writing. Language activities are almost always integrated across multiple domains in this way, and students are often asked to produce language to indicate

their reading comprehension. In other words, we can't see whether students have correctly identified language or drawn conclusions based on their reading unless they show their learning in other ways. This expanded strand suggests that students would read text like that which appears next to Linguistic Complexity, but then might indicate their understanding by creating a unique chart or map. The rows for Language Forms and Conventions and Vocabulary Usage suggest some possible language learning opportunities to introduce and practice with students at each level of language proficiency. Such practice will enhance and expand students' abilities to access content presented through written text.

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Agriculture

**CONNECTION:** *Common Core Reading Standards for Literacy in History/Social Studies, Integration of Knowledge & Ideas #7:* Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read informational texts and related websites about crops or agricultural products to interpret maps or create charts.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency ANALYZE the importance of agricultural resources to regional economies.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Identify agricultural icons using visual or graphic support (e.g., on maps or graphs)	Locate resources or agricultural products using visual or graphic support	Distinguish among resources or agricultural products using visual or graphic support	Find patterns associated with resources or agricultural products using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs from grade-level text	

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: renewable, non-renewable, resource allocation

## Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	Level 6 – Reaching
<b>Linguistic Complexity</b> Discourse Level	<p>Rice is an important crop. It grows in the wet flat lands of China.</p> <p>Bananas grow in the tropics.</p>	<p>Coffee grows in countries with high mountains that are near the equator, while olives grow near warm seas. Therefore, coffee is a major agricultural product of Ecuador while olives are important to the Mediterranean region.</p>	<p>Orange trees require the moist, nutrient-rich soil of tropical climates. In contrast, wheat prospers in cooler, arid climates with drier soil. Notice how agricultural productivity varies from region to region in Kenya. One requirement of successful agricultural production is selecting crops that are well-suited to the climate and soil of the region.</p>	
<b>Language Forms &amp; Conventions</b> Sentence Level	<p>rice, coffee, corn, v. olives, bananas, oranges</p> <p>Rice grows...</p> <p>Bananas grow...</p>	<p>Coffee grows... <u>while</u> olives grow...</p> <p><u>Therefore</u>,...</p>	<p>One <u>requirement</u> of successful agricultural <u>production</u> is...</p>	
<b>Vocabulary Usage</b> Word/Phrase Level	<p>rice</p> <p>coffee</p> <p>olives</p> <p>wheat</p> <p>orange trees</p> <p>important crop</p> <p>wet flat lands</p>	<p>near the equator or</p> <p>near warm seas</p> <p>major</p> <p>therefore</p> <p>while</p> <p>region</p>	<p>In contrast,</p> <p>agricultural productivity/production</p> <p>moist, tropical climates</p> <p>cooler, arid climates</p> <p>well-suited</p>	

## GRADE 8

The 8th grade expanded strand assumes that students will listen to classroom discussions about literature and will connect common themes across multiple genres, including myths, traditional stories, or religious works. ELLs from diverse backgrounds may offer tremendous richness to such discussions of universal themes, as they may know different traditional stories and have unique life experiences to relate to the literary works. In the domain of listening, they may exhibit their listening comprehension in a variety of ways, as suggested in the model performance indicators. Educators may rely on illustrations of common themes, events, or character types across multiple units to increase students' familiarity with these

concepts. Students may recreate, select, or manipulate these illustrations to engage in a variety of activities. However, illustrations are just one way to support students' listening. Other graphic, sensory, and interactive supports may be equally valuable. The complexity of sentences that students can process increases across three tiered levels. Different forms, conventions, and vocabulary can be introduced through different activities as part of the lesson on literature. Listening will serve as a scaffold for many students who can use it as a foundation for building their productive skills of speaking and writing.

## ELD STANDARD 2: The Language of Language Arts

### EXAMPLE TOPIC: Literature analysis

**CONNECTION:** *Common Core Reading Standards for Literature, Integration of Knowledge and Ideas #9 (Grade 8):* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students listen to class discussions about themes, patterns of events, or character types in a work of literature to make connections to their own lives and/or familiar stories or myths from their own cultures.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency ANALYZE universal themes of literature.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print (e.g., posters about character types and themes)	Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print	Classify examples of literary characters, themes, and plots based on oral descriptions with a partner	Find patterns related to literary characters, themes, and plots using graphic organizers with a partner	Predict the evolution of literary characters, themes, and plots	

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: universal theme, character type, allegory, mythology, protagonist

## Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	Level 6 – Reaching
<b>Linguistic Complexity</b> Discourse Level	The main character, Loretta, is a heroine. She is not afraid of dragons. She is like the warrior from the other story we read.	In general, Loretta is a strong character. She is both faithful and fearless. She never leaves Sandra’s side. Additionally, Loretta challenges the dragon in the magical forest. This is different from how the warrior abandons his horse in the scene of battle.	Obviously, Loretta represents the heroine of the tale. She not only defeats wicked monsters throughout the story, but she also proves herself as a loyal friend. Through overcoming numerous obstacles, she conquers her fears and realizes her own strength. What if Loretta met the warrior from the ancient myth? Would she criticize his actions? Could she offer him some advice?	
<b>Language Forms &amp; Conventions</b> Sentence Level	The main character, Loretta, she is v. she is not	In general, both ____ and ____ For instance,... never Additionally, different from how	<u>Obviously,</u> not only...but also  <u>Through overcoming numerous obstacles,</u> she...  What <u>would</u> ... <u>Could</u> ...	
<b>Vocabulary Usage</b> Word/Phrase Level	main character hero/heroine afraid dragon warrior other story	strong character faithful fearless ____’s side challenges magical abandons scene of battle	represents defeats loyal friend overcoming obstacles conquers realizes her own strength serve ancient myth criticize offer some advice	

## GRADES 9–10

The following expanded strand is focused on a productive domain (speaking). Five examples are given of how students will gain proficiency as they progress through the levels. The progression starts at level 1 where students will combine new vocabulary with set phrases such as “stayed the same” to describe their experiment. At level 2, they might use repetitive sentence frames to tell about the different outcomes of experimentation. At levels 3–5, teachers should gradually increase the complexity of

sentence frames provided and allow students ample time to practice with them prior to giving a final report to the class. Graphic support such as a process map will also support students’ ability to recount the experiment’s results orally. The passive voice, a hallmark of scientific language, can be rehearsed with all students, including ELLs at the upper levels of language proficiency. All students will benefit from enhanced awareness of the most common features of language pertaining to science.

### ELD STANDARD 4: The Language of Science

### EXAMPLE TOPIC: Dependent & independent variables

**CONNECTION:** *Next Generation Science Standards, Physical Sciences, Chemical Reactions PS1-5 (High School):* Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will discuss the design of an experiment (e.g., reaction rate of photosynthesis) to test the effect of modifying a variable. Groups will perform the experiment and discuss their observations on the impact of the specific variable. Finally, they will give a formal presentation on the results.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the effect of modifying a variable in an experiment.						
SPEAKING	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
	Describe the effects of modifying a variable using illustrated word banks in small groups	Give examples of the effects of modifying a variable using illustrated word banks and sentence frames in small groups	Explain the effects of modifying a variable using sentence frames and graphic organizers in small groups	Discuss the effects of modifying a variable using sentence frames and graphic organizers in small groups	Report on the effects of modifying a variable in small groups	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data						

\*As this book goes to press, a draft of the Next Generation Science Standards was just released for review. WIDA plans to update its Language of Science strands to correspond with these standards as soon as they are final.

## Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	Level 6 – Reaching
<b>Linguistic Complexity</b> Discourse Level	<u>Illustrated word bank:</u> independent variable dependent variable water CO <sub>2</sub> Carbon dioxide stayed the same changed	The independent variable was carbon dioxide. We changed the amount of CO <sub>2</sub> each time. We saw the reaction slow down with less carbon dioxide and it did not occur without carbon dioxide.	In our experiment, varying the amounts of carbon dioxide impacted the reaction. First, we dissolved sodium bicarbonate in water to release CO <sub>2</sub> , our independent variable. We knew how much CO <sub>2</sub> to use in the experiment because we had the chemical equation for photosynthesis. Decreasing the amount of CO <sub>2</sub> in the experimental groups slowed down the reaction rate. Removing the carbon dioxide resulted in no reaction.	
<b>Language Forms &amp; Conventions</b> Sentence Level	stayed <u>d</u> the same changed <u>d</u>	We saw... with...and it...	vary <u>ing</u> ... decreas <u>ing</u> ... remov <u>ing</u> ...	
<b>Vocabulary Usage</b> Word/Phrase Level	stayed the same/changed same/different slow/fast	changed reaction each time without	impact dissolve release chemical equation photosynthesis resulted in	

## GRADES 11–12

This expanded strand is focused on the receptive language domain of reading. Therefore, the language functions (sort, identify, categorize, make judgments, and draw conclusions) require students to do something to show their ability to process the language they read. As you examine the example expectations associated with the three criteria from the Performance Definitions, please note that the Linguistic Complexity section showcases the type of language students would be reading from college or career marketing materials, not language that they themselves would produce. Since it is important for each student to work with authentic materials, the quantity of language each student will process is greater than what we

typically associate with the beginning levels of language proficiency (levels 1 and 2). However, this example shows how educators can select sections of those materials that are appropriate for students at each level and offer support (such as visuals and partner work) to allow them to access it. In this example, some of the language functions such as identification via highlighting (level 2) and the use of category headings (level 3) are incorporated within the row for Linguistic Complexity. At the highest levels, students need to process all language shown in order to successfully make judgments and draw conclusions. The vocabulary associated with this example topic is relevant to students' lives in school and beyond.

### ELD STANDARD 1: Social & Instructional Language

### EXAMPLE TOPIC: Informed decisions (college & career)

**CONNECTION:** *Common Core Reading Standards for Informational Texts, Integration of Knowledge & Ideas #7:* Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students review college or career marketing materials (e.g., print or online) according to personal preferences (e.g., affordability, location, time commitment, requirements, interest) to make informed decisions on post-secondary options.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE post-secondary options.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Sort information on post-secondary options from multiple sources with visual support with a partner	Identify important information (e.g., by highlighting) on post-secondary options from multiple sources with visual support with a partner	Categorize (e.g., best, maybe, unlikely) post-secondary options from multiple sources using illustrated graphic organizers	Make judgments about post-secondary options from multiple sources using illustrated graphic organizers (e.g., checklists of types of evidence)	Draw conclusions on post-secondary options from claims in multiple sources of information	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: priorities, vocation/trade, merit scholarship, cost of living, room and board, professional reference, résumé-building						



## Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5
<b>Linguistic Complexity</b> Discourse Level	<p><u>The University: Quick Facts</u></p> <ul style="list-style-type: none"> <li>• Founded in 1910</li> <li>• 27,000 students from 41 states and 60 countries</li> <li>• Located in <b>Townville, U.S.</b></li> <li>• Named “<b>Best Value U</b>” by Ratings Magazine for 3 straight years</li> </ul> <p><u>Residential Life</u></p> <p>First- and second-year students reside in campus housing. Living opportunities include <b>12 residence halls</b>, <b>35 theme houses</b>, and <b>nine apartment complexes</b>.</p> <p><u>Scholarships and Financial Aid</u></p> <ul style="list-style-type: none"> <li>• More than <b>\$150 million in scholarships and financial aid</b> each year</li> <li>• Awarded for need, merit, and/or talent</li> </ul> <p><u>Majors</u></p> <p><b>Accounting</b>, Anthropology, Art, Biochemistry, Biology, <b>Business...</b></p> <p><u>Visit Campus</u></p> <p>The best way to decide if the University is right for you is by visiting campus. Schedule your visit at <a href="http://university.edu/admission">university.edu/admission</a> or call <b>1-800-I-VISIT-U</b>.</p>	<p><i>Best, Close, Interesting:</i></p> <p><u>The Creative Institutes</u></p> <p>This system of schools offers real-world education in the areas of culinary arts, <b>fashion, film, graphic design</b>, and more. With over 50 schools <b>in 30 states</b>, you can earn an <b>associate degree or technical diploma</b> in one of these subjects at a campus near you!</p> <p><i>Maybe, Close, Affordable:</i></p> <p><u>Convenient College</u></p> <p>For over 15 years, Convenient College has offered affordable student-centered, quality, career-focused education. Our online program offers <b>associate’s and bachelor’s degrees</b> tailored to meet your personal needs at a pace that is right for you. Possessing current experience in <b>business, criminal justice, health care, and psychology</b>, our faculty is here for you. At Convenient College, you will find a warm, friendly community with <b>small class sizes</b> and staff dedicated to your advancement.</p> <p><i>Unlikely but interesting:</i></p> <p><u>Teacher College</u></p> <p>Our <b>Early Childhood</b> program combines hands-on field work with academic coursework. Success depends on a <b>caring attitude</b>, flexibility, dependability, and <b>strong communications skills</b>. If this sounds like a fit for you, the time is right to apply!</p>	<p><u>Mechanics</u></p> <p>Individuals who enjoy working with tools and their hands may be interested in work as a mechanic. Today, mechanics often use computer diagnostic equipment to find and fix problems, so mechanics also need to keep up with changes in technology. Most mechanics specialize in at least one area such as automotive, aircraft, small engine, or industrial machinery. Mechanics generally have a love for machines, but many also like customer service and feel a sense of accomplishment from helping people.</p> <p><u>Pre-law</u></p> <p>Are you driven to earn top grades? Can you picture yourself as an intern in a law office? Are you committed to studying for the LSAT? Since pre-law is rarely offered as a major, a pre-law advising program will help you stay on track as you prepare for law school. It helps to be a good communicator and you’ll be more likely to succeed in law school if you are an analytical thinker who enjoys problem solving. Though many pre-law students choose majors like English or political science, you can major in anything at all!</p> <p><u>Nursing Aides</u></p> <p>Nursing aides’ responsibilities range from taking patients’ temperatures to leading a group card game. If you are attracted to the virtues of nursing but not the time it takes to become an RN, a nursing aide position may be right for you. Aides can work days, nights, and/or weekends, and some jobs require use of your own transportation.</p>

Level 6 – Reaching

## Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	Level 6 – Reaching
<b>Language Forms &amp; Conventions</b> Sentence Level	founded in... located in... named a...	<u>With over 50 schools in 30 states,</u> <u>For over 15 years,</u> tailored to combines ____ with ____	such as... range from ____ to ____ If... <u>An</u> RN	
<b>Vocabulary Usage</b> Word/Phrase Level	University residence hall financial aid major campus	real-world education affordable student-centered career-focused meet your needs pace warm community advancement flexibility dependability strong communication skills the time is right	keep up with specialize picture yourself advising program stay on track analytical thinker problem solving anything at all virtues	

# Strands of Model Performance Indicators Representing the WIDA English Language Development Standards



The strands in Section 4 do not replace the strands presented in the 2007 Edition of WIDA's standards but instead includes an additional resource for educators working with English language learners in a variety of contexts. The current framework includes strands for individual grade levels so that the strands can be connected to grade-level content standards. However, educators are encouraged to review strands across multiple grade levels to gain a fuller picture of the various pathways to language development for their students.

## **SECTION 4:** Strands by Grade Level

Six strands per grade level illustrate language development within each of the five WIDA ELD Standards and across all language domains, plus a complementary strand supports language learning within music education, performing arts, the humanities, visual arts, health, physical education, technology, and engineering

**ELD STANDARD 1: Social & Instructional Language**
**EXAMPLE TOPIC: Classroom collaboration**

**CONNECTION:** *Common Core Speaking and Listening Standards #3 (Kindergarten):* Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students give visitors (e.g., family members) a classroom tour and tell how students work collaboratively in groups or centers.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency REMEMBER how to work collaboratively with their peers.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Repeat and respond to chants about working collaboratively in small groups or centers (e.g., call and response) using gestures	Produce simple statements about working collaboratively in small groups or centers using oral sentence starters and models	Produce statements about working collaboratively in small groups or centers using oral sentence starters and models	Tell about working collaboratively in small groups or centers using models	Elaborate on working collaboratively in small groups or centers using models	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: taking turns, cooperation, job, today, tomorrow						

See expanded  
version of this strand  
on pp. 22–23

## ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Features of print

**CONNECTION:** *Common Core Reading Standards: Foundational Skills #1 (Kindergarten):* Demonstrate understanding of the organization and basic features of print; a. Follow words from left to right, top to bottom, and page by page, b. Recognize that spoken words are represented in written language by specific sequences of letters, c. Understand that words are separated by spaces in print.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students explore features of print in a variety of books with unique topics, formatting, and styles.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency REMEMBER features of print.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Identify features of print in response to one-step oral commands and following a model (e.g., “Show me the title.”)	Identify features of print in response to questions involving a choice and following a model (e.g., “Is <i>this</i> the title or is <i>this</i> the title? Show me the title.”)	Identify features of print in response to Wh- questions by pointing and following a model (e.g., “Who wrote this book? Show me the author.”)	Identify features of print in response to expanded Wh-questions by pointing and following a model (e.g., “Where do you find the author’s name on the title page? Show me where you find it.”)	Identify features of print in response to expanded multi-step oral instructions and following a model (e.g., “Find the author’s first and last name and then show me the upper case letters.”)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: title, turn the page, front/back cover, left to right, author, illustrator, first name, last name, spaces, lower/upper case letters						

**ELD STANDARD 3: The Language of Mathematics**
**EXAMPLE TOPIC: Attributes of objects**

**CONNECTION:** *Common Core Standards for Mathematics, Measurement and Data #1–2 (Kindergarten):* Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.; Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students talk with classmates about real objects at a math center and sort them according to attributes.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the attributes of objects.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>SPEAKING</b>	Indicate attributes of objects (e.g., “big,” “small”) using gestures and words in small groups	Describe attributes of objects (e.g., “a small ball,” “a big ball”) using gestures and words in small groups	Describe in detail attributes of objects (e.g., “the smaller ball”) in small groups	Compare attributes of objects (e.g., “This is the biggest ball.”) in small groups	Specify similarities and differences in attributes of objects (e.g., “The chalk and the crayon are short. The pencil is longer.”) in small groups	<b>Level 6 – Reaching</b>
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: bigger, smaller, heavier, lighter, longer/taller, shorter						

## ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Body parts & senses

**CONNECTION:** *National Science Education Standards C.1 Life Science: The Characteristics of Organisms (Grades K–4)\**: Each plant or animal has different structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Following an interactive/shared reading experience on an informational book about body parts and their functions, students will examine the book with a partner.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND the functions of body parts and senses.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Associate pictures with modeled language about body parts and their functions with a partner	Find words or icons related to body parts and their functions in books with a partner	Match labeled pictures with body parts and their functions with a partner	Sort illustrated text about body parts and their functions using graphic organizers (e.g., T-charts) with a partner	Locate language about body parts and their functions in illustrated texts	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: senses, see, smell, taste, touch, hear, human body, body part						

*\*As this book goes to press, a draft of the Next Generation Science Standards was just released for review. WIDA plans to update its Language of Science strands to correspond with these standards as soon as they are final.*

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Self & family

**CONNECTION:** *Alaska: Cultural Standards A:* Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community. 2) Recount their own genealogy and family history.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students participate in a shared writing and then independently contribute to a classroom mural with “stories” about important people in their lives who they consider part of their family.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND the structure of their family.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	Draw and label family members using models and illustrated word cards (e.g., “grandma”) in L1 or L2	Draw and label family members using models and illustrated word cards (e.g., “This is ____.”) in L1 or L2	Draw and describe family members using sentence frames and illustrated word cards (e.g., “This is ____ . He is ____.”)	Produce illustrated “stories” about family members using multiple related sentence frames and illustrated word cards (e.g., “This is ____ . She is ____ . She ____ with me.”)	Produce illustrated “stories” about family members	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: family, family tree, family members						



## COMPLEMENTARY STRAND: The Language of Music & Performing Arts

EXAMPLE TOPIC: Rhythm

**CONNECTION:** *National Standards for Music Education #2 (K–4):* Performing on instruments, alone and with others, a varied repertoire of music: Students echo short rhythms and melodic patterns.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students follow directions from the teacher on how to move their body to re-create rhythms and musical patterns and form a band using everyday classroom objects.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND rhythm.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Follow teacher-modeled rhythms and musical patterns based on gestures and simple oral commands with a partner	Follow teacher-modeled rhythms and musical patterns based on oral commands with a partner	Follow peer-modeled rhythms and musical patterns based on oral commands with a partner	Follow directions of lyrics in songs with repeated patterns about rhythmic movement with a partner	Follow directions of lyrics in songs about rhythmic movement (e.g., “The Wheels on the Bus”)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: tap, clap, stomp, beat, rest						

**ELD STANDARD 1: Social & Instructional Language**
**EXAMPLE TOPIC: Recreational classroom activities**

**CONNECTION:** *Common Core Standards for English Language Arts, Reading Standards for Informational Text, Craft and Structure, Integration of Knowledge and Ideas #6–7 (Grade 1):* Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustrations and details in a text to describe its key ideas.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students gather information from a variety of illustrated texts about recreational activities to share with peers.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND meaning in text.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Identify icons from illustrated texts related to games or activities with a partner	Identify labeled pictures from illustrated texts related to games or activities with a partner	Identify key words in illustrated texts related to games or activities with a partner	Identify key phrases in illustrated texts related to games or activities with a partner	Identify short sentences in illustrated texts related to games or activities with a partner	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: illustration, photo, fair						

## ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Text elements

**CONNECTION:** *Common Core Writing Standards #1–3 (Grade 1):* Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Student authors produce illustrated texts incorporating elements of different text types based on prompts (e.g., for opinions, “My favorite book is...”) to create displays for classroom or school events.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency CREATE original texts.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	Draw icons or symbols to represent ideas and text elements from models	Produce labeled illustrations to represent ideas and text elements from models (e.g., “I like the dog.”)	Provide details about ideas and text elements from models (e.g., “I like the funny cat.”)	Connect ideas and text elements from models (e.g., “The dog plays in the park. I like the big park.”)	Compose stories incorporating text elements (e.g., “First, the dog plays in the park. Then, he sees the cat. The dog and cat are friends.”)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: favorite, book report, title						

## ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Measurement of objects

**CONNECTION:** *Common Core Standards for Mathematics, Measurement and Data #1 (Grade 1):* Order three objects by length; compare the lengths of two objects indirectly by using a third object.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students work independently or with a partner to create charts about the length of objects using standard and non-standard measurement tools (e.g., paper clips, popsicle sticks, string, rulers, yard/meter sticks).

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the relative length of objects.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Follow oral instructions to identify lengths of objects following a model with a partner	Follow oral instructions to categorize objects according to their length following a model with a partner	Follow oral instructions to order objects according to their lengths following a model with a partner	Follow oral instructions to compare the lengths of objects using a template with a partner	Follow multi-step oral instructions to compare the lengths of objects with a partner	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: inches/centimeters, foot, yard/meter, length, chart, standard, non-standard						

See expanded  
version of this strand  
on pp. 24–25

## ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Force & motion

**CONNECTION:** *National Science Education Standards, Physical Science Standards #B2 (Grades K–4)\**: An object’s motion can be described by tracing and measuring its position over time. The position and motion of objects can be changed by pushing or pulling. The size of the change is related to the strength of the push or pull.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Based on oral discourse, students use realia to design models for experiments on force and motion and discuss their plans in small groups.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency CREATE experiments on force and motion.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Construct models to test force and motion based on simple oral commands in small groups using L1 or L2	Construct models to test force and motion based on simple segmented instructions in small groups using L1 or L2 (e.g., “Get the blocks. [Pause] Get the ramp. [Pause] Put the ramp on the blocks. [Pause] Put the ramp higher to make it move faster.”)	Construct models to test force and motion based on a series of oral statements using illustrations in small groups	Construct models to test force and motion based on oral discourse using illustrations in small groups	Construct models to test force and motion based on extended oral discourse with a partner (e.g., “How can we move this ball? Work together to design a ramp that will move the ball the length of three desks. Think about what materials you will need and how you will put them together.”)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions such as: push, pull, force, motion, change						

*\*As this book goes to press, a draft of the Next Generation Science Standards was just released for review. WIDA plans to update its Language of Science strands to correspond with these standards as soon as they are final.*

**ELD STANDARD 5: The Language of Social Studies**
**EXAMPLE TOPIC: Neighborhoods/Communities**

**CONNECTION:** *Common Core Standards Speaking and Listening Standards K–5 Comprehension and Collaboration #4 (Grade 1):* Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students participate in role-play activities (e.g., with costumes/puppets) involving different members of their community using information from classroom guest speakers, field trips, videos, stories, or posters.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND the roles of community members/workers.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Name community workers using word walls and realia that represent their roles in different settings	State the work of community workers using realia (e.g., “Firefighters put out fires.”)	Describe the work of community workers using realia (e.g., “Firefighters ride a truck and use a hose to fight fires.”)	Describe in detail the work of community workers using realia (e.g., “Firefighters are brave and work as a team to put out fires.”)	Discuss the work of community workers using realia (e.g., “The firefighters protect our community and save lives. For example...”)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: community, neighborhood, safety						

## COMPLEMENTARY STRAND: The Language of the Humanities

EXAMPLE TOPIC: Multiculturalism

**CONNECTION:** *Alaska Standards for Culturally Responsive Students, B1, E4:* Acquire insights from other cultures without diminishing the integrity of their own. Determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students interact with a variety of narrative and expository texts to select artifacts to include in exhibits representing multiculturalism (e.g., heritage, language, family customs, religion).

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the features of cultural artifacts.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Sort cultural artifacts according to their use based on labeled illustrations from texts in small groups using L1 or L2	Sort cultural artifacts according to their use based on illustrated descriptive labels from texts in small groups using L1 or L2	Sort cultural artifacts according to their use based on sentences from illustrated texts using illustrated word walls in small groups	Sort cultural artifacts according to their use based on information from illustrated texts in small groups	Sort cultural artifacts according to their use based on information from multiple sources (e.g., stories, Internet)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: tradition, culture, same, different, respect						

**ELD STANDARD 1: Social & Instructional Language**
**EXAMPLE TOPIC: School areas, personnel, & activities**

**CONNECTION:** *Common Core Speaking and Listening Standards #2 (Grade 2):* Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students take photos on a tour of the school and create maps incorporating school areas, personnel, and activities based on oral descriptions or text read aloud.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE oral directions.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Find school areas on maps based on oral clues about personnel or activities with a partner	Place objects in school areas on maps based on oral clues about personnel or activities with a partner (e.g., “There was a flag in the corner.”)	Match school areas on maps to personnel and activities based on descriptive oral clues with a partner	Arrange school areas on maps according to descriptive oral clues about personnel and activities with a partner (e.g., “Remember how we could hear the musical instruments next door when we were in the gym?”)	Distinguish among school areas on maps based on multi-step descriptive oral clues about personnel or activities with a partner	
<b>TOPIC-RELATED LANGUAGE:</b> : Students at all levels of English language proficiency interact with grade-level words and expressions, such as: across from, down the hall, in the corner, upstairs, custodian, second grade teacher, computer lab						



## ELD STANDARD 2: The Language of Language Arts

## EXAMPLE TOPIC: Storytelling/Experiential recounting

**CONNECTION:** *Common Core Speaking and Listening Standards #4 (Grade 2):* Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students draw or make collages and then orally share stories with a beginning, middle, and end about events with their peers.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY elements of stories to original storytelling or experiential recounting.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Point to and tell about events in stories using photos, illustrations, or wordless picture books with a partner (e.g., “go to park, play with friends”)	Describe parts of stories (e.g., characters, settings) using photos, illustrations, or wordless picture books with a partner	Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner	Tell detailed stories using photos, illustrations, or wordless picture books with a partner	Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: order, details, word choice						

**ELD STANDARD 3: The Language of Mathematics**
**EXAMPLE TOPIC: Money**

**CONNECTION:** *Common Core Standards for Mathematics, Measurement and Data #8 (Grade 2):* Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students act out real-life mathematics scenarios related to money (e.g., to make purchases in a classroom store).

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency will ANALYZE text of word problems.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Match words and phrases (e.g., “more than,” “less than,” “take away”) involving money and value to operations (e.g., +, -) using illustrated word cards and realia with a partner	Find words and phrases involving money and value from illustrated text using realia with a partner	Sequence sentences to decide how to solve word problems involving money and value using realia with a partner	Locate clues for solving problems involving money and value from simplified text (e.g., written in present tense with familiar contexts) using realia with a partner	Categorize word problems (e.g., by addition or subtraction) involving money and value using realia	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: total, enough, cost, change, left over, solve						

## ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Life cycles

**CONNECTION:** *National Science Education Standards C.2 (Grades K–4)\**: Plants and animals have life cycles that include being born, developing into adults, reproducing, and eventually dying. The details of this life cycle are different for different organisms. Plants and animals closely resemble their parents.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students learn about the stages within life cycles of different plants and animals in small groups to produce classroom posters.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency REMEMBER the changes in life cycles.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	Label drawings about stages of life cycles using illustrated word banks (e.g., seed, sprout) and graphic organizers	Produce simple sentences about the stages of life cycles using illustrated word banks and graphic organizers	Describe the stages of life cycles using illustrated word banks and graphic organizers	Describe in detail the stages of life cycles using illustrations and graphic organizers	Reproduce stories about the stages of life cycles using illustrations	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: life cycle, change into, stages						

*\* As this book goes to press, a draft of the Next Generation Science Standards was just released for review. WIDA plans to update its Language of Science strands to correspond with these standards as soon as they are final.*

**ELD STANDARD 5: The Language of Social Studies**
**EXAMPLE TOPIC: Historical times & people**

**CONNECTION:** *Common Core Reading Standards for Informational Text, Key Ideas and Details #2 (Grade 2):* Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2. Describe the connection between a series of historical events, scientific ideas or concepts, or steps.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students research historical times and people using informational texts in preparation for creating a timeline poster.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the connections between different historical times and people.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Match pictures with information about historical times and people from illustrated texts with a partner	Identify important information about historical times and people from illustrated texts with a partner	Sort information about historical times and people from illustrated texts using graphic organizers in small groups	Sequence information about historical times and people from illustrated texts using graphic organizers in small groups	Connect information about historical times and people from illustrated texts using graphic organizers (e.g., timelines)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: historical times, communication						

See expanded version of this strand on pp. 26–27

## COMPLEMENTARY STRAND: The Language of Visual Arts

EXAMPLE TOPIC: Visual characteristics

**CONNECTION:** *National Visual Arts Standard 2 (Grades K–4):* Students know the differences among visual characteristics and purposes of art in order to convey ideas. Students describe how different expressive features and organizational principles cause different responses.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students, identifying themselves as artists, relate the visual characteristics of their art work to peers and communicate how the visual attributes lend themselves to different ideas.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE visual characteristics of art forms.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Point to and name visual characteristics of models of art forms using graphic support (e.g., palette of colors) with a partner	Categorize visual characteristics of models of art forms (e.g., shades of color) using graphic support with a partner	Describe variation in visual characteristics of models of art forms using graphic support with a partner	Discuss variation in visual characteristics of models of art forms using graphic support with a partner	Explain variation in visual characteristics using graphic support with a partner	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: shades of color, mood, style						

**ELD STANDARD 1: Social & Instructional Language**
**EXAMPLE TOPIC: Research interests**

**CONNECTION:** *Common Core Standards for Writing #8 (Grade 3):* Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Prior to conducting research, students brainstorm/free write about topics or questions they want to investigate.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency REMEMBER personal and school experiences in selecting research topics.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	List ideas on research topics (e.g., sports and hobbies for kids) using illustrated graphic organizers in L1 or L2	Organize ideas on research topics (e.g., popularity of snow sports v. water sports) using graphic organizers in L1 or L2	State ideas related to research topics following a model using graphic organizers	Elaborate ideas related to research topics following a model using graphic organizers	Connect ideas related to research topics using graphic organizers	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: research topic, brainstorm						

## ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Giving feedback for revision

**CONNECTION:** *Common Core Standards for Writing #5 (Grade 3):* With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students provide feedback to peers in writing conferences to recognize key elements in strengthening narratives.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE writing.						
<b>WRITING</b>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
	Supply words for sentences about revising from models	Compose phrases and simple sentences about revising from models	Compose sentences about revising from models	Suggest ideas for revising using word banks	Provide detailed feedback for revising	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: revise, redo, improve						

See expanded version of this strand on pp. 28–29

## ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Area

**CONNECTION:** *Common Core Standards for Mathematics, Measurement and Data #5–6 (Grade 3):* Recognize area as an attribute of plane figures and understand concepts of area measurement... Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students follow directions to arrange manipulatives into shapes representing specified areas (e.g., to create building floor plans or plan a community garden).

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency CREATE floor plans or models.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Follow simple oral commands to design area maps using manipulatives and illustrated examples (e.g., “Make a square like this.”) in small groups	Follow simple oral directions to design area maps using manipulatives and illustrated examples in small groups	Follow oral directions to design area maps using manipulatives and illustrated examples in small groups	Follow detailed oral directions to design area maps using manipulatives in small groups (e.g., “The area for beans needs to be less than 12 square units. Make the side less than 4 units long.”)	Follow complex oral specifications to design area maps using manipulatives in small groups (e.g., “The total area of the garden is 50 square units. Each tomato plant requires 5 square units. Draw an area for the tomatoes.”)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: square unit, unit squares, length, width, area						



## ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Electricity & magnets

**CONNECTION:** *Next Generation Science Standards, Physical Sciences, Forces and Interactions PS2-3, PS2-4 (Grade 3):* Ask questions to determine cause and effect relationships of electric or magnetic interactions between two objects not in contact with each other. Define a simple design problem that can be solved by applying scientific ideas about magnets.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students discuss their observations and draw conclusions about the outcomes of electricity and magnetism experiments in small groups to practice designing their own experiments.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE experimental observations.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	State reasons for outcomes of experiments on electricity using illustrations or realia and teacher guidance (e.g., “electricity goes”, “electricity stops” when circuit is open or closed)	State reasons for outcomes of experiments on electricity using illustrations or realia, oral sentence starters, and teacher guidance (e.g., “The bulb turned on because...”, “The balloons attracted/repelled because...”)	Explain outcomes of experiments on electricity using illustrations and oral sentence frames	Explain in detail outcomes of experiments on electricity using illustrations or realia and word/phrase banks	Explain in detail outcomes of experiments on electricity using illustrations or realia	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: turn on, turn off, static electricity, charge, attract, repel, open/closed circuit						

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Civic participation

**CONNECTION:** *National Standards for Civics and Government C–D (Grades K–4):* Students should be able to explain why certain rights are important to the individual and to a democratic society, such as personal, political, and economic rights. Students should be able to explain why certain responsibilities are important to themselves and their family, community, state, and nation, such as personal and civic responsibilities.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read informational texts about the rights and responsibilities of citizens, create visual representations of them, and practice identifying them.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND citizens' rights and responsibilities.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Match labels to photos, pictures, or icons representing citizens' rights and responsibilities with a partner in L1 or L2	Match descriptions to photos, pictures, or icons representing citizens' rights and responsibilities with a partner in L1 or L2	Locate details related to citizens' rights and responsibilities with a partner using graphic organizers	Distinguish among citizens' rights and responsibilities with a partner using graphic organizers	Infer citizens' rights and responsibilities based on texts	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: citizenship, individual rights and responsibilities, duty, law and order						

## COMPLEMENTARY STRAND: The Language of Health & Physical Education

**EXAMPLE TOPIC:**  
Healthy choices

**CONNECTION:** *National Health Education Standards #1, Health Promotion and Disease Prevention (Grades K–4):* Students will comprehend concepts related to health promotion and disease prevention. Describe relationships between personal health behaviors and individual well being. Identify indicators of mental, emotional, social, and physical health during childhood... Describe how the family influences personal health. Describe how physical, social, and emotional environments influence personal health.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students weigh options depicted in role plays (e.g., videos, performances, or text read aloud) in order to make healthy choices.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency EVALUATE different habits to decide if they are healthy or not.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Demonstrate or respond non-verbally to language associated with healthy and unhealthy choices from oral discourse using pictures or gestures	Match language associated with healthy and unhealthy choices to examples from oral discourse using illustrated graphic organizers	Identify language associated with healthy and unhealthy choices from oral discourse using graphic organizers	Identify details related to healthy and unhealthy choices from oral discourse using graphic organizers	Compare and contrast healthy and unhealthy choices from oral discourse using graphic organizers	Level 6 – Reaching

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: healthy/unhealthy choices, behavior, consequences

## ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Community practices

**CONNECTION:** *Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension & Collaboration #1 (Grade 4):* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students report information from interviews conducted in their community to class and share stories about local practices (e.g., oral histories or community/family networks).

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND community practices.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Tell about community practices using photographs or realia and following a model with a partner	Describe community practices using photographs or realia and following a model with a partner	Recount information about community practices using photographs or realia and following a model	Recount detailed information about community practices using photographs or realia	Recount and reflect on information about community practices using photographs or realia	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: community practices, interview, personal experiences						

## ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Narration

**CONNECTION:** *Common Core State Reading Standards for Literature, Craft and Structure #6 (Grade 4):* Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** After a whole group discovery activity exploring narrative points of view, students review example narrative texts to discover how first- and third-person narrations convey different perspectives.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Identify language that indicates narrative points of view (e.g., “I” v. “he/she”) from illustrated text using word/phrase banks with a partner	Identify language that indicates narrative points of view (e.g., “he felt scared”) from illustrated text using word/phrase banks with a partner	Categorize passages based on narrative points of view from illustrated text using word/phrase banks with a partner	Compare narrative points of view in extended texts using graphic organizers with a partner	Compare and contrast narrative points of view in extended texts	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: narrate, narration, first person, third person						

## ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Lines & angles

**CONNECTION:** *Common Core Standards for Mathematics, Geometry #1–2 (Grade 4):* Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students build models or posters with photo displays specifying the lines and angles they find in their school, home, or community.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY their understanding of lines and angles to everyday situations.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	Label types of lines and angles according to their properties using realia and graphic support	Define types of lines and angles according to their properties using realia and graphic support (e.g., “Obtuse > 90 degrees”)	Describe types of lines and angles according to their properties using realia and graphic support	Compare and contrast types of lines or angles according to their properties using realia and graphic support	Explain types of lines and angles according to their properties using realia (e.g., “My desk has four right angles on the top, which are 90 degrees. Each leg of the desk has two acute angles of 55 degrees and two obtuse angles of 125 degrees.”)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: obtuse, acute, right or 90-degree angle, parallel and perpendicular lines, end points, rays, vertex, line segment						

## ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Earth history/materials

**CONNECTION:** *Next Generation Science Standards, Earth and Space Sciences, Earth's Systems: Processes that Shape the Earth ESS1-1, ESS2-1 (Grade 4):* Identify evidence from patterns in rock formations and fossils in rock layers for changes in a landscape over time to support an explanation for changes in a landscape over time. Make observations and/or measurements to provide evidence of the effects of weathering or the rate of erosion by water, ice, wind, or vegetation.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students gather information about scientific processes (e.g., from teacher demonstrations, computer programs, or videos) and demonstrate how the surface of the earth has changed over time as part of a long-term project on earth history.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the results of change over time due to processes affecting earth materials.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Match processes or events with their effects on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2	Identify and sort the effect of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos with a partner in L1 or L2	Categorize the effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos and graphic organizers with a partner	Distinguish between effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or videos	Interpret the effects of processes or events on earth materials using videos based on grade-level oral discourse	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: weather v. weathering, erosion, breaks down rocks						

See expanded version of this strand on pp. 30–31

## ELD STANDARD 5: The Language of Social Studies

## EXAMPLE TOPIC: Maps & globes/Locations

**CONNECTION:** *National Curriculum Standards for Social Studies, Standard 3: People, Places, and Environments #3a-d (Early Grades):* Construct and use mental maps of locales, regions, and the world that demonstrate understanding of relative location, direction, size, and shape; interpret, use, and distinguish various representations of the earth, such as maps, globes, and photographs; use appropriate resources, data sources, and geographic tools such as atlases, data bases, grid systems, charts, graphs, and maps to generate, manipulate, and interpret information; estimate distances and calculate scale.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students identify locations on a variety of maps (e.g., political maps, physical maps, time zone maps) by listening to a partner's descriptions to prepare for producing a historical travelogue from the point of view of an explorer, trader, or leader.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY understanding of map concepts and skills.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Follow routes on maps based on segmented simple oral commands using illustrated word banks and manipulatives (e.g., “Go north two, [pause] east one.”)	Follow routes on maps based on simple oral descriptions using illustrated word banks and manipulatives (e.g., “Freed slaves went north.”)	Follow routes on maps based on oral descriptions using illustrated word banks (e.g., “Florence Nightingale traveled southeast from London to Crimea.”)	Follow routes on maps based on detailed oral descriptions using visual supports (e.g., “Columbus sailed southwest. His first stop was the Canary Islands. Then he continued west to San Salvador.”)	Follow routes on maps based on detailed oral discourse (e.g., “The starting point of the trade route was in modern-day Ghana. From there, traders set out for a city located at 30 degrees north latitude and 30 degrees east longitude. Which city is it?”)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: map key, compass rose, cardinal directions, intermediate directions, map scale, equator, hemisphere, continent						



## COMPLEMENTARY STRAND: The Language of Technology & Engineering

**EXAMPLE TOPIC:**  
Multimedia publishing

**CONNECTION:** *International Society for Technology in Education National Educational Technology Standards for Students, #4 (Technology Communication Tools):* Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students simulate the work of software engineers by designing illustrated manuals or brochures describing the procedures for creating multimedia presentations as part of a collaborative project.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency CREATE procedural directions.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Label images/illustrations/ icons that show the steps for producing multimedia presentations using illustrated word banks in small groups	List the steps for producing multimedia presentations using graphic organizers and illustrated word banks in small groups	Describe the process for producing multimedia presentations using graphic organizers and word banks in small groups	Detail the process for producing multimedia presentations using word banks in small groups	Elaborate the steps for producing multimedia presentations in small groups	

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: software program, file name, tool bar, icons, formatting, image, clip art, slides, multimedia presentation

## ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Peer assessment

**CONNECTION:** *Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge & Ideas #4–5 (Grade 5):* 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. 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. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students collaborate in providing coaching or feedback to peers' on their oral presentations using class-created rubrics.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE their classmates' presentations and give oral feedback.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>SPEAKING</b>	State ratings of peers' presentations using simple illustrated sentence frames and word banks	Describe ratings of peers' presentations using illustrated sentence frames	Discuss ratings of peers' presentations and suggest improvements using sentence frames	Explain ratings of peers' presentations with evidence and suggest improvements using sentence frames	Justify ratings of peers' presentations with evidence and suggest improvements using rubrics	<b>Level 6 – Reaching</b>
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: rubric, use of voice, pace, visual aids, message						

See expanded  
version of this strand  
on pp. 32–33

## ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Text evidence

**CONNECTION:** *Common Core State Reading Standards for Literature & Informational Text, Key Ideas and Details #1 (Grade 5):* Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students participate in teacher-guided or media-based read-alouds and relate character traits quoted from the oral text with a partner.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE information about characters in oral text.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Identify character traits based on evidence from oral text, along with visual cues, physical movement, and tone of voice	Identify details related to character traits based on evidence from oral text, along with visual cues and tone of voice (e.g., “Sam is adventurous because...”)	Identify character traits based on evidence from oral text using visual and graphic support	Make predictions from character traits based on evidence from oral text using visual and graphic support	Infer character traits based on evidence from oral text	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: character traits, provide evidence, direct quotations						

## ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Coordinate plane

**CONNECTION:** *Common Core State Standards for Mathematics, Geometry #1–2 (Grade 5):* Use a pair of perpendicular number lines, called axes, to define a coordinate system... Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students practice referring to axes and coordinates in real-world situations with a partner.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND how to plot points on a coordinate plane.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Ask and answer yes/no questions related to coordinate planes using teacher modeling and visual support (e.g., “Is the house at (2,3)?” “Yes”)	Ask and answer simple Wh- questions related to coordinate planes using word banks and visual support (e.g., “Where is the school?” “It is at (5,7)”)	Describe the relationships among points on coordinate planes using word banks and visual support (e.g., “The new park will be one block from the school. It will be located at (4,7).”)	Describe real-world applications of plotting points and navigating distances between locations on coordinate planes using visual support	Explain real-world applications of plotting points and navigating distances between locations on coordinate planes	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: horizontal and vertical axes, coordinates, coordinate plane, ordered pair						

## ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Solar system

**CONNECTION:** *Next Generation Science Standards, Earth and Space Sciences, Space Systems: Stars and the Solar System ESS1-1, ESS1-2 (Grade 5):* Support an argument that differences in the apparent brightness of the sun compared to other stars is due to their relative distances from the Earth. Represent data in graphical displays to reveal patterns of daily changes in length and direction of shadows, day and night, and the seasonal appearance of some stars in the night sky.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students explore a variety of informational texts and media to discover how Earth’s rotation around the sun affects shadows, day and night, and the phases of the moon and extract pertinent information to create a class book to share with first grade reading buddies who are also exploring day and night in science.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the effects of Earth’s rotation.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Identify words and phrases associated with Earth’s rotation from illustrated texts using manipulatives with a partner	Sort words and phrases associated with Earth’s rotation from illustrated texts (e.g., illustrated books, media, posters) using graphic organizers with a partner	Categorize sentences associated with Earth’s rotation from a variety of texts (e.g., books, media) using graphic organizers with a partner	Organize sentences associated with Earth’s rotation from a variety of texts (e.g., books, media, encyclopedias) with a partner	Order paragraphs associated with Earth’s rotation from a variety of texts	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: Earth’s rotation, phases of the moon						

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Exploration

**CONNECTION:** *National Standards for World History: Social Studies Standards 1A-C, (Grade 5):* Demonstrate understanding of the origins and consequences of European overseas expansion in the 15th and 16th centuries; Demonstrate understanding of the encounters between Europeans and peoples of Sub-Saharan Africa, Asia, and the Americas in the late 15th and early 16th centuries; Demonstrate understanding of the consequences of the worldwide exchange of flora, fauna, and pathogens.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students examine the impacts of exploration on both the old and new worlds (e.g., pretend you are an explorer writing a letter home or in your journal) after participating in a large group activity to map the spread of plants, animals, diseases, and riches in the age of exploration.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE effects of exploration on history.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	List positive and negative impacts of exploration using graphic organizers (e.g., T-chart, concept map) and illustrated word banks in L1 or L2	State positive and negative impacts of exploration using illustrated word banks in L1 or L2	Describe and give examples of positive and negative impacts of exploration using graphic organizers and word banks	Explain and give specific examples of positive and negative impacts of exploration using graphic organizers	Critique impacts of exploration and give detailed examples (e.g., new discoveries v. loss of native culture, freedom, life)	
<b>TOPIC-RELATED LANGUAGE:</b> : Students at all levels of English language proficiency interact with grade-level words and expressions, such as: colonization, explorers/ exploration, discover/discovery, conqueror/conquest						

## COMPLEMENTARY STRAND: The Language of Music & Performing Arts

EXAMPLE TOPIC: Song lyrics

**CONNECTION:** *The National Standards for Arts Education #1, Understanding the Relationship Between Music, the Other Arts, and other Disciplines Outside the Arts #8 (Grades 5–8):* Students describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music...).

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students in preparing to create their own song lyrics, examine composers’ writing styles and how they fit with their music.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY reading comprehension strategies to understanding lyrics.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Distinguish among features (e.g., chorus, verses) to determine gist of songs’ message using graphic organizers	Identify repetitive words or phrases to determine gist of songs’ message using graphic organizers	Identify key words or phrases to determine songs’ message using graphic organizers	Identify expressive words and phrases that reflect lyrical choices to determine songs’ message using graphic organizers	Interpret lyrical choices to determine songs’ message (e.g., alliteration, rhyme)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: repeated verses, chorus, song lyrics						

**ELD STANDARD 1: Social & Instructional Language**
**EXAMPLE TOPIC: Behavioral expectations**

**CONNECTION:** *Common Core State Standards for English Language Arts, Reading Standards for Informational Text, Key Ideas and Details #2 (Grade 6):* Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students refer to information on behavioral expectations (e.g., school handbook, school website, classroom rules or syllabus, etc.) to create posters for their classroom/school community.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND behavioral expectations.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Identify settings for behavioral expectations (e.g., in the classroom, lunchroom) from visually supported text	Classify settings for behavioral expectations from visually supported text in small groups	Locate main ideas about behavioral expectations from illustrated handbooks and texts in small groups	Locate details about behavioral expectations from handbooks and texts in small groups	Infer results of adhering or not adhering to behavioral expectations from handbooks and texts	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: posture, manners, polite behavior						



## ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Peer editing

**CONNECTION:** *Common Core State Language Standards, Conventions of Standard English #1–2 (Grade 6):* Demonstrate command of the conventions of standard English grammar when writing or speaking; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students provide written feedback to each other about their use of conventions and mechanics in original written texts as part of the writing process.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY their knowledge of English conventions and mechanics.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	Identify conventions and mechanics in peers’ writing (e.g., by highlighting) using models and environmental print	Identify language to be edited in peers’ writing using models and rubrics	Suggest edits of peers’ writing using models and rubrics	Give reasons for editing peers’ writing using models and rubrics	Explain editing of peers’ writing through detailed feedback using models and rubrics	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: edit, conventions, mechanics						

## ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Ratio & rate

**CONNECTION:** *Common Core State Standards for Mathematics, Ratios and Proportional Relationships #3 (Grade 6):* Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students justify their decisions in real-life scenarios (e.g., choosing items to buy based on discounts and local tax, determining miles per gallon for different models of cars, or selecting players for a fantasy team based on sports average).

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE their options and make choices.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	List choices based on rate calculations in real-life situations using templates and word banks with a partner	Describe choices based on rate calculations in real-life situations using templates and word banks with a partner	Compare choices based on rate calculations in real-life situations using graphic organizers with a partner	Explain choices based on rate calculations in real-life situations using charts with partners	Elaborate on choices based on rate calculations in real-life situations with partners	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: sales tax, discount, percentage, ratio, proportion						

See expanded  
version of this strand  
on pp. 34–35

## ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Ecosystems

**CONNECTION:** *Next Generation Science Standards, Life Sciences, Ecosystems: Interactions, Energy, and Dynamics LS2-1, 2-2, 2-3, 2-4 (Middle School):* Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem. Construct an explanation that predicts patterns of interactions among organisms across multiple ecosystems. Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students listen to oral descriptions (e.g., video clips, lecture, peer groups) and recognize key functions of organisms within ecosystems to prepare models to display in their classrooms.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND functions of organisms within ecosystems.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Identify functions of organisms within ecosystems based on oral statements using photos or illustrations and graphic organizers	Match functions to organisms within ecosystems based on oral language using photos or illustrations and graphic organizers	Match functions to organisms within ecosystems based on descriptive oral language using graphic organizers	Connect functions of organisms within ecosystems based on extended oral discourse using graphic organizers	Categorize functions of organisms within ecosystems based on extended oral discourse	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: consumers/predators, producers, decomposers, scavengers, function, species						

**ELD STANDARD 5: The Language of Social Studies**
**EXAMPLE TOPIC: Forms & organization of government**

**CONNECTION:** *National Curriculum Standards for Social Studies, Standard 6: Power, Authority, and Governance (Middle Grades):* Learners will understand: fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity); The ideologies and structures of political systems that differ from those of the United States; The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students exchange ideas about features of their own form and organization of government in preparation for giving a multimedia presentation.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency CREATE model governments.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Suggest features of model governments using illustrated templates in small groups in L1 or L2	Suggest detailed features of model governments using illustrated templates in small groups in L1 or L2	Discuss features of model governments using a template in small groups	Discuss reasons for selection of features of model governments using a template in small groups	Defend selection of features of model governments (e.g., through debate)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: forms of government, personal rights, equality, the common good						

**COMPLEMENTARY STRAND: The Language of the Humanities** EXAMPLE TOPIC: Interpretation of oral histories

**CONNECTION:** *Alaska Cultural Standards for Students D (K–12):* Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning. 4. Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students discuss the cultural significance of different community activities based on information from interviews with elders or long-term residents of the local community to identify relevant information to include in student-created resources (e.g., websites, publications) about their community.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE traditional ways of knowing and interpreting information with events and traditions of the local community.						
<b>SPEAKING</b>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
	Name events and traditions of the local community and their significance using illustrated environmental print, graphic organizers, and realia	Describe events and traditions of the local community and their significance using illustrated environmental print, graphic organizers, and realia	Explain events and traditions of the local community and their significance using notes from interviews and realia	Discuss events and traditions of the local community and their significance using notes from interviews and realia	Interpret the significance of events and traditions of the local community using notes from interviews and realia	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: accumulated specific knowledge, interpretation, local conventions, cultural significance						

**ELD STANDARD 1: Social & Instructional Language**
**EXAMPLE TOPIC: Reflective listening**

**CONNECTION:** *Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge & Ideas #1 (Grade 7):* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly... d. Acknowledge new information expressed by others and, when warranted, modify their own views.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students listen to each other in a classroom discussion on a contemporary issue (e.g., poverty, new school rules) and reflect on how their own views were influenced by others.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE diverse views on contemporary issues.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Identify points of view from oral statements using illustrated graphic organizers and word banks	Classify points of view from oral statements using illustrated graphic organizers and word banks	Compare points of view from oral discussion using graphic organizers and word banks	Compare points of view from oral discussion using word banks	Interpret points of view in expanded oral discourse	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: active listening, reflection, mutual respect, contemporary issue, points of view						

## ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Main ideas

**CONNECTION:** *Common Core State Speaking and Listening Standards, Comprehension and Collaboration #2 (Grade 7):* Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students discuss main ideas of short stories, novels, and essays with partners or in small groups to clarify the theme, topic, or issue under study.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY main ideas of short stories, novels, and essays.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Produce key words about themes related to the main idea using visual support (e.g., captioned illustrations of plot and main ideas) with a partner	Produce statements about themes related to the main idea using graphic organizers with a partner	Explain themes related to the main idea using graphic organizers (e.g., story map, plot line) to a partner	Discuss themes related to the main idea using graphic organizers	Discuss themes related to the main idea using extended discourse	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: supporting details, theme, thesis						

**ELD STANDARD 3: The Language of Mathematics**
**EXAMPLE TOPIC: Algebraic equations**

**CONNECTION:** *Common Core State Standards for Mathematics, Expressions and Equations #4 (Grade 7):* Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read real-life problems and use manipulatives to construct algebraic equations and find their solutions in small groups.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY their algebraic knowledge.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Identify key language that provides information to solve real-life mathematical problems using visual and graphic supports with a partner	Identify key language that provides information to solve real-life mathematical problems using labeled visual and graphic supports with a partner	Identify key language that provides information to solve real-life mathematical problems using graphic supports (e.g., charts and tables)	Identify key language patterns to solve real-life mathematical problems using graphic supports	Identify key language patterns to solve real-life mathematical problems	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: inequality, linear equation, non-linear, simplify the expression, ____ per ____						



## ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Scientific inquiry

**CONNECTION:** *National Science Education Standards, Science as Inquiry, A, Understandings about Scientific Inquiry (Grades 5–8)\**: Different kinds of questions suggest different kinds of scientific investigations. Some investigations involve observing and describing objects, organisms, or events; some involve collecting specimens; some involve experiments; some involve seeking more information; some involve discovery of new objects and phenomena; and some involve making models. Current scientific knowledge and understanding guide scientific investigations. Different scientific domains employ different methods, core theories, and standards to advance scientific knowledge and understanding... Scientific explanations emphasize evidence, have logically consistent arguments, and use scientific principles, models, and theories. The scientific community accepts and uses such explanations until displaced by better scientific ones. When such displacement occurs, science advances.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students report on the process and results of a science experiment to construct scientific knowledge.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency will UNDERSTAND how to interpret and represent the results of scientific inquiry.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	Produce labeled illustrations of scientific questions and conclusions using graphic organizers with a partner	Describe scientific questions and conclusions using graphic organizers (e.g., cloze activity) using word banks with a partner	Describe in detail scientific questions and conclusions using words banks and graphic organizers	Organize language about scientific questions and conclusions using graphic organizers (e.g., paragraph frames)	Summarize scientific questions and conclusions	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: scientific inquiry, hypothesis, hypothesis testing, observations, results						

\*As this book goes to press, a draft of the Next Generation Science Standards was just released for review. WIDA plans to update its Language of Science strands to correspond with these standards as soon as they are final.

**ELD STANDARD 5: The Language of Social Studies** **EXAMPLE TOPIC: Agriculture**

**CONNECTION:** *Common Core Reading Standards for Literacy in History/Social Studies, Integration of Knowledge & Ideas #7:* Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read informational texts and related websites about crops or agricultural products to interpret maps or create charts.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency <b>ANALYZE</b> the importance of agricultural resources to regional economies.						
<b>READING</b>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
	Identify agricultural icons using visual or graphic support (e.g., on maps or graphs)	Locate resources or agricultural products using visual or graphic support	Distinguish among resources or agricultural products using visual or graphic support	Find patterns associated with resources or agricultural products using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs from grade-level text	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: renewable, non-renewable, resource allocation						

See expanded version of this strand on pp. 36–37

**COMPLEMENTARY STRAND: The Language of Visual Arts**    **EXAMPLE TOPIC: Art media, techniques, & processes**

**CONNECTION:** *The National Standards for Arts Education #1, Understanding and Applying Media, Techniques, and Processes (Grades 5–8):* Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices. Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students listen to oral descriptions (e.g., teacher talk, video, podcast, etc.) to determine the effectiveness of media, techniques, and processes in communicating artists’ ideas in preparation for defending their own artistic choices.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND the communicative effectiveness of different artistic media.						
<b>LISTENING</b>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
	Identify oral statements about artistic qualities and characteristics used to communicate ideas and experiences using visual and non-verbal cues and illustrated word walls	Identify oral descriptions about artistic qualities and characteristics used to communicate ideas and experiences using illustrated word walls	Categorize artistic qualities and characteristics used to communicate ideas and experiences using graphic organizers	Distinguish among artistic qualities and characteristics used to communicate ideas and experiences using graphic organizers	Infer reasons for artists’ selection of media, techniques, and processes	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: perspective, abstract, realistic, dimension, form and function						

**ELD STANDARD 1: Social & Instructional Language**
**EXAMPLE TOPIC: Peer Pressure**

**CONNECTION:** *Common Core State Standards for English Language Arts, Writing, Text Type and Purposes #2–3 (Grade 8):* Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content... Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students work in groups to prepare a script for a presentation (e.g., skit, video, multimedia) for incoming students focusing on peer pressure.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency CREATE a script.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	Draw and label storyboards about emotions and decisions influenced by peer pressure using illustrated word banks	Compose dialogues for storyboards or scripts about emotions and decisions influenced by peer pressure using sentence frames	Compose dialogues for scripts about emotions and decisions influenced by peer pressure using illustrations and following models	Compose scripts about emotions and decisions influenced by peer pressure using illustrations following models	Compose scripts about emotions and decisions influenced by peer pressure	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: attitudes, behaviors, peer pressure, belonging, membership, strength of character						

## ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Literature analysis

**CONNECTION:** *Common Core Reading Standards for Literature, Integration of Knowledge and Ideas #9 (Grade 8):* Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students listen to class discussions about themes, patterns of events, or character types in a work of literature to make connections to their own lives and/or familiar stories or myths from their own cultures.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE universal themes of literature.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Select illustrations depicting literary characters, themes, and plots based on oral statements using environmental print (e.g., posters about character types and themes)	Select illustrations depicting literary characters, themes, and plots based on oral descriptions using environmental print	Classify examples of literary characters, themes, and plots based on oral descriptions with a partner	Find patterns related to literary characters, themes, and plots using graphic organizers with a partner	Predict the evolution of literary characters, themes, and plots	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: universal theme, character type, allegory, mythology, protagonist						

See expanded version of this strand on pp. 38–39

**ELD STANDARD 3: The Language of Mathematics**
**EXAMPLE TOPIC: Transformation of two-dimensional figures**

**CONNECTION:** *Common Core State Standards for Mathematics, Geometry #4 (Grade 8):* Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students manipulate two-dimensional figures based on oral instructions to determine the sequence of transformations of two-dimensional figures in a coordinate plane.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND congruence of figures in different positions on the coordinate plane.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Adjust the position of figures based on simple oral commands (e.g., “rotate,” “reflect,” etc.) using visual supports with a partner	Adjust the position of figures based on oral descriptions (e.g., “reflect over the y-axis”) using visual supports with a partner	Adjust the position of figures based on detailed oral descriptions using visual supports with a partner	Adjust the position of figures based on multi-step oral instructions using visual supports	Adjust the position of figures based on information from complex oral discourse	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: geometric transformation, rotation, reflection, translation, dilation, scale factor, vector						

## ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Forms of energy

**CONNECTION:** *Next Generation Science Standards, Physical Sciences, Energy PS3-2, PS3-3, PS3-4, PS3-5 (Middle School):* Develop a model to describe that when the arrangement of objects interacting at a distance changes, different amounts of potential energy are stored in the system. Apply scientific principles to design, construct, and test a device that either minimizes or maximizes thermal energy transfer. Plan an investigation to determine the relationships among the energy transferred, the type of matter, the mass, and the change in the average kinetic energy of the particles as measured by the temperature of the sample. Construct, use, and present arguments to support the claim that when the kinetic energy of an object changes, energy is transferred to or from the object.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students decide with peers the types of energy transfers that occur in various situations from everyday life (e.g., glow sticks, thunderstorms, simple engines) to demonstrate the conservation of energy.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency will ANALYZE energy transfer.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	State how energy transfers using visual supports (e.g., “heat,” “light,” “sound”)	Give examples of how energy transfers using sentence frames and graphic supports	Describe how energy transfers using sentence frames and graphic supports	Compare and contrast how energy transfers using graphic supports	Discuss how energy transfers using graphic supports	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: energy transfer, conservation of energy, sound wave, kinetic energy, potential energy, thermal energy						

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Globalization

**CONNECTION:** *Common Core State Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Text Type and Purposes #2 (Grades 6–8):* Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students read informational articles on globalization to consider its impact on their lives (e.g., Internet, mass media, food and beverage distributors, retail stores).

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE the effects of globalization around the world and in their local community.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Classify visually-supported words or phrases related to the effects of globalization using graphic organizers with a partner in L1 or L2	Categorize language related to the effects of globalization using graphic organizers with a partner	Organize language related to the effects of globalization based on visually-supported text using graphic organizers with a partner	Compare the effects of globalization based on text using graphic organizers in small groups	Draw conclusions about the effects of globalization based on text in small groups	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: interdependence, worldwide, network, transnational						



## COMPLEMENTARY STRAND: The Language of Health & Physical Education

**EXAMPLE TOPIC:**  
Personal health & fitness

**CONNECTION:** *The National Physical Education and Health Standards #6, Setting Goals for Good Health (Grades 5–8):* Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health—Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. Analyze how health-related decisions are influenced by individuals, family, and community values. Predict how decisions regarding health behaviors have consequences for self and others. Apply strategies and skills needed to attain personal health goals. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. Develop a plan that addresses personal strengths, needs, and health risks.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students develop personal health and fitness plans based on research-based recommendations for nutrition and physical activity. Later, they record and reflect on their choices in a food and exercise diary to self-monitor their progress over time.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency APPLY knowledge about health and fitness to their personal goals.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	List personal health goals using word banks and graphic organizers in L1 or L2	State personal health goals using word banks (e.g., “I want to eat balanced meals.”)	Explain personal health goals using sentence starters (e.g., “I chose ____ because ____.”)	Detail personal health goals using a model (e.g., “I would like to decrease my body mass index by....”)	Elaborate reasons for personal health goals (e.g., “I know that I need to add more cardio instead of just weight lifting because I don’t have the highest metabolism...”)	

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: nutritional content, body mass index, calories, food pyramid, metabolism

## ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Collaborative discussion

**CONNECTION:** *Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension & Collaboration #1.c (Grade 9–10):* Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students discuss and build consensus by role playing community members acting on current school or community issues.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY consensus-building procedures to group discussions.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Repeat set phrases (e.g., “I agree”, “I disagree”) and use non-verbal communication to propel discussions using sentence frames, word banks, and visuals	Make statements (e.g., “We can...”, “We must...”) to propel discussions using sentence frames, word banks, and visuals	Paraphrase statements (“We agree that...”) to propel discussions using sentence frames and word banks	Pose and respond to questions (e.g., “I think we could...”) to propel discussions using sentence frames	Elaborate on responses to propel discussions using sentence frames (e.g., “I’d like to add to that...”, “Have you also considered...?”)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: delegate, compromise, represent, motivate, inspire, set an example						

## ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Bias

**CONNECTION:** *Common Core State Standards, English Language Arts, Reading: Informational Text, Integration of Knowledge and Ideas #8 (Grades 9–10):* Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students learn how to choose appropriate sources for a research project by examining texts (e.g., speech transcripts, websites, editorials) to identify author’s bias.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency will EVALUATE author’s bias.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Locate language associated with fact and/or opinion from visually supported text with a partner using L1 or L2 and word banks (e.g., “I think”, “I believe” v. “data”, “fact”)	Locate language associated with fact and opinion from visually supported text with a partner using word banks (e.g., “70% of Latinos” v. “almost all Latinos”)	Locate language of opinion and bias from excerpts of texts following a model in small groups (e.g., “We as scientists agree...” v. “Scientists everywhere agree...”)	Sort language of bias from texts (e.g., by validity of reasoning/evidence) following a model in small groups	Infer author’s bias from texts in small groups	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: bias, claim, argument, relevant evidence, valid reasoning, stereotype						

## ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Right triangles

**CONNECTION:** *Common Core State Standards for Mathematics, Geometry, Similarity, Right Triangles and Trigonometry #6–8 (High School):* Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. Explain and use the relationship between the sine and cosine of complementary angles. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students write word problems that can be solved by using right triangles (e.g., finding the height of a tree by using its shadow), and trade with a classmate to solve each other's problems.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency CREATE word problems requiring the use of trigonometric ratios and the Pythagorean Theorem to solve.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Draw and label scenarios for right triangle word problems using illustrated phrase banks	Draw and describe scenarios for right triangle word problems using sentence frames and illustrated phrase banks	Reproduce right triangle word problems using sentence frames and phrase banks	Compose right triangle word problems using textbook models and phrase banks	Compose detailed right triangle word problems using textbook models	

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: sine, cosine, tangent (trigonometric functions), hypotenuse, opposite, adjacent

## ELD STANDARD 4: The Language of Science

## EXAMPLE TOPIC: Dependent & independent variables

**CONNECTION:** *Next Generation Science Standards, Physical Sciences, Chemical Reactions PS1-5 (High School):* Apply scientific principles and evidence to provide an explanation about the effects of changing the temperature or concentration of the reacting particles on the rate at which a reaction occurs.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will discuss the design of an experiment (e.g., reaction rate of photosynthesis) to test the effect of modifying a variable. Groups will perform the experiment and discuss their observations on the impact of the specific variable. Finally, they will give a formal presentation on the results.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the effect of modifying a variable in an experiment.						
<b>SPEAKING</b>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
	Describe the effects of modifying a variable using illustrated word banks in small groups	Give examples of the effects of modifying a variable using illustrated word banks and sentence frames in small groups	Explain the effects of modifying a variable using sentence frames and graphic organizers in small groups	Discuss the effects of modifying a variable using sentence frames and graphic organizers in small groups	Report on the effects of modifying a variable in small groups	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data						

*\*As this book goes to press, a draft of the Next Generation Science Standards was just released for review. WIDA plans to update its Language of Science strands to correspond with these standards as soon as they are final.*

See expanded version of this strand on pp. 40–41

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Supply & demand

**CONNECTION:** *Minnesota Economics Standards VI. Economics, A. The Market Economy (Micro Economics) (Grades 9–12):* The student will understand the basic characteristics of markets and the role of prices in modern market economies. 1. Students will describe the determination of equilibrium market prices by applying principles of supply and demand to markets for goods and services. 3. Students will identify several factors that lead to variation in market prices and quantities exchanged by changes in supply and/or demand.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students listen to a video (e.g., a news clip or CEO presentation to shareholders) or professional guest visitor about supply and demand of a popular product to project its market value in coming months.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency will UNDERSTAND the concept of supply and demand.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Point to key terms related to supply and demand using visuals and bilingual dictionaries with a partner	Select language related to supply and demand to complete graphic organizers using word banks with a partner	Organize information related to supply and demand using graphic organizers in small groups	Identify examples of changes in supply and demand using graphic organizers in small groups	Infer reasons for changes in supply and demand in small groups	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: supply and demand, consumption, market prices, market economies, goods and services, commodities						

## COMPLEMENTARY STRAND: The Language of Technology & Engineering

EXAMPLE TOPIC:  
Technology & ethics

**CONNECTION:** *National Technology Standards #5, Digital Citizenship (Grades K–12):* Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: advocate and practice safe, legal, and responsible use of information and technology

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students investigate the social effects of new technologies through articles on contemporary topics (e.g., social media use in the teenage population) to advocate for safe and responsible use of information and technology.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency ANALYZE the effects of new technologies in today’s society.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Classify statements from visually supported texts about effects of new technologies on behavior using L1 or L2 with a partner	Organize information from visually supported texts about the effects of new technologies on behavior using graphic organizers (e.g., cause and effect maps) and L1 or L2 with a partner	Find text evidence of the effects of new technologies on behavior using graphic organizers	Draw conclusions about the effects of new technologies on behavior based on texts using graphic organizers	Infer relationships between the effects of new technologies and behavior	

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: cyber bullying, social media, ethical behavior

**ELD STANDARD 1: Social & Instructional Language**
**EXAMPLE TOPIC: Informed decisions (College & career)**

**CONNECTION:** *Common Core Reading Standards for Informational Texts, Integration of Knowledge & Ideas #7:* Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students review college or career marketing materials (e.g., print or online) according to personal preferences (e.g., affordability, location, time commitment, requirements, interest) to make informed decisions on post-secondary options.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE post-secondary options.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Sort information on post-secondary options from multiple sources with visual support with a partner	Identify important information (e.g., by highlighting) on post-secondary options from multiple sources with visual support with a partner	Categorize (e.g., best, maybe, unlikely) post-secondary options from multiple sources using illustrated graphic organizers	Make judgments about post-secondary options from multiple sources using illustrated graphic organizers (e.g., checklists of types of evidence)	Draw conclusions on post-secondary options from claims in multiple sources of information	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: priorities, vocation/trade, merit scholarship, cost of living, room and board, professional reference, résumé-building						

See expanded  
version of this strand  
on pp. 42–43



## ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Satire

**CONNECTION:** *Common Core State Standards, English Language Arts, Reading: Literature, Craft and Structure #6 (Grades 11–12):* Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

*Common Core State Standards, English Language Arts, Speaking and Listening, Comprehension and Collaboration #3 (Grades 11–12):* Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students are encouraged to draw on their own cultural experiences with satire and use observations about intonation patterns to understand underlying meaning in performances of satirical literature.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND the characteristics and function of culturally-relevant satire.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Recognize satirical expressions (e.g., exaggeration) in familiar contexts using visual cues and storyboards	Identify literal meaning and satirical meaning in familiar contexts using visual cues and illustrated scripts	Identify literal meaning and satirical meaning using illustrated scripts	Compare the literal meaning and satirical meaning of visually supported speech	Infer the speaker’s purposes in satirical speech	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: satire, satirical humor, reading between the lines, juxtaposition, ridicule						

**ELD STANDARD 3: The Language of Mathematics**
**EXAMPLE TOPIC: Mathematical relations & functions**

**CONNECTION:** *Common Core State Standards for Mathematics, Functions, Interpreting Functions #4–6 (Grades 11–12):* For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. *Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students use mathematical abstractions in equations and graphs to represent real-life situations (e.g., using functions and graphs to analyze the lunar cycle, analyze motion graphs of a falling object or parabolic motion).

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND properties of functions.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Name key properties of functions using graphs and equations in L1 or L2 with a partner	Give examples of key properties of functions using labeled graphs and equations with a partner	Describe how key properties of functions are represented using labeled graphs and equations	Summarize representations of key properties of functions in small groups (e.g., think aloud)	Explain with details representations of key properties of functions in small groups	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: periodicity, rate of change, quadratic functions, parabola						

## ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Chemical reactions

**CONNECTION:** *Next Generation Science Standards, Physical Sciences, Chemical Reactions PS1-2 (High School):* Construct and revise an explanation for the outcome of a simple chemical reaction based on the outermost electron states of atoms, trends in the periodic table, and knowledge of the patterns of chemical properties.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students investigate the characteristics of substances through expository (e.g., technical descriptions of chemical reactions) and narrative (e.g., feature story on chemists cleaning up chemicals in natural waterways) texts in preparation to identify unknown chemicals in reactions.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the chemical properties of substances.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Identify variables (e.g., pH, number of free electrons) affecting chemical reactions using visuals with a partner	Locate information about chemical reactions using visuals in small groups	Distinguish among chemical reactions using graphic organizers in small groups	Categorize chemical reactions using graphic organizers in small groups	Draw conclusions about chemical reactions (e.g., “This chemical would cause problems in a natural waterway.”)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: reactant, endothermic exothermic, oxidation-reduction, catalyst, single/double replacement reaction						

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Historical figures & times

**CONNECTION:** *Common Core State Standards for English Language Arts, Writing, Research to Build & Present Knowledge #7–8 (Grade 11–12):* 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... Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students write up the results of research on the impact of a historical figure or event on contemporary politics, economics, or society (e.g., prohibition, women's suffrage, eugenics).

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency EVALUATE historical information.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	Reproduce key words and phrases about impact of significant individuals or events using photographs and word banks or bilingual dictionaries	Define impact of significant individuals or events using photographs and word banks or bilingual dictionaries	Describe impact of significant individuals or events using photographs and models	Discuss in detail impact of significant individuals or events using models	Critique impact of significant individuals or events	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: ideology, social/political movement, social construct, authority, social justice, equity						

## COMPLEMENTARY STRAND: The Language of Music and Performing Arts

EXAMPLE TOPIC: Musical genres

**CONNECTION:** *National Arts Standards for Music #9, Understanding Music in Relation to History and Culture (Grades 9–12):* Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. Students identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context. Students identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students give presentations to the class using representative recordings and/or realia showing the relationships between social or cultural changes in society and the evolution of musical genres (e.g., hip hop, blues, 1970s salsa, protest music).

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND musical genres within their social or cultural context.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Name influences on musical genres using visuals, graphic organizers, and sentence frames (e.g., “I chose _____. It was influenced by...”)	Tell about the evolution of musical genres using visuals, graphic organizers (e.g., timelines), and sentence frames	Paraphrase the evolution of musical genres using graphic organizers and following models	Describe in detail the evolution of musical genres using graphic organizers and following models	Explain the evolution of musical genres	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: musical genre, instrumentation, fusion, aesthetic tradition, chord structure, phrasing, crossover artist						

## Appendix A: Glossary of Terms and Expressions Related to WIDA's Standards

**academic content standards:** the skills and knowledge expected of students in the core content areas for each grade level

**academic language:** the oral and written text required to succeed in school that entails deep understanding and communication of the language of content within a classroom environment; revolves around meaningful application of specific criteria related to Linguistic Complexity at the discourse level, Language Forms and Conventions at the sentence level, and Vocabulary Usage at the word/phrase level within the particular context in which communication occurs

**amplified strands:** a framework for representing the WIDA English Language Development Standards that extends to include examples of the three performance criteria of academic language (Linguistic Complexity, Language Forms and Conventions, Vocabulary Usage) across levels of language proficiency

**cognitive functions:** the mental processes involved in learning

**cohesion:** a feature of academic language at the discourse level involving the grammatical and lexical elements within and across sentences that hold text together to give it meaning

**collocations:** words or phrases that naturally co-occur with each other, (e.g., “peanut butter and jelly,” or “a strong resemblance”)

**Common Core State Standards:** the skills and knowledge expected of students in English language arts, mathematics (Kindergarten–Grade 12), and literacy in history/social studies, science, and technical subjects, (Grades 6–12); adopted by the vast majority of states in the U.S. in 2010

**complementary strands:** the use of the standards framework to represent critical areas of schooling outside the five English language development standards, including music and performing arts, the humanities, visual arts, health and physical education, technology, and engineering

**complex sentence:** one independent clause joined by one or more dependent clauses with a subordinator such as because, since, after, although, or when or a relative pronoun such as that, who, or which (e.g., “When school started, the students were excited.”)

**compound sentence:** two or more independent clauses joined by coordinating conjunctions (e.g., for, and, nor, but, or, yet, so), semicolons, or a semicolon followed by a conjunctive adverb (e.g., “School started today; the students were excited.”)

**content stem:** the element of model performance indicators, derived from state and national content standards, including the Common Core State Standards and Next Generation of Science Standards, that provides a standards-referenced example for contextualizing language development

**connections to academic content standards:** examples of the association or correspondence of content to language standards

**discourse:** extended oral or written language conveying multiple connected ideas; its language features are shaped by the genre, text type, situation, and register

**domains:** see language domains

**English language learners (ELLs):** linguistically and culturally diverse students who have been identified (by a WIDA screener and other placement criteria) as having levels of English language proficiency that require language support to achieve grade-level content in English

**example context for language use:** element of the standards matrix situating the representation of the English language development standards within a sociocultural setting that considers the register, genre/text type, topic, and task

**example topic:** element of the standards matrix listing a theme or concept derived from state and national content standards that provides a context for language development

**expanded sentences:** complete thoughts that contain descriptive language or two ideas that are combined using connectors (and, but, or)

**features of academic language:** the performance criteria of oral and written communication that include Linguistic Complexity at the discourse level, Language Forms and Conventions at the sentence level, and Vocabulary Usage at the word/phrase level

**formulaic expressions:** a feature of academic language at the sentence level that represents a string of words acquired as a single chunk, such (e.g., “How are you?”)

**framework:** see standards framework

**general language:** words or expressions not typically associated with a specific content area (e.g., describe or book)

**genres:** socially-defined ways in which language (e.g., oral and written) is used to participate in particular contexts to serve specific purposes

**instructional language:** the language that typifies classroom discourse from teacher to teacher across content areas, such as “Open your books to page \_\_\_\_.”

**instructional supports:** sensory, graphic, and interactive resources embedded in instruction and assessment that assist students in constructing meaning from language and content

**integrated strands:** a framework for representing the WIDA ELD Standards in which grade levels, language domains, and standards are combined in different configurations

**L1:** the first language a student acquires; usually refers to a home language(s) other than English, although for some English language learners, L2 (English) may be developing simultaneously alongside L1

**L2:** the second language a student acquires; usually refers to English as an additional language

**language development standards:** language expectations for English language learners represented within progressive levels of language proficiency

**language domains:** the modalities of language; listening, speaking, reading, and writing

**language function:** the purpose for which oral or written communication is being used; language functions guide the choices in language use and structure as well as the social relationships being established; first element of model performance indicators that indicates how English language learners process or use language to demonstrate their language proficiency

**language proficiency:** a person's competence in processing (through listening and reading) and producing (through speaking and writing) language

**Language Forms and Conventions:** the grammatical structures, patterns, syntax, and mechanics associated with sentence level meaning; one of three criteria that constitute the Performance Definitions

**levels of language proficiency:** the division of the second language acquisition continuum into stages descriptive of the process of language development; the WIDA ELD Standards have six levels of language proficiency: 1–Entering, 2–Emerging, 3–Developing, 4–Expanding, 5–Bridging, and 6–Reaching

**Linguistic Complexity:** the organization, cohesion, and relationship between ideas expressed in the variety and kinds of sentences that make up different genres and text types in oral or written language at the discourse level; one of three criteria that constitute the Performance Definitions

**model performance indicator (MPI):** a single cell within the standards matrix that is descriptive of a specific level of English language development for a language domain within a grade or grade-level cluster

**Next Generation Science Standards:** the skills and knowledge expected of students in science and engineering; draft released for states' review in May 2012

**Performance Definitions:** the criteria that define the Linguistic Complexity, Language Forms and Conventions, and Vocabulary Usage for receptive and productive language across the five levels of language proficiency



**productive language:** communicating meaning through the language domains of speaking and writing

**proficiency:** see language proficiency

**realia:** real-life objects used as instructional supports for language and content learning

**receptive language:** the processing of language through listening and reading

**register:** features of language that vary according to the context, the groups of users and purpose of the communication (e.g., the speech used when students talk to their peers versus their principal)

**scaffolding:** careful shaping of the supports (e.g., processes, environment, and materials) used to build on students' already acquired skills and knowledge to support their progress from level to level of language proficiency

**simple sentence:** an independent clause with a subject and a predicate; can also have a compound subject and/or predicate (e.g., "The students and teachers were excited.")

**social language:** the everyday registers used in interactions outside and inside school

**sociocultural context:** the association of language with the culture and society in which it is used; in reference to schooling, understandings of sociocultural context revolve around the interaction between students and the classroom language environment, which includes both curriculum and those involved in teaching and learning

**specific language:** words or expressions used across multiple academic content areas in school (e.g., chart, total, individual)

**standards framework:** the components representing WIDA's five ELD Standards, including the standards themselves, the Features of Academic Language, the Performance Definitions, and the strands of model performance indicators (standards matrix)

**standards matrix:** the basic framework for representing the English language development standards including a strand of model performance indicators, connection to state content standards, example context for language use, cognitive function, and topic-related language

**strands of model performance indicators (MPIs):** the five sequential or scaffolded levels of English language proficiency for a given topic and language domain within the standards matrix

**supports:** see instructional supports

**technical language:** the most precise words or expressions associated with topics within academic content areas in school

**text types:** categories of text that employ particular language features for specific purposes

**topic-related language:** grade-level words and expressions, including those with multiple meanings and cognates, that are associated with the example topic within the standards matrix

**visual support:** accompanying the use of written or oral language with illustrations, photographs, charts, tables, graphs, graphic organizers, etc. to give ELLs additional opportunities to access meaning

**Vocabulary Usage:** the specificity of words or phrases for a given topic and context; one of three criteria that constitute the Performance Definitions

## Appendix B: Selected References

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## Appendix C: Index of Strands by Grade Level

The tables below reference the language domains and example topics presented in WIDA's 2012 *Amplification of the English Language Development Standards*. As this publication does not include a strand for every domain within each of the five standards, we encourage educators to look for examples across surrounding grade levels or refer to WIDA's 2007 Edition (available at [www.wida.us](http://www.wida.us)) for additional examples of language development. We also invite educators to adapt, customize, and create new strands of model performance indicators to meet the needs of their ELLs. A blank template for this purpose is provided on p. 16.

Kindergarten		
ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language*	Classroom collaboration	Speaking
2: The Language of Language Arts	Features of print	Listening
3: The Language of Mathematics	Attributes of objects	Speaking
4: The Language of Science	Body parts & senses	Reading
5: The Language of Social Studies	Self & family	Writing
Complementary: The Language of Music & Performing Arts	Rhythm	Listening

Grade 1		
ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Recreational classroom activities	Reading
2: The Language of Language Arts	Text elements	Writing
3: The Language of Mathematics*	Measurement of objects	Listening
4: The Language of Science	Force & motion	Listening
5: The Language of Social Studies	Neighborhoods/Communities	Speaking
Complementary: The Language of the Humanities	Multiculturalism	Reading

Grade 2		
ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	School areas, personnel, & activities	Listening
2: The Language of Language Arts	Storytelling/Experiential recounting	Speaking
3: The Language of Mathematics	Money	Reading
4: The Language of Science	Life cycles	Writing
5: The Language of Social Studies*	Historical times & people	Reading
Complementary: The Language of Visual Arts	Visual characteristics	Speaking

\*denotes expanded strand

Grade 3		
ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Research interests	Writing
2: The Language of Language Arts*	Giving feedback for revision	Writing
3: The Language of Mathematics	Area	Listening
4: The Language of Science	Electricity & magnets	Speaking
5: The Language of Social Studies	Civic participation	Reading
Complementary: The Language of Health & Physical Education	Healthy choices	Listening

Grade 4		
ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Community practices	Speaking
2: The Language of Language Arts	Narration	Reading
3: The Language of Mathematics	Lines & angles	Writing
4: The Language of Science*	Earth history/materials	Listening
5: The Language of Social Studies	Maps & globes/Locations	Listening
Complementary: The Language of Technology & Engineering	Multimedia publishing	Writing

Grade 5		
ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language*	Peer assessment	Speaking
2: The Language of Language Arts	Text evidence	Listening
3: The Language of Mathematics	Coordinate plane	Speaking
4: The Language of Science	Solar system	Reading
5: The Language of Social Studies	Exploration	Writing
Complementary: The Language of Music & Performing Arts	Song lyrics	Reading

\*denotes expanded strand

Grade 6		
ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Behavioral expectations	Reading
2: The Language of Language Arts	Peer editing	Writing
3: The Language of Mathematics*	Ratio & rate	Writing
4: The Language of Science	Ecosystems	Listening
5: The Language of Social Studies	Forms & organization of government	Speaking
Complementary: The Language of the Humanities	Interpretation of oral histories	Speaking

Grade 7		
ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Reflective listening	Listening
2: The Language of Language Arts	Main ideas	Speaking
3: The Language of Mathematics	Algebraic equations	Reading
4: The Language of Science	Scientific inquiry	Writing
5: The Language of Social Studies*	Agriculture	Reading
Complementary: The Language of Visual Arts	Art media, techniques, & processes	Listening

Grade 8		
ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Peer pressure	Writing
2: The Language of Language Arts*	Literature analysis	Listening
3: The Language of Mathematics	Transformation of two-dimensional figures	Listening
4: The Language of Science	Forms of energy	Speaking
5: The Language of Social Studies	Globalization	Reading
Complementary: The Language of Health & Physical Education	Personal health & fitness	Writing

*\*denotes expanded strand*



Grades 9–10		
ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language	Collaborative discussion	Speaking
2: The Language of Language Arts	Bias	Reading
3: The Language of Mathematics	Right triangles	Writing
4: The Language of Science*	Dependent & independent variables	Speaking
5: The Language of Social Studies	Supply & demand	Listening
Complementary: The Language of Technology & Engineering	Technology & ethics	Reading

Grades 11–12		
ELD Standard	Example Topic	Language Domain
1: Social & Instructional Language*	Informed decisions (college & career)	Reading
2: The Language of Language Arts	Satire	Listening
3: The Language of Mathematics	Mathematical relations & functions	Speaking
4: The Language of Science	Chemical reactions	Reading
5: The Language of Social Studies	Historical figures & times	Writing
Complementary: The Language of Music & Performing Arts	Musical genres	Speaking

\*denotes expanded strand

## Appendix D: Acknowledgements and Development Process

WIDA would like to extend its appreciation to the many individuals who have inspired, supported, and contributed to the development of this edition of the English language development standards. This section outlines the formal process by which WIDA conceptualized, drafted, and reviewed this 2012 amplification of the WIDA standards and acknowledges those educators who were a part of that process, with apologies to many others who contributed ideas via less formal interactions.

First, it is important to acknowledge the numerous educators who were involved in the development of the 2004 and 2007 Editions of the WIDA English Language Proficiency Standards. In 2003–04, more than 65 teachers, administrators, and researchers at the classroom, district, state, university, and national levels provided input and feedback. The first major standards development meeting in May 2004 included representatives from eight states and involved close analysis of the national TESOL (1997) ESL standards for preK–12 students, as well as individual states' language and content standards. Performance indicators from these standards were examined and expanded to highlight their language functions. After intensive review and revisions by the WIDA standards development team and partner staff at the Center for Applied Linguistics, the large-scale assessment framework emerged. Later that year, the classroom framework was added and in 2004, both were published.

In 2006–07, stakeholder consensus about several new ideas for the standards called for action. First among these was the need to separate PreK–Kindergarten standards from those for grades 1 and 2, along with the desire to reformat for ease of use, the decision to add a sixth proficiency level and finally, the need to incorporate example topics and genres from all member states' content standards. Upon release of the 2007 Edition, the Consortium included 15 states. The drafts of the 2007 Edition were approved by a Standards Review Committee consisting of state and local educational agency representatives, as well as WIDA staff and partners at the Center for Applied Linguistics. As with all of WIDA's standards work, the drafts were also vetted by the Consortium Board of member state representatives.

The 2012 amplification development process began with the goal of improving how WIDA illustrates academic language within its standards framework, especially considering the wide impact of the Common Core State Standards on curriculum, instruction, and assessment. WIDA presented ideas, plans, and templates at focus groups, meetings, and professional learning workshops, as well as shared its vision with Consortium member states, Board representatives, and its Standards National Advisory Panel. Overall, the development of this edition involved hundreds of teachers, consultants, administrators, university faculty, and test developers. The visionary leadership of Dr. Margo Gottlieb and Andrea Camilleri ensured that all voices were heard and the best interests of students and teachers were always the main focus.

In February and March of 2010, WIDA held two initial feedback sessions. Consortium member state educational agency representatives were invited to attend and/or nominate attendees, and several higher education instructors and professional development facilitators were recruited. Participants in these events were asked to share how the 2004 and 2007 Editions of the WIDA ELP Standards had been used in their educational contexts and they rated 24 possible uses on their level of success to date. Next, they

were invited to rank their interest in 15 proposed resources that could support greater understanding and use of the WIDA ELP Standards. Later, they discussed and rated many proposed new features to the standards matrix. Finally, they reviewed an early draft of the new standards matrix and responded to some guiding questions.

Thanks to the following individuals for their important contributions at these events:

### **Feedback Session, February 23, 2010, Arlington Heights, IL**

Maria Barreras, Madison Metropolitan School District, WI  
Miguel Fernandez, Ph.D., Cicero Public School District 99, IL  
Betzaida Gomez, Milwaukee Public Schools, WI  
Lorena Gueny, Milwaukee Public Schools, WI  
Harriette Herrera, Consultant, DePaul University, IL  
John Hilliard, Illinois Resource Center, IL  
Seon Hwa Eun, Illinois State Board of Education, IL  
Tammy King, Illinois Resource Center, IL  
Robin M. Lisboa, Illinois State Board of Education, IL  
Alan Matan, Maine Township High School District 207, IL  
Robin Rivas, Milwaukee Public Schools, WI  
Gladys Rodriguez, Cicero Public School District 99, IL  
Cristina Sanchez-Lopez, Illinois Resource Center, IL  
Amaveli Ugaz, Madison Metropolitan School District, WI  
Judy Yturriago, Ph.D., Northeastern Illinois University, IL  
Diane Zendejas, Chicago Public School District 299, IL

### **Feedback Session, March 2, 2010, Washington, D.C.**

Katarina Brito, District of Columbia Public Schools, DC  
Nora Bustios, Oyster-Adams Bilingual School, DC  
Curt Emmel, Manassas City Public Schools, VA  
Matilde Rosa Jimenez, Manassas City Public Schools, VA  
Carol Johnson, Georgia Department of Education, GA  
Megan Moore, Manassas City Public Schools, VA  
Bethany Nickerson, Ph.D., District of Columbia Office of the State Superintendent of Education, DC  
Regina Postogna, Asbury Park School District, NJ  
Mari Rasmussen, Ph.D., National Clearinghouse for English Language Acquisition (NCELA)  
Sarah Rosenbaum, Manassas City Public Schools, VA  
Mindi Teich, District of Columbia Public Schools, DC  
Jon Valentine, Georgia Department of Education, GA

WIDA also convened a Standards National Advisory Panel Meeting consisting of experts and representatives from our Consortium's state-level leaders in March 2010. The group discussed the vision for the future of WIDA's standards-based system of offerings and brainstormed the first draft of WIDA's Guiding Principles of Language Development to serve as the theoretical foundation for the

project. Participants discussed how to bring these principles to life within the standards matrices, the Resource Guide, and through other complementary efforts such as professional development. Finally, they brainstormed how to encourage buy-in from wider groups of stakeholders, address the needs of sub-groups of ELLs, incorporate multicultural elements and perspectives into the standards and standards-based resources, and address the Common Core State Standards.

### **Standards National Advisory Panel Meeting, March 16–17, 2010**

Diane August, Ph.D., Center for Applied Linguistics  
Alison Bailey, Ph.D., University of California, Los Angeles  
Gisela Ernst-Slavit, Ph.D., Washington State University  
John Hilliard, Illinois Resource Center  
Anne Katz, Ph.D., Consultant  
Robin M. Lisboa, Illinois State Board of Education  
Joanne Marino, North Carolina Department of Public Instruction  
Mary Lou McCloskey, Ph.D., Educo  
Robert Measel, Rhode Island Department of Education  
Mark Nigolian, Burlington School District, VT  
Janet Orr, TEAL Services  
Robin Rivas, Milwaukee Public Schools, WI  
Dely Roberts, Alabama State Department of Education

At WIDA's June 2010 Consortium Board meeting in Richmond, VA, progress on the project was shared along with preliminary drafts of a strand. Twenty WIDA member states sent representatives to this meeting and together, they endorsed the plans of the standards development team.

Over the remaining months of 2010, WIDA finalized the Guiding Principles of Language Development, drafted Performance Definitions, and convened another national group of experts known as the Madison Academic Language Working Group. This group was charged with defining and elaborating the core components of academic language to support student growth, and continues to think about how to effectively disseminate this information to various stakeholders including teachers and administrators, researchers, policy-makers, and others.

Concurrently, the WIDA standards development team worked to finalize a draft matrix, and shared it with about 20 educators participating in WIDA's institute. The draft matrix was brought to the Executive Committee of the WIDA Consortium Board for discussion and approval in December 2010. The Executive Committee consisted of state educational agency representatives from six WIDA states (each representing a region) and one local educational agency representative.

In February and April of 2011, WIDA brought together groups of language educators to learn about the updated standards matrix and begin drafting grade-level strands of model performance indicators. The grade-level and linguistic expertise of the following educators generated creative ideas for the draft strands. WIDA is grateful for their ongoing commitment to the project.

### **Grades K–5 Strand-Writing Workshop, February 17–18, 2011, Madison, WI**

Karen Alderson, CCSD#15, Palatine, IL  
Donna DeVito, Cicero Public School District 99, IL  
Pamela Dorn, Madison Metropolitan School District, WI  
Rocio Fisher, West Chicago District 33, IL  
Maritza Guilamo, West 40 Intermediate Service Center No. 2, IL  
Mary Lattas, CCSD#15, Palatine, IL  
Bonnie Nagel, District 300, Carpentersville, IL  
Guadalupe Navarro, West Chicago District 33, IL  
Carla O'Connor, CCSD#15, Palatine, IL  
Ruth Reinl, Consultant  
Robin Rivas, Milwaukee Public Schools, WI  
Leslie Sandeen, Madison Metropolitan School District, WI  
Allison Yount, West Chicago District 33, IL

### **Grades 4–12 Strand-Writing Workshop, April 13–14, 2011, Arlington Heights, IL**

Jorge Almodovar, District 300, Carpentersville, IL  
Kelly Buczkiewicz, CCSD#15, Palatine, IL  
Peg Christiansen, Township High School District 214, Arlington Heights, IL  
Griselda Flores, Chicago Public School District 299, IL  
Alma Giner-Garcia, Albuquerque Public Schools, NM  
Maria Gregorio, CCSD#59, Arlington Heights, IL  
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Kari Jaeckel-Rodriguez, Evanston Township High School, IL  
Tammy King, Illinois Resource Center, IL  
Ben Kollasch, Middleton-Cross Plains Area School District, WI  
Ruthann Lewis, Madison Metropolitan School District, WI  
Hanna Martin, School District of Beloit, WI  
Emily Miller, Madison Metropolitan School District, WI  
Guadalupe Navarro, West Chicago District 33, IL  
Kaitlin Parrett, CCSD#59, Arlington Heights, IL  
Patricia Payne, Evanston Township High School, IL  
Josh Thorison, School District of Beloit, WI  
Magali Williams, IL

WIDA continued to review the strands created by educators, and in June 2011, presented an overview of the development process and an example expanded standards matrix to the full WIDA Consortium Board, which was met with enthusiasm by the 26 state educational agency representatives in attendance.

In late July 2011, the educators listed below were invited to WIDA's office in Madison, WI to focus on revising the example context for language use accompanying each strand.

### **Example Context for Language Use Event, July 27, 2011, Madison, WI**

Pamela Dorn, Madison Metropolitan School District, WI  
Ben Kollasch, Middleton-Cross Plains Area School District, WI  
Maureen Kuhn-Rojas, Naperville School District #203, IL  
Ruthann Lewis, Madison Metropolitan School District, WI  
Hanna Martin, School District of Beloit, WI  
Sarah Symes, Madison Metropolitan School District, WI  
Josh Thorison, School District of Beloit, WI

WIDA shared drafts of the Features of Academic Language, Performance Definitions, and three grade levels of strands with its Standards National Advisory Panel during August 2011. In response to guiding questions, participants gave written feedback and shared their perspectives in an interactive webinar. Their approval prompted WIDA to publish its full draft for public review.

### **Standards National Advisory Panel Interactive Webinar, August 30, 2011**

Alison Bailey, Ph.D., University of California, Los Angeles  
Gisela Ernst-Slavit, Ph.D., Washington State University  
John Hilliard, Illinois Resource Center  
Anne Katz, Ph.D., Consultant  
Joanne Marino, North Carolina Department of Public Instruction  
Mary Lou McCloskey, Ph.D., Educo  
Mark Nigolian, Burlington School District, VT  
Janet Orr, TEAL Services  
Robin Rivas, Milwaukee Public Schools, WI

In September 2011, WIDA released a draft of the Features of Academic Language, strands of model performance indicators for each grade level, and supplemental materials, including a tutorial. Educators across the country were invited to submit an anonymous web form with overall comments about the draft and its usefulness for language teachers and general education teachers. Additionally, surveys were made available for educators to consider the appropriateness of the specific elements of one strand of model performance indicators at each grade level. After the close of the comment period in November, this information was compiled and reviewed to inform edits and enhancements to the final version of this edition. In all, over 675 grade-level surveys were submitted along with over 100 comments.

During the draft release period, the Center for Applied Linguistics also conducted a review of the expanded matrices with a particular focus on improving the accuracy of linguistic features represented at each proficiency level and grade level. The following WIDA project staff at CAL participated in the review and/or the aforementioned events:

## **WIDA Project Staff at the Center for Applied Linguistics, Washington, D.C.**

Dorry Kenyon, Ph.D.  
Abby Davis  
Lakisha Dockett  
Stephanie Gibson  
Daniel Ginsberg  
Michele Kawood

David MacGregor, Ph.D.  
Jennifer Norton  
Abbe Spokane  
Anna Todorova  
Kathryn Wolf

Following the draft review, many comments and insights from the field were incorporated, and some features were revised or added. At the WIDA Consortium Board meeting in June 2012, state educational agency representatives from thirty states received near-final draft copies and participated in discussions about implementing the 2012 amplification. Upon release of the publication, additional efforts will take place to ensure ongoing alignment to state and national standards and engage educators in professional development around the standards framework.

The following WIDA staff members and consultants participated in events and/or shared their time and expertise over the course of the project:

### **WIDA Staff Contributors**

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Pakou Vang  
Patricia Venegas  
Carsten Wilmes, Ph.D.

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#### WIDA ELD Standards Development Team

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Janet Trembley, Graphic Design

*Thank you, everyone, for your contributions!*







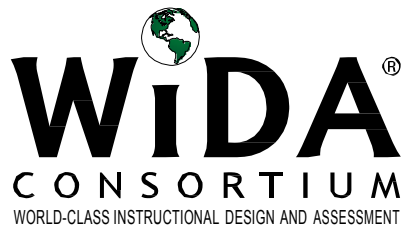


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# The English Language Development Standards

## Kindergarten



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Kindergarten

Amplified Strand

Standard 1-Social & Instructional Language

<b>Connection</b>		<i>Common Core Speaking and Listening Standards #3 (Kindergarten):</i> Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.				
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>SPEAKING</b>	Classroom cooperation	Repeat simple statements about working collaboratively with a group of students following a model structure (e.g., call and response chant)	Modify simple statements about working collaboratively with a group of students using environmental print	Produce simple statements about working collaboratively with a partner using sentence starters	Produce detailed statements about working collaboratively with a partner	Connect related ideas about working collaboratively with a group of students in small groups according to audience and situation
		<b>Cognitive Function:</b> Students at all levels of English language proficiency REMEMBER strategies for working collaboratively with their peers.				
<b>Level 6- Reaching</b>						

<b>Criteria from the Performance Definitions (Example expectations)</b>	Discourse Complexity	<p>Is this the yellow group? Yes, we are. Is this the yellow group? Yes, we are.</p> <p>Who is the leader? I am! Who is a helper? I am! I am!</p> <p>What do you do? I help my yellow group share. What do you do? I help my yellow group take turns. What do you do? I help my yellow group clean up.</p>	<p>I am in the yellow group. Cristina is in my group.</p> <p>My best friend is in the red group.</p> <p>Jack and Marco are in the blue group.</p> <p>I like to be the leader.</p> <p>I like to help the teacher.</p>	<p>My job today/this week was _____</p> <p>I can help my friends/the teacher...</p> <p>I do the lunch count/weather/calendar.</p>	<p>This is the _____ center.</p> <p>At this center, we _____.</p> <p>It is my turn _____ (to do lunch count/to be line leader/for share time/for show and tell).</p>	<p>In our classroom we have different jobs.</p> <p>We work together in centers. Our groups have different colors. I am in the yellow group.</p> <p>At this center, we are working on math. We count together and put things in groups. Everyone helps to clean up.</p> <p>To clean up, first, you _____. Then, you _____.</p>
	Language Forms & Conventions	<p>Yes, _____.</p> <p>I _____.</p>	<p>I <u>am</u> v. Cristina <u>is</u> v. Jack and Marco <u>are</u></p> <p>I like <u>to...</u></p>	<p>my</p> <p>is → was</p>	<p>This is...</p> <p>At...</p> <p>It is...</p>	<p>our</p> <p>working working <u>on</u></p> <p>First,... Then,...</p>

	Vocabulary Usage	yellow green red blue	best friend  like  help	job  I can  I do  lunch count calendar weather	center  my turn  line leader share time/show and tell	together  different  everyone
		<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: taking turns, cooperation, job, today, tomorrow				
<b>Example Context for Language Use:</b> Students give family members a classroom tour on parent/teacher conference night and explain how students work collaboratively.						

Kindergarten

Amplified Strand (continued)

Standard 1-Social & Instructional Language

		<b>Connection</b>					
		Common Core Reading Standards: Foundational Skills #1 (Kindergarten): Demonstrate understanding of the organization and basic features of print; a. Follow words from left to right, top to bottom, and page by page, b. Recognize that spoken words are represented in written language by specific sequences of letters, c. Understand that words are separated by spaces in print					
		<b>Example Topic</b>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>LISTENING</b>	Print concepts	Select a feature of text based on instructions involving a choice following a model (e.g. "Is <i>this</i> the title or is <i>this</i> the title?")	Identify features of texts based on simple oral commands following a model (e.g., "Show me the title.")	Answer Wh-questions about features of texts through pointing or speaking and following a model (e.g., "Who wrote this book?")	Answer expanded Wh- questions about features of texts through pointing or speaking and following a model (e.g., "Where do you find the author's name on the title page?")	Identify features of texts based on multi-step oral instructions following a model (e.g., "Find the author's name and underline the upper case letters.")	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: title, turn the page, front/back cover, left to right, author, illustrator, first name, last name, spaces, lower/upper case letters	<b>Cognitive Function:</b> Students at all levels of English language proficiency REMEMBER concepts about print.					
	<b>Example Context for Language Use:</b> Students follow directions to identify concepts about print (e.g., in a large group the teacher gives instructions and students respond using a fly-swatter mask).						

		<p><b>Connection</b></p> <p><i>Common Core Standards for Mathematics, Measurement and Data #1-2 (Kindergarten):</i> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.; Directly compare two objects with a measurable attribute in common, to see which object has “more of”/”less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>SPEAKING</b>	Attributes of objects	Indicate attributes of objects (e.g., “big,” “small”) using gestures and words in small groups	Specify attributes of objects (e.g., “a small ball,” “a big ball”) using gestures and words in small groups	Describe attributes of objects in relation to others using phrases (e.g., “the smaller ball”) in small groups	Compare attributes of a group of objects using simple sentences (e.g., “This is the biggest ball.”) in small groups	Tell about similarities and differences in attributes of objects in multiple related simple sentences or a compound sentence (e.g., “The chalk and the crayon are short. The pencil is longer.”) in small groups
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: bigger, smaller, heavier, lighter, longer/taller, shorter					
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the attributes of objects.</p> <p><b>Example Context for Language Use:</b> Students talk with classmates about real-life objects at a math center and decide how these objects are the same and different.</p>					
		<b>Level 6 - Reaching</b>				



		<p><b>Connection</b> <i>National Science Education Standards C.1 Life Science: The Characteristics of Organisms (Grades K-4): Each plant or animal has different structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.</i></p>				
		<p><b>Example Topic</b></p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>READING</b></p>	<p>Body parts &amp; senses</p>	<p>Associate pictures with modeled language about body parts and senses using illustrations and environmental print (e.g., word wall)</p>	<p>Identify initial letter in labeled pictures with modeled language about body parts and senses using illustrations and environmental print</p>	<p>Identify strings of letters (e.g., “no” in “nose”) in labeled pictures with modeled language about body parts and senses using illustrations and environmental print</p>	<p>Associate labeled pictures with modeled language about body parts and senses using environmental print</p>	<p>Associate illustrated text with experiences related to body parts and senses using environmental print</p>
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: senses, see, smell, taste, touch, hear, human body, body part</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the functions of human body parts and senses.</p>				
	<p><b>Example Context for Language Use:</b> Students will reread a story to a partner after completing an interactive/shared reading lesson of an informational book about human body parts and their functions with the whole class.</p>					
		<p><b>Level 6 - Reaching</b></p>				

		<i>Alaska: Cultural Standards A:</i> Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community. 2) Recount their own genealogy and family history.					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>WRITING</b>	<b>Connection</b>						
	<b>Example Topic</b>						
	Self & family	Draw family members and copy or trace the first letter of words describing relationships using illustrated text (e.g., word walls, picture dictionaries)	Draw family members and copy or trace words describing relationships using illustrated text	Draw family members from models or photographs and label people and relationships with invented spellings using word walls	Draw and distinguish among characteristics of family members (e.g., age, gender, etc.) in words or phrases with invented spellings using word walls	Produce illustrated “stories” about family characteristics and relationships using phrases or short sentences with invented spellings	<b>Level 6 – Reaching</b>
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: family, family tree, family members						
<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the relationships between family members.							
<b>Example Context for Language Use:</b> Students create visual representations (e.g., portraits, family trees, picture books) of their families and determine the relationships between individuals. Using teacher models and various resources, they add text to their work.							

		<i>National Standards for Music Education #2 (K-4):</i> Performing on instruments, alone and with others, a varied repertoire of music: Students echo short rhythms and melodic patterns.					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>LISTENING</b>	Lyrics and Rhythm	Follow one step teacher directions to re-create rhythms and musical patterns following a model (e.g., "Tap the table two times with me. Pause. Clap one time with me.")	Respond to one step teacher directions to re-create the rhythm of a musical piece supported by models and visuals (e.g., "Clap three times. Pause. Strum the side of the notebook.")	Respond to two step teacher directions to re-create the rhythm of a musical piece supported by peer models and visuals (e.g., "Stomp two times and clap three beats.")	Follow multi-step teacher directions to re-create the rhythm of a musical piece supported by peer models (e.g., "Clap two beats, stomp three beats, and slide.")	Follow multi- step teacher directions to re-create the rhythm of a musical piece supported by peer models (e.g., "Tap softly on the edge of the desk two times and loudly three times. Then clap two beats and slide.")	<b>Level 6 - Reaching</b>
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: tap, clap, soft, loud, stomp , brush, strum, beats						
	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND rhythms.						
	<b>Example Context for Language Use:</b> Students follow directions from the teacher on how to move their body to re-create rhythms and musical patterns using everyday classroom objects.						

# The English Language Development Standards

Grades 1-2



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		<b>Connection</b>					<i>Common Core Standards for English Language Arts, Reading Standards for Informational Text, Craft and Structure, Integration of Knowledge and Ideas #6-7 (Grade 1): Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. Use the illustrations and details in a text to describe its key ideas.</i>
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>READING</b>	Recreational activities	Match icons or pictures to written and oral directions for games or activities with a partner	Place labeled pictures by corresponding written and oral directions for games or activities with a partner	Identify key words in written directions for games or activities with visual support and a partner	Identify key phrases in written directions for games or activities with visual support and a partner	Follow written directions for games or activities with visual support and a partner	<b>Level 6 - Reaching</b>
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: share, teamwork, first, next	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND directions.					
		<b>Example Context for Language Use:</b> Students read directions in order to participate in a variety of cooperative activities to build a classroom community.					

<b>Connection</b>		<i>Common Core Writing Standards #1-3 (Grade 1):</i> Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.; Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.; Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.				
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>WRITING</b>	Text elements	Trace, copy or produce words pertaining to text elements using illustrated models and templates (e.g., parts of a letter)	List words or phrases pertaining to text elements using illustrated models and templates (e.g., character and setting)	Produce phrases or sentences pertaining to text elements following models and templates (e.g. beginning, middle, end)	Produce a series of sentences pertaining to text elements using environmental print and following a model	Produce a series of related sentences pertaining to text elements using environmental print
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: fact, paragraph, topic sentence, main idea, detail, “tell me more”					
	<b>Cognitive Function:</b> Students at all levels of English language proficiency CREATE original texts.		<b>Example Context for Language Use:</b> Students produce texts incorporating text elements based on a prompt (e.g., “My best day ever...”) to create displays for parent-teacher conferences.			
		<b>Level 6 - Reaching</b>				

		<i>Common Core Standards for Mathematics, Measurement and Data #1 (Grade 1):</i> Order three objects by length; compare the lengths of two objects indirectly by using a third object.					Level 6 - Reaching
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
Connection	Example Topic						
LISTENING	Measurement of objects	Match objects with their lengths based on oral discourse with a partner and following a model	Order objects or measurement tools according to their length based on oral discourse with a partner and following a model	Categorize objects according to their lengths and corresponding measurement tools based on oral discourse with a partner and following a model	Follow oral instructions to compare the lengths of objects with a partner and a template	Follow multi-step oral instructions and respond to grade-level oral discourse to compare the lengths of objects with a partner	
		<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the lengths of objects.					

<b>Criteria from the Performance Definitions (Example expectations)</b>	Discourse Complexity	<p>Martin measures his desk and his book with a ruler (teacher points to desk, book, and ruler). His desk is 30 inches long, his book is 10 inches long. Which one is 30 inches long? (student points to desk)</p> <p>Martin measures his desk and his book with a popsicle stick (teacher points to desk, book, and popsicle stick). His desk is 6 popsicle sticks long, his book is 2 popsicle sticks long. Which object is 2 popsicle sticks long? (student points to book).</p>	<p>Look at your measurement tools. The paper clip is short. The popsicle stick is longer. The ruler is longest. Put them in order from shortest to longest.</p>	<p>This piece of string is shorter than this piece of string. Show me the longest one. (Student holds up longer piece of string.) The student desk is easier to measure with the shortest string. The teacher desk is easier to measure with the longer string.</p> <p>Why do you think this is? (student explains)</p>	<p>Find the length of the desk using the best measurement tool. Remember, it's easier to measure a long object with a longer measurement tool (Teacher models measuring his/her desk with a popsicle stick, then a ruler). Then measure another object the same way. Don't forget to write down your measurements! Your chart will show the difference in length between the two objects.</p>	<p>First, cut a string as long as your foot. Use the string to find how many of your feet fit across the room (students follow direction). Now, find how many yard sticks (or meter sticks) fit across the room. Write down your measurements and compare them with your partner's measurements (students follow direction). Did you get the same results? Why? (student explains) Why not? (student explains) Explain which measurement tool works best. Which gave you the same measurements, the standard tool (teacher shows yard/meter stick) or the non-standard tool (teacher shows string)?</p>



	Language Forms & Conventions	one inch two <u>inches</u>  I measure Martin <u>measures</u>	short, <u>shorter</u> , <u>shortest</u>  long, <u>longer</u> , <u>longest</u>	<u>longer than</u> , the <u>longest one</u>  <u>shorter than</u> , the <u>shortest one</u>  <u>easier</u>	and, but  <u>measure</u> , <u>measuring</u> <u>measured</u> .	First,... then,...  <u>as long as</u>
	Vocabulary Usage	desk, book paper clip popsicle stick string ruler yard/meter stick	short long  measurement tools	piece of  shorter than longer than  measure with	length of ____  another  object	find how many  across  results
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: inches/centimeters, foot, yard/meter, standard, non-standard, units					
Example instructional/assessment task (content):	Identify objects that are best measured with a certain tool	Fill in an illustrated chart listing the lengths of different objects from shortest to longest, according to measurement tool	Create charts listing the lengths of different objects according to measurement tool	Measure the same object with multiple tools and decide which tool provides the best measurement	Measure the same object with multiple tools and decide which tool provides the best measurement	
<b>Example Context for Language Use:</b> Students work independently or with a partner to explore the length of objects using standard and non-standard measurement tools (e.g., paper clips, popsicle sticks, string, rulers, yard/meter sticks).						

		<p><b>Connection</b></p> <p><i>National Science Education Standards, Physical Science Standards (Grades K-4) #B2, Position and motion of objects: An object's motion can be described by tracing and measuring its position over time. The position and motion of objects can be changed by pushing or pulling. The size of the change is related to the strength of the push or pull.</i></p>				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>LISTENING</b>	<b>Example Topic</b>	Force & motion				
	<b>Topical Vocabulary:</b>	<p>Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: push, pull, faster, force</p>				
		<p>Construct an experiment on force and motion based on simple oral commands using realia and illustrations in small groups (e.g. "Get the blocks. [Pause] Get the ramp. [Pause] Put the ramp on the blocks. [Pause] Put the ball on the ramp. [Pause] See it move.")</p>	<p>Construct an experiment on force and motion based on simple segmented instructions supported by illustrations in small groups</p>	<p>Construct an experiment on force and motion based on a series of oral statements supported by illustrations in small groups</p>	<p>Construct an experiment on force and motion based on oral discourse supported by illustrations in small groups</p>	<p>Construct an experiment on force and motion based on grade level oral discourse with a partner (e.g. "How can we move this ball? Work together to design a ramp that will move the ball the length of three desks. Think about what materials you will need and how you will put them together.")</p>
		<p><b>Cognitive Function:</b> Students at all levels of English language proficiency CREATE experiments on force and motion.</p>				
	<p><b>Example Context for Language Use:</b> Students listen as the teacher gives directions about constructing experiments related to force and motion and negotiate their own plan in small groups.</p>					
		<b>Level 6 - Reaching</b>				

		<p><b>Connection</b></p> <p><i>Common Core Standards (Grade 1): Speaking and Listening Standards K–5 Comprehension and Collaboration: 2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media. 3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. Presentation of Knowledge and Ideas, 4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.</i></p>				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>SPEAKING</b>	<p><b>Example Topic</b></p> <p>Neighborhoods/Communities</p>	<p>Name community workers and their job sites (e.g., “teacher-school,” “police officer-police station,” “librarian-library”) using photos or illustrations</p>	<p>Answer Wh-questions about community workers using photos or illustrations (e.g., “What do firefighters do?” “Firefighters fight fires.”)</p>	<p>Describe the work of community workers using photos or illustrations (e.g., “Firefighters ride a truck and use a hose to fight fires.”)</p>	<p>Explain the specific roles and characteristics of community workers using visual support (e.g., “Firefighters are brave and work as a team to put out fires.”)</p>	<p>Discuss the significance of community workers’ roles (e.g., “The firefighters are important because they protect our community and save lives. For example...”)</p>
	<p><b>Topical Vocabulary:</b></p> <p>Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: community, neighborhood, responsibility</p>					
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the roles of community members/workers.</p>					
<p><b>Example Context for Language Use:</b> Students prepare brief oral presentations for the class about different members of their community (e.g., using information from classroom guest speakers, videos, or posters).</p>						
		<b>Level 6 - Reaching</b>				

		<p><b>Connection</b></p> <p><i>Alaska Standards for Culturally Responsive Students, B1, D5, E4: Acquire insights from other cultures without diminishing the integrity of their own. Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems. Determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems.</i></p>					
		<p><b>Example Topic</b></p>					
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>	
<p><b>READING</b></p>	<p>Cultural diversity</p>	<p>Identify what is the same and different between cultural artifacts using illustrated word banks in small groups</p>	<p>Identify what is the same and different between cultural artifacts from illustrated texts in small groups</p>	<p>Identify the similarities and differences in the uses of cultural artifacts from illustrated texts using word banks in small groups</p>	<p>Compare and contrast the uses of cultural artifacts from illustrated text in small groups</p>	<p>Compare and contrast the meaning of cultural artifacts from illustrated texts in small groups</p>	<p><b>Level 6 – Reaching</b></p>
		<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE cultural artifacts.</p>					
		<p><b>Example Context for Language Use:</b> Students engage with a variety of narrative and expository texts to identify artifacts to include in a multicultural museum representing the diversity in the classroom (e.g., heritage, language, family customs, religion).</p>					
		<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: tradition, culture, same, different, respect</p>					

<b>Connection</b>		<i>Common Core Speaking and Listening Standards #2 (Grade 2):</i> Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.				
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>LISTENING</b>	School areas, personnel, & activities	Match school areas to personnel or activities using icons or manipulatives with a partner based on oral statements	Categorize school areas to personnel and activities using graphic organizers and labeled icons based on oral descriptions (e.g., main office: principal talks to parents, secretary answers phone, nurse takes your temperature)	Make charts of school areas by personnel and activities using graphic organizers and based on oral descriptions	Complete maps of school areas including personnel and activities following a model based on descriptive oral discourse in small groups	Produce maps of school areas including personnel and activities based on extensive oral discourse in small groups
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: across from, down the hall, in the corner, upstairs, custodian, second grade teacher, book fair, computer lab, fire drill	<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE oral directions.				
	<b>Example Context for Language Use:</b> Students go on a tour of the school and create maps incorporating school areas, personnel and activities based on oral descriptions.					
						<b>Level 6 - Reaching</b>

<b>Connection</b>		Common Core Speaking and Listening Standards #4 (Grade 2): Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.				
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>SPEAKING</b>	Storytelling/Experiential recounting  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: order, details, word choice, voice	Point to and tell parts of stories events in story using photos/illustrations or wordless picture books with a partner (e.g., “ go to park, play with friends”)	Describe parts of stories (e.g., characters, settings) using photos/ illustrations or wordless picture books with a partner	Retell stories including main events, characters and settings using photos, illustrations, or wordless picture books with a partner	Tell detailed stories using photos, illustrations, or wordless picture books with a partner	Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner
	<b>Cognitive Function:</b> Students at all levels of English language proficiency APPLY elements of stories to original storytelling or experiential recounting.					<b>Level 6 - Reaching</b>
	<b>Example Context for Language Use:</b> Students draw or make collages and then orally share stories with a beginning, middle and end about events with their peers.					

		<i>Common Core Standards for Mathematics, Measurement and Data #8 (Grade 2): Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.</i>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>READING</b>	<b>Connection</b>  <b>Example Topic</b>  Money  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: cents, dollars, pennies, nickels, dimes, quarters	Identify key words or phrases related to money and value using realia with a partner (e.g., “buy”, “give”, “take away”)	Identify key words and phrases related to money and value and act out exchange of money using realia with a partner	Identify key words and phrases related to money and value in simplified word problems (e.g., written in present tense with familiar contexts) using realia with a partner	Identify language related to money and value in word problems using realia with a partner	Identify details that do not relate to resolution in word problems related to money and value with a partner	<b>Level 6 - Reaching</b>
	<b>Cognitive Function:</b> Students at all levels of English language proficiency will ANALYZE the relevance of information presented in word problems related to money						
	<b>Example Context for Language Use:</b> Students read real-life mathematics problems related to money in small groups.						

		<i>National Science Education Standards C.2 (Grades K-4):</i> Plants and animals have life cycles that include being born, developing into adults, reproducing, and eventually dying. The details of this life cycle are different for different organisms. Plants and animals closely resemble their parents.				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>WRITING</b>	Life cycles	Label drawings about stages of life cycles using illustrated word banks (e.g., seed, sprout)	Complete sentences about stages of life cycles using illustrated word banks (e.g., "First, _____. Then, _____.")	Describe the stages of life cycles using illustrated word banks	Describe the sequence of stages of life cycles using illustrations	Compare the stages of life cycles using illustrations
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: life cycle, stages	<b>Cognitive Function:</b> Students at all levels of English language proficiency will ANALYZE the changes in a life cycle.				
		<b>Example Context for Language Use:</b> Students sequence and write about the stage within life cycles of plants and animals to create displays.				
<b>Level 6 - Reaching</b>						



		<p><b>Connection</b></p> <p><i>Common Core Standards, Key Ideas and Details #2 (Grade 2):</i> Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2. Describe the connection between a series of historical events, scientific ideas or concepts, or steps.</p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>READING</b></p>	<p><b>Example Topic</b></p> <p>Historical events, people, and symbols</p>	<p>Match pictures with information about historical events, people or symbols following a model</p>	<p>Sort information about historical events, people or symbols using visual support and graphic organizers</p>	<p>Compare and contrast information about historical events, people or symbols from illustrated text using a table</p>	<p>Summarize information about historical events, people or symbols from illustrated text using a template</p>	<p>Interpret information about historical events, people or symbols from illustrated text</p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the connection between different historical events, people, and symbols of their community.</p>					
<p><b>Criteria from the Performance Definitions (Example expectations)</b></p>		<p>Discourse Complexity</p> <p>Our community had many blacksmiths in 1920.</p>	<p>Our region has copper and nickel mines. In the past, the mines gave blacksmiths metal for tools.</p>	<p>Recently, some community members started to worry about pollution from the mines. But the mining companies said they do not harm the environment.</p>	<p>The copper and nickel from mines in this region give many people jobs. So, many community members want to keep the mines open. But others are afraid the mines are polluting nearby rivers.</p>	<p>Companies began mining valuable metals in 1910. Since then, miners dug up many tons of copper and nickel. Blacksmiths used this metal to create different objects. Some community members fear metals from the mines are polluting our local rivers. The mining companies disagree.</p>

Level 6 - Reaching

	Language Forms & Conventions	our has → had  In 1910	mines, metals  give → gave  for	Recently, <u>Started/began to</u> But they companies	<u>in this</u> region  <u>So,</u>  others  mines' <u>are</u> polluting  nearby	mine v. <u>mining</u>  since then  dig up → dug up
	Vocabulary Usage	community blacksmiths	region copper nickel tools	members worry pollution harm environment	support economy nearby	valuable tons different objects disagree
<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: founded in..., settlement, landmark, heritage						
<b>Example Context for Language Use:</b> Students will read informational text about the different historical events, people and symbols that have been important for the development of their community in preparation for creating a timeline poster.						

Grade 2

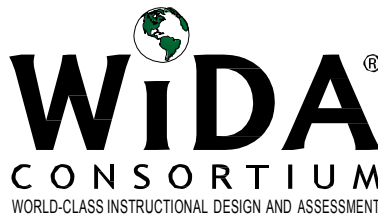
Amplified Strand (continued)

Standard 5- Language of Social Studies

		<i>National Visual Arts Standard 2 (Grades K-4):</i> Students know the differences among visual characteristics and purposes of art in order to convey ideas. Students describe how different expressive features and organizational principles cause different responses.						
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>		
<b>SPEAKING</b>	Visual characteristics	Point to and name visual characteristics of models of art forms using graphic support (e.g., palette of colors) with a partner	Categorize visual characteristics of models of art forms (e.g., shades of color) using graphic support with a partner	Describe variation in visual characteristics of models of art forms using graphic support with a partner	Discuss variation in visual characteristics of models of art forms using graphic support with a partner	Explain variation in visual characteristics using graphic support with a partner	<b>Level 6 - Reaching</b>	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: shades of color, form, materials, style, palette, artist	<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE visual characteristics of art forms.						
		<b>Example Context for Language Use:</b> Students, identifying themselves as artists, relate the visual characteristics of their art work to peers and communicate how the visual attributes or materials lend themselves to different ideas.						

# The English Language Development Standards

Grades 3-5



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<p><b>Connection</b></p> <p><b>Example Topic</b></p>		<p>Common Core Standards for Writing #8 (Grade 3): Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.</p>					
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>	<p><b>Level 6 - Reaching</b></p>
<p><b>WRITING</b></p>	<p>Information gathering</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: main ideas, supporting details, important, category</p>	<p>List key ideas and details related to a specific topic using an illustrated semantic web with a partner</p>	<p>Outline key ideas and details related to a specific topic using graphic organizers with a partner</p>	<p>Paraphrase key ideas and details related to a specific topic using graphic organizers with a partner</p>	<p>Describe key ideas and details related to a specific topic using a model with a partner</p>	<p>Summarize key ideas and details related to a specific topic</p>	
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE text for key ideas and take notes.</p>						
	<p><b>Example Context for Language Use:</b> As a prewriting activity, students take notes on main ideas and details as they research a topic.</p>						

Grade 3

Amplified Strand

Standard 2-Language of Language Arts

		<i>Common Core Standards for Writing #5 (Grade 3):</i> With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6- Reaching</b>
<b>WRITING</b>	Revising & editing	Supply words for sentences about revising and editing from models	Complete sentences about revising and editing from models	Compose sentences about revising and editing from models	Suggest original ideas for revising and editing using a word bank	Provide comprehensive feedback for revising and editing	
	<b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE writing.						

	<p>Discourse Complexity</p>	<p>My favorite part of the story was the _____. (beginning, middle, end)</p> <p>You did a _____ job.</p> <p>I suggest adding _____. (information, humor, etc.)</p>	<p>The best part of your story was...(the setting/ the characters)</p> <p>I enjoyed... because....</p> <p>To make your story better,...(add... tell me more about..., etc.)</p>	<p>In the story about your dog, I really liked the sentences about your dog's size, color, and fur. The details helped me know what she looks like. One thing you can improve is to write more about the place where you and your dog like to play games.</p>	<p>Great job on the story about your dog. I liked the title you chose, "Life with Summer." You described your dog very well, so I can see her in my mind. I also have some suggestions. First, instead of using the word type, use breed because it is more specific. Second, please explain the phrase, "She is my alarm clock." What does she do to wake you up?</p>	<p>Overall, I think your writing was very interesting. You were good at describing the qualities of your main character. To improve your writing, I suggest you include more details about the problems you came across when you left your dog alone. Also, the long sentences in the paragraph about the things you did with your dog during the summer were hard to follow. I recommend you reword these sentences. As you revise, I suggest you read your own writing aloud. This will help you find anything that does not make sense.</p>	
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<b>Criteria from the Performance Definitions (Example expectations)</b>	Language Forms & Conventions	is → was do did	your, my, his, hers  better, best  enjoy→enjoyed  because	really about dog's where	“Life with Summer”  choose→chose  also  and so  First/Second  “She is my alarm clock”	Overall, To ..., Also, As you revise,
	Vocabulary Usage	beginning, middle, end  favorite  information humor	setting, characters  enjoyed  add tell me more	sentences  looks like  write more	suggestions several instead breed specific phrase	interesting qualities aloud  recommend  make sense
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: edit, revise, delete, paraphrase, reword, elaborate, details					
<b>Example Context for Language Use:</b> Students revise a personal narrative based on feedback received in peer and teacher writing conferences.						

Grade 3

Amplified Strand (continued)

Standard 2-Language of Language Arts



		<p><b>Connection</b></p> <p><i>Common Core Standards for Mathematics, Measurement and Data #5-6 (Grade 3):</i></p> <p>5. Recognize area as an attribute of plane figures and understand concepts of area measurement.</p> <ul style="list-style-type: none"> <li>A square with side length 1 unit, called “a unit square,” is said to have “one square unit” of area, and can be used to measure area.</li> <li>A plane figure which can be covered without gaps or overlaps by n unit squares is said to have an area of n square units.</li> </ul> <p>6. Measure areas by counting unit squares (square cm, square m, square in, square ft, and improvised units).</p>					
		<p><b>Example Topic</b></p>					
<b>LISTENING</b>	<p>Area</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: square unit, unit square, length, width, area</p>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
		<p>Recognize simple oral suggestions to design models or floor plans using models and manipulatives (e.g., “Make a square like this.”)</p>	<p>Respond to simple oral suggestions to design models or floor plans using manipulatives and illustrations (e.g., “Make a 3 x 5 rectangle.”)</p>	<p>Follow simple oral suggestions to design models or floor plans using manipulatives and illustrations</p>	<p>Follow oral suggestions to design models or floor plans using manipulatives</p>	<p>Interpret oral suggestions with detailed specifications to design models or floor plans</p>	
		<p><b>Cognitive Function:</b> Students at all levels of English language proficiency CREATE floor plans or models combining personal and suggested ideas</p>					
		<p><b>Example Context for Language Use:</b> Students listen to ideas from peers to incorporate in collaboratively-created floor plans or models for a building.</p>					

		National Science Education Standards B.3 Light, heat, electricity, and magnetism (Grades K-4): Electricity in circuits can produce light, heat, sound, and magnetic effects. Electrical circuits require a complete loop through which an electrical current can pass.				
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<b>SPEAKING</b>	<b>Connection</b>  <b>Example Topic</b>  Electricity  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: static electricity, charge, attract, repel	Select and name reasons for outcomes of experiments on electricity performed using visual representations of possible outcomes (e.g., “electricity goes”, “electricity stops”)	State reasons for outcomes of experiments on electricity performed using visual representations and sentence starters (e.g., “The bulb turned on because...”, “The balloons attracted/ repelled because...”)	Describe reasons for outcomes of experiments on electricity using visual representations and graphic organizers	Summarize reasons for outcomes of experiments on electricity using visual representations	Draw conclusions about experiments on electricity
	<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE experimental observations.					
	<b>Example Context for Language Use:</b> Students discuss their observations and draw conclusions about the outcomes of electricity experiment in small groups.					
						<b>Level 6 – Reaching</b>

		<p><b>Connection</b></p> <p><i>New Mexico- Civics and Government III-A:</i> 1. Explain the basic structure and functions of local governments.                  2. Describe and give examples of “public good.”                  3. Explain how New Mexico helps to form a nation with other states.</p>						
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>		
<p><b>READING</b></p>	<p><b>Example Topic</b></p> <p>Purposes, structures, and functions of government</p>	<p>Match labeled pictures of people participating in the government to visual representations of their functions (e.g. mayor to city government; governor to state government; president to national government) with a partner in L1 or L2</p>	<p>Pair labeled pictures of people participating in the governments and illustrated descriptions of their functions with a partner in L1 or L2</p>	<p>Connect labels of people participating in the government to short descriptions of their functions with a partner</p>	<p>Relate labeled pictures of people participating in the government to detailed descriptions of their functions with a partner</p>	<p>Associate labeled pictures of people participating in the government to detailed descriptions of their functions</p>	<p><b>Level 6 - Reaching</b></p>	
		<p><b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the various functions of government</p>						
		<p><b>Example Context for Language Use:</b> Students read expository texts about different ways people participate in local, state and national government and create visual references to represent them.</p>						

		<b>Connection</b>						
		<p><i>National Health Education Standards #1, Health Promotion and Disease Prevention (Grades K-4):</i> Students will comprehend concepts related to health promotion and disease prevention. Describe relationships between personal health behaviors and individual well being. Identify indicators of mental, emotional, social, and physical health during childhood. Describe the basic structure and functions of the human body systems. Describe how the family influences personal health. Describe how physical, social, and emotional environments influence personal health.</p>						
		<b>Example Topic</b>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	<b>Healthy habits</b>	Point to healthy options from simple visually-supported oral discourse following a model	Select healthy options from visually-supported oral discourse using graphic organizers	Rank healthy options from oral discourse using graphic organizers	Identify details related to healthy options from oral discourse using graphic organizers	Justify healthy options from extended oral discourse		
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: consequences, healthy decisions, decision making, habits, self-control, stress, dental flossing, sun protection	<b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE different habits to decide if they are healthy or not.						
		<b>Example Context for Language Use:</b> Students listen to role plays (e.g., videos or performances) about healthy and unhealthy habits and identify good decisions.						

		<p><b>Connection</b></p> <p><i>Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension &amp; Collaboration #1 (Grade 4):</i> Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.</p> <p><i>Alaska Standards for Culturally-Responsive Schools, Cultural Standards for Students #C4, D3, E7, E8:</i> Enter into and function effectively in a variety of cultural settings; determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds</p>												
		<p><b>Example Topic</b></p> <table border="1"> <thead> <tr> <th>Level 1 Entering</th> <th>Level 2 Emerging</th> <th>Level 3 Developing</th> <th>Level 4 Expanding</th> <th>Level 5 Bridging</th> </tr> </thead> <tbody> <tr> <td>Name differences in points of view in a variety of cultural settings using labeled photographs and personal experiences following a model with a partner</td> <td>Describe points of view in a variety of cultural settings using labeled photographs and personal experiences in small groups</td> <td>Compare points of view in a variety of cultural settings using print and visual resources and personal experiences in small groups</td> <td>Paraphrase multiple points of view in a variety of cultural settings using print and visual resources along with personal experiences in small groups</td> <td>Summarize in detail multiple points of view in a variety of cultural settings using print and visual resources along with personal experiences in small groups</td> </tr> </tbody> </table>					Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Name differences in points of view in a variety of cultural settings using labeled photographs and personal experiences following a model with a partner	Describe points of view in a variety of cultural settings using labeled photographs and personal experiences in small groups	Compare points of view in a variety of cultural settings using print and visual resources and personal experiences in small groups
Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging										
Name differences in points of view in a variety of cultural settings using labeled photographs and personal experiences following a model with a partner	Describe points of view in a variety of cultural settings using labeled photographs and personal experiences in small groups	Compare points of view in a variety of cultural settings using print and visual resources and personal experiences in small groups	Paraphrase multiple points of view in a variety of cultural settings using print and visual resources along with personal experiences in small groups	Summarize in detail multiple points of view in a variety of cultural settings using print and visual resources along with personal experiences in small groups										
<b>SPEAKING</b>	Cross-cultural communication	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE cultural perspectives.</p> <p><b>Example Context for Language Use:</b> Students participate in discussions around culturally-sensitive scenarios or real life situations (e.g., class meetings) in order gain cross-cultural perspectives.</p>												
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: cultural differences, point of view, respect, issues, personal experiences</p>													
		<b>Level 6 - Reaching</b>												

		<b>Connection</b>					<i>Common Core State Reading Standards, Foundational Skills #4. (Grade 4):</i> Read with sufficient accuracy and fluency to support comprehension. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		<b>Example Topic</b>					
<b>READING</b>	Fluency strategies	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: fluency strategy, self-assess, self-correct	Distinguish between fluent and non-fluent oral reading from visually-supported models or excerpts from familiar text (e.g., language experience stories)	Recognize fluency strategies (e.g., emphasis of key words and expressions) in oral reading of visually-supported text with a partner	Self-assess when oral reading visually supported text and identify fluency strategies with a partner	Discuss use of fluency strategies when orally reading visually-supported text with a partner	Explain how to apply fluency strategies, including how to self-correct, when reading orally with a partner	
	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND fluency strategies to gain comprehension of text.						
	<b>Example Context for Language Use:</b> Students exchange information from grade-level factual and fictional readings related to fluency strategies.						

		<p><b>Connection</b></p> <p><i>Common Core Standards for Mathematics, Geometry #1-2 (Grade 4):</i> Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. Identify these in two-dimensional figures. Classify two-dimensional figures based on the presence or absence of parallel or perpendicular lines, or the presence or absence of angles of a specified size. Recognize right triangles as a category, and identify right triangles.</p>					
		<p><b>Example Topic</b></p> <p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>	
<p><b>WRITING</b></p>	<p>Lines &amp; angles</p>	<p>Label lines and angles according to their properties using manipulatives and graphic support</p>	<p>Categorize lines and angles according to their properties using manipulatives and graphic support</p>	<p>Describe lines and angles according to their properties using manipulatives and graphic support</p>	<p>Compare and contrast lines or angles according to their properties using manipulatives and graphic support</p>	<p>Define lines and angles according to their properties (e.g., "My desk has four right angles on the top, which are 90 degrees. Each leg of the desk has two acute angles of 55 degrees each and two obtuse angles of 125 degrees each.")</p>	<p><b>Level 6 - Reaching</b></p>
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: obtuse, acute, right angle; parallel and perpendicular lines, end points, rays, vertex, line segment, degrees, protractor</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE lines and angles according to their properties.</p>					
	<p><b>Example Context for Language Use:</b> Students write about the types and properties of lines and angles they find, measure, and classify in their school, home, or community.</p>						

<p><b>Connection</b></p>		<p><i>National Science Education Standards, Earth and Space Science, D, Properties of Earth Materials:</i> Earth materials are solid rocks and soils, water, and the gases of the atmosphere. The varied materials have different physical and chemical properties, which make them useful in different ways, for example, as building materials, as sources of fuel, or for growing the plants we use as food. Earth materials provide many of the resources that humans use... Fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time... The surface of the earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.</p>				
		<p><b>Example Topic</b></p>	<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>
<p><b>LISTENING</b></p>	<p>Earth history/materials</p>	<p>Match the process or event with its effect on earth materials based on oral descriptions with a partner in L1 or L2 using photos or illustrations</p>	<p>Identify and sort the effect of processes or events on earth materials based on oral descriptions with a partner in L1 or L2 using photos, illustrations, or animations</p>	<p>Categorize the effects of processes or events on earth materials based on oral descriptions with a partner using photos, illustrations, or animations and graphic organizers</p>	<p>Distinguish between effects of processes or events on earth materials based on oral descriptions using photos, illustrations, or animations</p>	<p>Interpret the effects of processes or events on earth materials based grade-level oral discourse</p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the results of change over time due to processes affecting earth materials.</p>					

Level 6- Reaching



	<p>Discourse Complexity</p>	<p>Did you see erosion in the video? (waits for students to respond) Yes? How did you know it was erosion? (Teacher paraphrases responses) Right. Erosion is when water-like in a storm (shows picture of a storm) or a tornado (shows picture of a tornado) removes earth materials (points to a poster showing different earth materials). Weathering also breaks rocks. We talked about weathering yesterday (points to an illustrated poster about weathering). But it is different. See? Weathering does not move the rocks; erosion does. Look at this graphic organizer. When I show you a picture, decide with your partner if the picture shows erosion (teacher points to illustrated definition) or weathering (point to illustrated definition). Tell me why. You can use English or your native language.</p>	<p>The video was about erosion (points to an illustrated definition of erosion.) This is when wind or water removes earth materials; see the picture? What other examples did you see? (Students provide examples like tornados or storms, and the teacher repeats each example while pointing at the corresponding picture.) Yesterday, we talked about weathering (points to an illustrated definition of weathering). Weathering breaks rocks like erosion. That's how they are the same. Weathering does not move materials; that's how weathering is different from erosion. Look at this graphic organizer. When I show you a picture, you need to decide with your partner if the picture shows erosion (teacher points to illustrated definition) or weathering (point to illustrated definition). Tell me why.</p>	<p>We watched a video about erosion. Erosion is when wind or water removes earth materials. What examples did you see in the video? (Students provide examples like tornados or storms and the teacher repeats each example while pointing at the corresponding pictures). Tornados, right. Storms, here is a picture of a storm. Weathering is different. It breaks rocks, but it does not move earth materials. Now, I will show you more pictures. Decide with your partner if the picture is an example of erosion (points to the word erosion) or weathering (points to the word weathering). You need to tell me why.</p>	<p>The video showed examples of erosion. Erosion happens when wind or water removes earth materials. What examples did you see in the video? (Students provide other examples like tornados, storms) Good. We also know what weathering is. It is similar to erosion because it breaks rocks. But it is different than erosion because it does not move any materials. Now, I am going to show you some pictures. You may work with a partner and tell me: is the picture an example of weathering or erosion? You will need to tell me why.</p>	<p>Did you notice examples of erosion in the video we just watched? Remember that erosion occurs when earth materials are removed by natural phenomena- like wind, water, and what else? (Students provide other examples like tornados, storms, etc). Good. Now remember, weathering is a bit different, isn't it? Weathering is similar to erosion because it breaks up rocks, but weathering doesn't move any materials. Now, I am going to show you some pictures and I would like you to decide which ones are examples of weathering and which are examples of erosion. Be ready to tell me why you think they are examples of one or the other, okay? Remember to provide some evidence.</p>	
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Criteria from the Performance Definitions (Example expectations)	Language Forms & Conventions	<u>Erosion</u> /removes materials. <u>Weathering</u> /does not <u>move</u> materials.	Weathering is <u>the same as</u> erosion. Weathering is different than	It breaks rocks, <u>but</u> it does not move materials	Weathering is the <u>same because</u> it breaks up rocks	Weathering is <u>similar to</u> erosion <u>because</u> it breaks up rocks
	Vocabulary Usage	rocks move tornado storm	materials remove tornado storm	earth materials remove why/because	earth materials remove similar to/different than	earth materials evidence occurs similar to/different
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: weathering, erosion, volcanic eruption, landslide					
<b>Example Context for Language Use:</b> Students listen to their teacher talk about how the surface of the earth has changed while watching a demonstration or video (e.g., demonstrating processes of erosion or weathering).						

Grade 4

Amplified Strand (continued)

Standard 4-Language of Science

		<b>Connection</b>						
		<i>New Mexico Social Studies Standards, Strand: Geography, Content Standard II-A, #1-3 (Grade 4): Apply geographic tools of title, grid system, legends, symbols, scale and compass rose to construct and interpret maps; translate geographic information into a variety of formats such as graphs, maps, diagrams and charts; draw conclusions and make generalizations from geographic information and inquiry.</i>						
		<b>Example Topic</b>						
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>		
<b>LISTENING</b>	Maps & globes/ Locations	Follow routes on maps based on simple oral descriptions using illustrated word banks and manipulatives (e.g. "North two [pause] east one.")	Identify routes on maps based on simple oral descriptions using illustrated word banks and manipulatives (e.g. "Free slaves went North.")	Identify routes on maps based on oral descriptions using illustrated word banks (e.g. "Florence Nightingale traveled southeast from London to Crimea.")	Record routes on maps based on multi-step oral directions using visual supports (e.g. "Columbus sailed southwest. His first stop was the Canary Islands. Then he continued west to San Salvador.")	Record routes on maps based on detailed multi-step oral descriptions (e.g., "The starting point of the trade route was in modern-day Ghana. From there, traders set out for a city located at 30 degrees north latitude and 30 degrees east longitude. Which city is it?")	<b>Level 6 - Reaching</b>	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: map key, compass rose, cardinal directions, intermediate directions, locator, map scale, equator, hemisphere, continent							
	<b>Cognitive Function:</b> Students at all levels of English language proficiency APPLY understanding of map concepts and skills.							
<b>Example Context for Language Use:</b> Students identify locations on a variety of maps (e.g., political maps, physical maps, time zone maps) by listening to a partner's descriptions.								

		<p><b>Connection</b></p> <p><i>International Society for Technology in Education National Educational Technology Standards for Students, #4 (Technology Communication Tools): Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.</i></p>						
		<p><b>Example Topic</b></p>						
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>		
<p><b>WRITING</b></p>	<p>Multimedia publishing</p>	<p>Label images/illustrations/icons that show the steps for creating a multimedia presentation using illustrated word banks</p>	<p>Describe the steps for creating a multimedia presentation using graphic organizers and illustrated word banks</p>	<p>Describe the process for creating a multimedia presentation using graphic organizers and word banks</p>	<p>Detail the process for creating a multimedia presentation using word banks</p>	<p>Produce a manual/brochure describing the process for creating a multimedia presentation</p>	<p><b>Level 6 - Reaching</b></p>	
		<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: software program, file name, tool bar, icons, formatting, image, clip art, slides</p>						
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency CREATE procedural directions.</p>							
<p><b>Example Context for Language Use:</b> Students create a manual/brochure for a specified audience describing the procedures for creating a multimedia presentation as part of a collaborative project.</p>								

Grade 5

Amplified Strand

Standard 1-Social & Instructional Language

		<i>Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge &amp; Ideas #4-5 (Grade 5): 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; Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.</i>				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>SPEAKING</b>	<b>Connection</b>					
	<b>Example Topic</b>					
	Peer assessment of presentations	Share ratings of a peer's effectiveness in giving a presentation using simple illustrated sentence starters and a word bank	Tell about a peer's effectiveness in giving a presentation using more varied and complex illustrated sentence frames	Describe a peer's effectiveness in giving a presentation using templates	Elaborate on a peer's effectiveness in giving a presentation and suggest improvements using templates	Explain reasons for evaluation of a peer's presentation using templates
		<b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE their classmates' presentations and give oral feedback.				
		<b>Level 6- Reaching</b>				

Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	I can see your eyes. I can hear you. You talk fast. You have good visuals.	I can always see your eyes. You were easy to hear because you were loud. I liked your visuals. I liked the pictures best.	Good job on your presentation. I liked when you told us about koala bear habitats. You showed pictures that helped me understand. One thing you could improve is not reading your notes so much but your voice was clear.	Your presentation showed you understand the topic very well. Your map about different habitats was interesting. You spoke with a very clear voice but sometimes you spoke too fast. I suggest you focus on looking at each member of your audience because you looked down a lot.	Overall, I think your presentation was really strong. You were particularly good at highlighting unusual facts and details about animals and their habitats. To improve your presentation, I suggest slowing down a little and increasing your volume. At times, I missed part of the idea because you spoke too quickly or too softly. Next time, I recommend practicing in front of a mirror to get more comfortable giving a presentation.
	Language Forms & Conventions	you → your <u>eyes</u> <u>visuals</u>	Like → <u>liked</u> are → were  because	I liked <u>when</u> (what/how/that)  You <u>could</u>  but	very well (not good)  too	Overall, At times, Next time,  really particularly quickly softly

	Vocabulary Usage	see hear talk fast/slow visuals	always/ sometimes/ never  easy  loud  best	presentation  improve  voice  clear	topic  spoke  suggest  focus on  member  audience	highlighting  recommend  increasing volume	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: eye contact, voice projection, pace, visual aid						
<b>Example Context for Language Use:</b> Students provide coaching or feedback to peers' presentations.							

Grade 5

Amplified Strand (continued)

Standard 1-Social & Instructional Language

		Common Core State Reading Standards for Literature & Informational Text, Key Ideas and Details #1 (Grade 5): Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.						
		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging		
<b>LISTENING</b>	<p>Explicit &amp; inferential information</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: character traits, characterization, provide evidence, direct quotations, I infer that...</p>	Identify character traits or emotions based on explicit information from text read aloud, prompted by visual cues, physical movement, and tone of voice	Identify details related to character traits based on information from text read aloud, prompted by visual cues and tone of voice (e.g., "Sam is adventurous because...")	Identify character traits based on explicit and inferential information from text read aloud using visual cues (e.g., "How did Sam feel when his brother won the award? How do you know?")	Connect events to show character development over time based on explicit and inferential information from text read aloud using visual support (e.g., flow chart, timeline, story map)	Predict a character's reaction to a hypothetical situation based on inferential information from text read aloud	<b>Level 6 – Reaching</b>	
	<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE information about characters in a text.							
	<b>Example Context for Language Use:</b> Students listen to a teacher read-aloud and discuss character traits gleaned from the text with a partner.							



		<p><b>Connection</b></p> <p>Common Core State Standards for Mathematics, Geometry #1-2 (Grade 5): Use a pair of perpendicular number lines, called axes, to define a coordinate system, with the intersection of the lines (the origin) arranged to coincide with the 0 on each line and a given point in the plane located by using an ordered pair of numbers, called its coordinates. Understand that the first number indicates how far to travel from the origin in the direction of one axis, and the second number indicates how far to travel in the direction of the second axis, with the convention that the names of the two axes and the coordinates correspond (e.g., x-axis and x-coordinate, y-axis and y-coordinate); Represent real world and mathematical problems by graphing points in the first quadrant of the coordinate plane, and interpret coordinate values of points in the context of the situation.</p>				
		<p><b>Example Topic</b></p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>SPEAKING</b></p>	<p>Coordinate plane</p>	<p>Ask and answer yes/no questions related to coordinate plane maps using teacher oral scaffolding and visual supports (e.g., "Is the house at (2,3)?")</p>	<p>Ask and answer simple wh- questions related to coordinate plane maps using sentence frames and visual supports (e.g., "Where is the school?")</p>	<p>Describe the relationship between two points on coordinate plane maps using a word bank and visual support (e.g., "The school is 4 blocks east of the library.")</p>	<p>Describe the relationships among multiple points on coordinate plane maps using visual support (e.g., "The new park will be one block from the school and 4 blocks from the bank. It will be located at (4,7).")</p>	<p>Explain how to plot points and navigate distances between locations on coordinate plane maps</p>
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: horizontal and vertical axes, coordinates, coordinate plane</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND how to plot points on a coordinate plane.</p>				
		<p><b>Example Context for Language Use:</b> Students give directions for navigating to and from locations on the map with a partner to practice referring to axes and coordinates.</p>				
		<p><b>Level 6 – Reaching</b></p>				

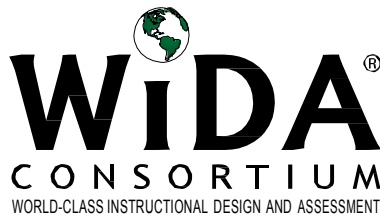
		<b>Connection</b>						
		National Science Education Standards, Life Science, C, Reproduction and Heredity (Grades 5-8): Reproduction is a characteristic of all living systems; because no individual organism lives forever, reproduction is essential to the continuation of every species. Some organisms reproduce asexually. Other organisms reproduce sexually... Every organism requires a set of instructions for specifying its traits. Heredity is the passage of these instructions from one generation to another... The characteristics of an organism can be described in terms of a combination of traits. Some traits are inherited and others result from interactions with the environment.						
		<b>Example Topic</b>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
<b>READING</b>	Reproduction & heredity	Identify the main steps in the process of flowering plants' reproduction process from illustrated texts (media, posters) with a partner	Define the main steps in the process of flowering plants' reproduction process from illustrated texts (books, media, posters) using a graphic organizer with a partner	Describe the main steps in the process of flowering plants' reproduction from a variety of texts (illustrated books, media, posters) using a graphic organizer with a partner.	Explain the main steps in the process of flowering plants' reproduction from a variety of texts (books, media, encyclopedias) with a partner	Summarize the process of flowering plants' reproduction from a variety of texts(e.g., books, media, encyclopedia)		
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: species, inherited traits	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND how flowering plants reproduce.						
	<b>Example Context for Language Use:</b> Students read a variety of informational to learn about how flowering plants reproduce to participate in a debate about the benefits and disadvantages of commercial pollination.							

		<p><b>Connection</b></p> <p><i>Minnesota: Social studies Standards I. U.S. History B. Pre-history through 1607 (Grade 5):</i> The student will demonstrate knowledge of European exploration of the North American continent and the resulting interaction with American Indian nations. 2. Students will know and explain that interactions between American Indian tribes and European explorers had positive and negative impacts.</p>				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>WRITING</b>	<p>Exploration</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: colonization, explorers, discovery, conquest, push and pull factors</p>	<p>Represent personal view of impacts of exploration using graphic organizers (e.g., T-chart, concept map) and illustrated word banks</p>	<p>State personal view of impacts of exploration using illustrated word banks</p>	<p>Describe personal view of impacts of exploration using graphic organizers</p>	<p>Explain personal view of impacts of exploration using graphic organizers and word banks</p>	<p>Critique impacts of exploration using graphic organizers (e.g., regarding global advancement and distribution of wealth)</p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE information about exploration.</p>					
	<p><b>Example Context for Language Use:</b> Students write about the impacts of exploration on both the old and new worlds (e.g., pretend you are an explorer writing a letter home or in your journal).</p>					
						<b>Level 6 - Reaching</b>

		<p><b>Connection</b></p> <p><i>The National Standards for Arts Education #1, Singing, Alone and with Others, A Varied Repertoire of Music (Grades 5-8):</i> Students sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles. Students sing with expression and technical accuracy a repertoire of vocal literature with a level of difficulty of 2, on a scale of 1 to 6, including some songs performed from memory. Students sing music representing diverse genres and cultures, with expression appropriate for the work being performed. Students sing music written in two and three parts. Students who participate in a choral ensemble sing with expression</p>				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>LISTENING</b>	<p>Example Topic</p> <p>Breathing techniques</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: diaphragm, head voice, chest voice</p>	<p>Follow breathing exercises from models and oral directions using visual support</p>	<p>Follow breathing exercises from simple oral directions using visual support</p>	<p>Complete breathing exercises from oral directions using visual support</p>	<p>Complete breathing exercises from oral descriptions using visual support</p>	<p>Perform breathing exercises from oral descriptions</p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency with UNDERSTAND breathing basics for singing.</p>					
	<p><b>Example Context for Language Use:</b> Students listen and respond to teacher’s guidelines and advice on how to control their breathing while singing alone or with others.</p>					
		<b>Level 6 - Reaching</b>				

# The English Language Development Standards

Grades 6-8



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		<i>Common Core State Standards for English Language Arts, Reading Standards for Informational Text, Key Ideas and Details #2 (Grade 6): Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.</i>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
<b>READING</b>	<b>Connection</b>  <b>Example Topic</b>  Social etiquette  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: posture, etiquette, manners, setting, social interactions	Restate context for polite behavior based on visually supported text (e.g. "Where do these rules apply?")	Reword single polite behaviors prescribed in a simple instructional text (e.g., "Show me how to sit in an assembly.")	Paraphrase information about behavioral expectations from illustrated handbooks and texts in a small groups	Summarize information about behavioral expectations from handbooks and grade-level texts in a small group	Interpret information about behavioral expectations from handbooks and grade-level texts	
	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND behavioral expectations.						
	<b>Example Context for Language Use:</b> Students read information about behavioral expectations (e.g. school handbook, classroom syllabus, etc.) to create environmental print for their classroom/school community.						

		<p><i>Common Core State Language Standards, Conventions of Standard English #1-2 (Grade 6):</i> Demonstrate command of the conventions of standard English grammar when writing or speaking. a. Ensure that pronouns are in the proper case (subjective, objective, possessive). b. Use intensive pronouns (e.g., myself, ourselves). c. Recognize and correct inappropriate shifts in pronoun number and person. d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language; Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. b. Spell correctly.</p>					
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>	
<p><b>WRITING</b></p>	<p><b>Connection</b></p>						
	<p><b>Example Topic</b></p>						
	<p>Conventions &amp; mechanics  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: edit, dependent/independent clause, prepositional phrase, appositive, semicolon</p>	<p>Propose revisions of written text through short comments (e.g. on sticky notes, notes on the margin, etc.) using models and environmental print</p>	<p>Recommend revisions of written text through comments (e.g. on sticky notes, notes on the margin, etc.) using models and environmental print</p>	<p>Suggest revisions of written text through extended comments (e.g. response templates, response journals, etc.) using models and environmental print</p>	<p>Explain suggestions for revision of written text through detailed comments (e.g. response journals, letters to peers, etc.) using models and environmental print</p>	<p>Justify suggestions for revision of written text through detailed feedback (e.g. response journals, letters to peers, etc.) using models and environmental print</p>	<p><b>Level 6 - Reaching</b></p>
<p><b>Cognitive Function:</b> Students at all levels of English language proficiency APPLY their knowledge of English conventions and mechanics.</p>							
<p><b>Example Context for Language Use:</b> Students provide written feedback to each other about their use of conventions and mechanics on original written texts (e.g. compositions, journals, essays, etc).</p>							

<b>Connection</b>		<p><i>Common Core State Standards for Mathematics, Ratios and Proportional Relationships #3 (Grade 6):</i> Use ratio and rate reasoning to solve real-world and mathematical problems, e.g., by reasoning about tables of equivalent ratios, tape diagrams, double number line diagrams, or equations. a. Make tables of equivalent ratios relating quantities with whole-number measurements, find missing values in the tables, and plot the pairs of values on the coordinate plane. Use tables to compare ratios. b. Solve unit rate problems including those involving unit pricing and constant speed... c. Find a percent of a quantity as a rate per 100 (e.g., 30% of a quantity means 30/100 times the quantity); solve problems involving finding the whole, given a part and the percent. d. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.</p>					
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6- Reaching</b>
<b>WRITING</b>	Ratio & rate	List choices for use of rate in real-life situations using templates with a partner	Record choices for use of rate in real-life situations using templates with a partner	Describe choices for use of rate in real-life situations using graphic organizers with a partner	Explain choices for use of rate in real-life situations using charts with partners	Justify choices for use of rate in real-life situations with partners	
		<p><b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE their options and make choices.</p>					



<b>Criteria from the Performance Definitions (Example expectations)</b>	Discourse Complexity	We choose <u>the tablet</u> . It costs <u>\$500</u> . The discount is <u>20%</u> . It is <u>cheap</u> .	Selection: We <u>picked the computer</u> . Price: <u>It costs \$750</u> . Discount: <u>Today it is only 15%</u> . Reason: The discount rate <u>is better today</u> .	There are many phones. We selected the smart phone. Flip phones are cheaper, but the smart phone is more useful. The original price is \$400 plus sales tax. It was on sale for 15% off.	We chose to buy the tablet because it was a better deal. It was more expensive than the computer, however, it had a bigger percentage off. The tablet was \$495 and the computer was \$450. The rate of discount on the tablet was 20% and the rate of discount of the computer was 10%, so the tablet was a better value.	We had a choice of buying a tablet or a smart phone. We selected the tablet because it was the best value at the discount rate and we wanted to use it to watch movies. The estimated price of the tablet, including the discount and sales tax, was \$495. We figured we could go to the library if we wanted to use the computer. Plus, we can use the tablet to do searches on the internet.
	Language Forms & Conventions	cheap expensive	cheaper than the cheapest	Flip phones are cheaper, <u>but...</u>	<u>more expensive than the computer,</u> <u>however,...</u>  discount <u>on</u>  so the tablet	The estimated price of the tablet, <u>including the discount and sales tax</u> , was \$495.
	Vocabulary Usage	discount costs	price discount rate	sales tax on sale	percent off better deal	best value estimated price
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: sales tax, discount, percentage, ratio, proportion					
<b>Example Context for Language Use:</b> Students justify their choices of real-life situations in their daily notes (e.g., choosing items to buy based on discounts and local tax, selecting players for a fantasy team based on sports average, or determining best living option based on salary and local taxes.)						

		<p><i>National Science Education Standards, Life Science, C, Populations and Ecosystems (Grades 5-8):</i> A population consists of all individuals of a species that occur together at a given place and time. All populations living together and the physical factors with which they interact compose an ecosystem. Populations of organisms can be categorized by the function they serve in an ecosystem. Plants and some micro-organisms are producers—they make their own food. All animals, including humans, are consumers, which obtain food by eating other organisms. Decomposers, primarily bacteria and fungi, are consumers that use waste materials and dead organisms for food. Food webs identify the relationships among producers, consumers, and decomposers in an ecosystem.</p>				
		<p><b>Connection</b></p>				
		<p><b>Example Topic</b></p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>LISTENING</b></p>	<p>Ecosystems</p>	<p>Verify key elements and features of ecosystems from oral information using L1 or L2 and illustrated word banks</p>	<p>Label key elements and features of ecosystems from oral information using a template and illustrated word banks</p>	<p>Record key elements and features of ecosystems from oral information using a template and word banks</p>	<p>Take notes of key elements and features of ecosystems from oral information using word banks</p>	<p>Take detailed notes of key elements and features of ecosystems from oral information</p>
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: deciduous forest, coniferous forest, temperate, rain forest, biomes, savannah</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency will REMEMBER elements of different ecosystems.</p>				
		<p><b>Example Context for Language Use:</b> Students will listen to oral descriptions (e.g. video clips, lecture, peer groups etc.) and recognize key elements of various ecosystems to prepare real-life models of them to display in their classrooms.</p>				
		<p><b>Level 6 - Reaching</b></p>				

		<i>National Curriculum Standards for Social Studies, Standard 6: Power, Authority, and Governance (Middle Grades):</i> Learners will understand: fundamental values of constitutional democracy (e.g., the common good, liberty, justice, equality, and individual dignity); The ideologies and structures of political systems that differ from those of the United States; The ways in which governments meet the needs and wants of citizens, manage conflict, and establish order and security.				
		<b>Connection</b>				
		<b>Example Topic</b>				
<b>SPEAKING</b>	Forms & organization of government  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: branches, legislative, judicial, executive, branches, local and federal separation of powers	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
		Name similarities and differences among forms of government in different countries using graphic organizers and sentence starters	Describe similarities and differences among forms of government in different countries using graphic organizers	Give examples of similarities and differences among forms of government in different countries using a self-constructed graphic organizer	Compare and contrast among forms of government in different countries using a self-constructed diagram	Explain with details similarities and differences among forms of government in different countries using student notes
		<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the structure of international governments.				
		<b>Example Context for Language Use:</b> Students similarities and differences among the forms of governments in other countries to the class.				
		<b>Level 6 - Reaching</b>				

		<p><b>Connection</b></p> <p><i>Alaska Cultural Standards for Students D (K-12):</i> Culturally-knowledgeable students are able to engage effectively in learning activities that are based on traditional ways of knowing and learning. 4. Gather oral and written history information from the local community and provide an appropriate interpretation of its cultural meaning and significance</p>					
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>	
<p><b>SPEAKING</b></p>	<p>Interpretation of oral histories</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: accumulated specific knowledge, interpretation, local conventions, cultural significance</p>	<p>Name events and traditions of the local community and their significance from notes taken using graphic organizers and illustrated environmental print</p>	<p>Describe events and traditions of the local community and their significance using note cards and illustrated environmental print</p>	<p>Explain events and traditions of the local community and their significance using note cards</p>	<p>Discuss events and traditions of the local community and their significance using notes from interviews</p>	<p>Interpret the significance of events and traditions of the local community using notes from interviews</p>	<p><b>Level 6 - Reaching</b></p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE traditional ways of knowing and interpreting information with events and traditions of the local community</p> <p><b>Example Context for Language Use:</b> Students discuss the cultural significance of different community activities based on information from interviews with elders or long-term residents of the local community to identify relevant information to include in student-created resources (e.g. websites; publications, etc.) about their community.</p>						

		<p><b>Connection</b></p> <p>Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge &amp; Ideas #4-5 (Grade 7): Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly. d. Acknowledge new information expressed by others and, when warranted, modify their own views.</p>					
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>	
<p><b>LISTENING</b></p>	<p><b>Example Topic</b></p> <p>Collaboration</p>	<p>Identify opinions or points of view on a particular contemporary issue from oral statements with a partner</p>	<p>Classify opinions or points of view on a particular contemporary issue using a graphic organizer</p>	<p>Compare opinions or points of view on a particular contemporary issue based on oral statements with a partner</p>	<p>Modify personal opinions or points of view on a particular contemporary issue based on oral discussion in small groups</p>	<p>Interpret oral scenarios on opinions or points of view on contemporary issues through role play or dramatization</p>	<p><b>Level 6 - Reaching</b></p>
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: active listening, mutual respect, debate, disagree, articulate, stale mate, contemporary issue, concur</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND diverse views on contemporary issues.</p>					
	<p><b>Example Context for Language Use:</b> Students listen to each other and interact in a classroom discussion on a contemporary issue (e.g., poverty, school rules) and consider how their opinion evolved.</p>						

		<p><b>Connection</b></p> <p>Common Core State Speaking and Listening Standards, Comprehension and Collaboration #2. (Grade 7): Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.</p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>SPEAKING</b></p>	<p><b>Example Topic</b></p> <p>Main ideas</p>	<p>Respond to yes or no questions about the main idea with visual support (e.g. captioned illustrations of plot, characters, etc.)</p>	<p>Identify main idea using graphic organizer (e.g., story map, plot line) with a partner or small group</p>	<p>Explain main idea using graphic organizer (e.g., story map, plot line) to a partner or small group</p>	<p>Distinguish between the main idea and supporting details using graphic organizer and examples from the text</p>	<p>Discuss the main idea using extended discourse</p>
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: supporting details, theme, thesis</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE main ideas of short stories and novels.</p>				
	<p><b>Example Context for Language Use:</b> Students discuss main idea of short stories and novels with partners or in small groups.</p>					
						<p><b>Level 6 – Reaching</b></p>

		<p><b>Connection</b></p> <p>Common Core State Standards for Mathematics, Expressions and Equations #4 (Grade 7): Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities. a. Solve word problems leading to equations of the form <math>px + q = r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? b. Solve word problems leading to inequalities of the form <math>px + q &gt; r</math> or <math>px + q &lt; r</math>, where <math>p</math>, <math>q</math>, and <math>r</math> are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example, As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.</p>					
		<p><b>Example Topic</b></p>					
<b>READING</b>	Algebraic equations (linear equations)	<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>	<b>Level 6 - Reaching</b>
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: inequality, linear equation, non-linear, simplify the expression, input/output</p>	<p>Recognize words and phrases that provide key information to solve real-life mathematical problems using manipulatives, visual, and graphic supports</p>	<p>Recognize language that provides key information to solve real-life mathematical problems using visual and graphic supports</p>	<p>Identify language that provides key information to solve real-life mathematical problems using visual and graphic supports</p>	<p>Interpret language that provides key information to solve real-life mathematical problems using visual and graphic supports</p>	<p>Identify key implicit information to solve real-life mathematical problems</p>	
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency APPLY their algebraic knowledge to solve real-life problems.</p>						
<p><b>Example Context for Language Use:</b> Students read real-life problems and construct mathematical equations to find their solutions in small groups.</p>							

		<p><b>Connection</b></p> <p>National Science Education Standards, Science as Inquiry, A, Understandings about Scientific Inquiry (Grades 5-8): Different kinds of questions suggest different kinds of scientific investigations. Some investigations involve observing and describing objects, organisms, or events; some involve collecting specimens; some involve experiments; some involve seeking more information; some involve discovery of new objects and phenomena; and some involve making models. Current scientific knowledge and understanding guide scientific investigations. Different scientific domains employ different methods, core theories, and standards to advance scientific knowledge and understanding... Scientific explanations emphasize evidence, have logically consistent arguments, and use scientific principles, models, and theories. The scientific community accepts and uses such explanations until displaced by better scientific ones. When such displacement occurs, science advances.</p>						
		<p><b>Example Topic</b></p>						
<b>WRITING</b>	Scientific inquiry	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>	
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: constants, control group, experimental group, hypothesis, hypothesis testing, data analysis, independent/dependent variable</p>	<p>Illustrate and label control group and experimental group before and after the experiment using a graphic organizer</p>	<p>Complete summaries of the results of the control group and experimental group using graphic organizers</p>	<p>Describe the results of the control group and experimental group using graphic organizers</p>	<p>Compare and contrast the control group and experimental group before and after the experiment using graphic organizers</p>	<p>Interpret and summarize the results of the control group and experimental group after the experiment using a graphic organizer</p>		
		<p><b>Cognitive Function:</b> Students at all levels of English language proficiency will UNDERSTAND how to interpret and represent the results of scientific inquiry.</p>						
		<p><b>Example Context for Language Use:</b> Students summarize the results of a science experiment in a lab report.</p>						



Connection		<i>Common Core Reading Standards for Literacy in History/Social Studies, Integration of Knowledge &amp; Ideas #7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.</i>				
Example Topic		Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
READING	Agriculture	Identify agricultural icons using visual or graphic support (e.g., on maps or graphs)	Locate resources or agricultural products using visual or graphic support	Distinguish among resources or agricultural products using visual or graphic support	Find patterns associated with resources or agricultural products using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs from grade-level text
	<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the importance of agricultural resources to regional economies.					
Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	Corn and bananas grow in Brazil. Corn and bananas are agricultural products.	Rice, an agricultural product, is an important crop. It grows in the wet flat lands of China.	Coffee grows in countries with high mountains that are near the equator, while olives grow near warm seas. As a consequence, coffee is a major agricultural product of Ecuador while olives are important to the Mediterranean region.	Grains are significant agricultural products grown in the flatlands, or plains, of Russia. There are a variety of grains cultivated there. However, wheat accounts for over half of Russia's grain production while barley is Russia's second major grain.	Orange trees require the moist, nutrient-rich soil of tropical climates. In contrast, wheat prospers in cooler, arid climates with drier soil. Notice how agricultural productivity varies from region to region in Kenya. One requirement of successful agricultural production is selecting crops that are well-suited to the climate and soil of the region.
	<b>Level 6- Reaching</b>					

	Language Forms & Conventions	Coffee, corn, rice v. olives, bananas, oranges	Rice grows... Bananas grow....	Corn grows... <b>while</b> olives grow...	...grown in the flatlands, <b>or</b> plains,....	One <b>requirement</b> of successful agricultural production is....
	Vocabulary Usage	crop rice corn bananas coffee olives wheat barley orange trees  point to show	important crop farming region wet flat land locate	near the equator or near warm seas major consequence Mediterranean region while	accounts for cultivated significant a variety of grains plains	In contrast agricultural productivity/ production moist, tropical climates; cooler, arid climates well-suited
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: renewable, non-renewable, resource allocation					
<b>Example Context for Language Use:</b> Students read informational texts and related websites about crops or agricultural products to use maps or create charts.						

Grade 7

Amplified Strand (continued)

Standard 5-Language of Social Studies

		<p><b>Connection</b></p> <p>The National Standards for Arts Education #1, Understanding and Applying Media, Techniques, and Processes (Grades 5-8): Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices. Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.</p>					
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>	
		<p><b>Example Topic</b></p>					
<p><b>LISTENING</b></p>	<p>Media (Materials)</p>	<p>Identify materials that could be used to communicate different ideas and experiences from pictures and oral statements (e.g., "paper maché," "clay")</p>	<p>Match different qualities of materials with their ability to communicate different ideas and experiences with a partner</p>	<p>Categorize the different qualities of materials according to their effectiveness to communicate different ideas and experiences in a small group using a graphic organizer</p>	<p>Compare the effectiveness of different materials in their ability to communicate different ideas and experiences</p>	<p>Infer reasons for artist's selection of media from extended oral discourse</p>	<p><b>Level 6 - Reaching</b></p>
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: design, representation</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the communicative effectiveness of different artistic media.</p>					
		<p><b>Example Context for Language Use:</b> Students listen to oral descriptions (e.g., teacher talk, video, pod cast, etc.) to determine the effectiveness of different materials or media.</p>					

		<b>Connection</b>					
		<i>Common Core State Standards for English Language Arts, Writing, Text Type and Purposes #2-3 (Grade 8):</i> Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content... Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
<b>Example Topic</b>							
<b>WRITING</b>	Peer Pressure	Draw and label storyboards about feelings and decisions influenced by peer pressure using illustrated word banks	Complete dialogues for storyboards or scripts about feelings and decisions influenced by peer pressure using model sentences	Describe actions for scripts about feelings and decisions influenced by peer pressure following models	Compose scripts about feelings and decisions influenced by peer pressure following models	Compose scripts about feelings and decisions influenced by peer pressure	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: attitudes, behaviors, peer pressure, belonging, membership, strength of character						
	<b>Cognitive Function:</b> Students at all levels of English language proficiency CREATE a script.						
		<b>Example Context for Language Use:</b> Students work in groups to prepare a script for a presentation (e.g., skit, video, multimedia) for incoming students focusing on peer pressure.					

<b>Connection</b>		<i>Common Core Speaking and Listening Standards #3 (Grade 8):</i> Delineate a speaker’s argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.				
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>LISTENING</b>	Analysis of an argument	Answer yes/no questions about an argument with illustrations	Identify key words or phrases related to an argument using a word bank	Match claims with supporting evidence in an argument using a graphic organizer	Categorize information in an argument using graphic organizers (e.g., relevant/irrelevant; pros/cons)	Recognize strengths and weaknesses in an argument
		<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the difference between making a claim and providing evidence.				
<b>Level 6- Reaching</b>						

<b>Criteria from the Performance Definitions (Example expectations)</b>	Discourse Complexity	The main character, Loretta, is kind. She is also stubborn. She helps her best friend, but she does not go with her to the pond.	I think Loretta shows courage in chapter two. For example, she goes to the magical forest alone. She also does not run away from the dragon. So, I believe Loretta is brave.	In general, Loretta is a strong character. She is both faithful and fearless. As a companion, for instance, she never leaves Sandra's side. Additionally, Loretta challenges the dragon in the forest.	Of all the protagonists in the story, I think Loretta is the star. She frequently faces scary creatures when she wants to flee. More specifically, she conquers the dragon and prevents the goblins from hurting Sandra.	Undeniably, Loretta represents the heroine of the tale. She not only defeats wicked monsters throughout the story, but she also proves herself as a loyal friend, except when she leaves her cousin behind. In addition to having admirable character traits, she is physically strong whenever she has the magical powers. In terms of leadership qualities, Loretta shows others how to do the right thing.
	Language Forms & Conventions	she is/does v. she is not/does not but	shows For example, also So,	In general, both ..., for instance,... never Additionally,	Of all... rather than More specifically,	Undeniably, Not only...but also In addition <u>to</u> In terms of
	Vocabulary Usage	kind tough best friend pond	I think... courage magical dragon I believe	faithful fearless companion challenge	frequently flee conquer prevent	represents defeat serve character traits leadership
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: relevant, irrelevant, evidence, premise, assumption, claim, persuasive					
<b>Example Context for Language Use:</b> Students listen to oral arguments to differentiate between claims and evidence about literature.						

		<b>Connection</b>					
		<p><i>Common Core State Standards for Mathematics, Geometry #3-4 (Grade 8):</i> Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates. Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.</p>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
<b>Example Topic</b>							
<b>LISTENING</b>	Two-dimensional figures	Adjust the position of figures from transformations identified orally (e.g., “rotate,” “reflect,” etc.) using models and manipulatives	Match the original and new position of figures from transformations described orally (e.g. “reflection over the y-axis”) using models and manipulatives	Select the new position of figures from transformations described orally (e.g. translate 3 units on the x-axis and 2 units on the y-axis) using graphic organizers and visual supports	Find the new position of figures from transformations described orally using notes and visual supports	Determine the new position of figures from transformations described orally	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: geometric transformation, rotation, scale factor	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND how changing an equation affects the position of figures in the coordinate plane.					
		<b>Example Context for Language Use:</b> Students listen to oral instructions to complete transformations (e.g. dilations, translations, rotations, and reflections) of two-dimensional figures in a coordinate plane.					

		<p><b>Connection</b></p> <p>National Science Education Standards, Physical Science, B, Transfer of Energy (Grades 5-8): Energy is a property of many substances and is associated with heat, light, electricity, mechanical motion, sound, nuclei, and the nature of a chemical. Energy is transferred in many ways...In most chemical and nuclear reactions, energy is transferred into or out of a system. Heat, light, mechanical motion, or electricity might all be involved in such transfers.</p>				
		<p><b>Example Topic</b></p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>SPEAKING</b></p>	<p>Forms of energy</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: heat wave, sound wave, conservation of matter, kinetic energy, potential energy</p>	<p>Name the types of energy transferred using visual supports (e.g., heat, light, sound)</p>	<p>Give examples of the types of energy transferred using sentence frames and visual supports (e.g., "The _____ produces ____" )</p>	<p>Describe the types of energy transferred using graphic organizers and visual supports</p>	<p>Compare and contrast the types of energy transferred using graphic organizers and visual supports</p>	<p>Discuss the types of energy transferred using visual supports</p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency will ANALYZE energy transfer.</p>					
	<p><b>Example Context for Language Use:</b> Students decide with peers the types of energy transfers that occur in various situations from everyday life experiences (e.g. ice packs, thunderstorms, simple engines).</p>					
		<p><b>Level 6 - Reaching</b></p>				

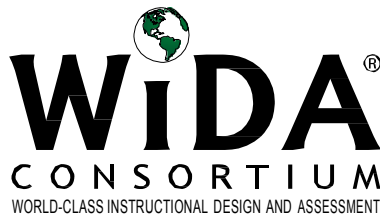


		<p><b>Connection</b></p> <p>Common Core State Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects, Text Type and Purposes #1 (Grades 6-8): Write arguments focused on discipline-specific content. a. Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.</p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>READING</b></p>	<p><b>Example Topic</b></p>					
	<p>Globalization</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: interdependence, worldwide, network, transnational</p>	<p>Match visually-supported words or phrases related to different effects of globalization with a partner using graphic organizers in L1 or L2</p>	<p>Classify words or phrases related to the effects of globalization with a partner using graphic organizers in L1 or L2</p>	<p>Compare examples of the effects of globalization based on visually-supported text using graphic organizers (e.g., “Cell phones are a more significant part of globalization because...”)</p>	<p>Compare changes over time in the effects of globalization based on visually-supported text (e.g., “At first, the Internet was only common in wealthy countries. Now it is everywhere. This is important because .....”)</p>	<p>Draw nuanced conclusions about the effects of globalization from grade-level text (e.g., “As a result of these changes, our world is more connected than ever. This phenomenon also brings certain risks such as identity theft and loss of local culture.”)</p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE the effects of globalization around the world and in their local community.</p> <p><b>Example Context for Language Use:</b> Students read informational articles on globalization to consider its impact on various parts of life (e.g., Internet, Coca-Cola, cable TV and movies).</p>					
<p><b>Level 6 - Reaching</b></p>						

		<p>The National Physical Education Standards #6, Setting Goals for Good Health (Grades 5-8): Students will demonstrate the ability to use goal-setting and decision-making skills to enhance health—Demonstrate the ability to apply a decision-making process to health issues and problems individually and collaboratively. Analyze how health-related decisions are influenced by individuals, family, and community values. Predict how decisions regarding health behaviors have consequences for self and others. Apply strategies and skills needed to attain personal health goals. Describe how personal health goals are influenced by changing information, abilities, priorities, and responsibilities. Develop a plan that addresses personal strengths, needs, and health risks.</p>				
		<p><b>Connection</b></p>				
		<p><b>Example Topic</b></p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>WRITING</b></p>	<p>Personal health goals</p>	<p>Classify personal health goals, decisions, or consequences using word banks or graphic organizers in L1 or L2</p>	<p>Describe personal health goals, decisions, or consequences using a word bank</p>	<p>Explain personal health goals, decisions, or consequences using sentence starters (e.g., "I chose ____ because ____.")</p>	<p>Describe progress toward personal health goals using a model (e.g., "My body mass index has decreased but I have not lost weight. This may be because...")</p>	<p>Relate progress toward personal health goals to grade-level content (e.g., "I know that I need to add more cardio instead of just weight lifting because I don't have the highest metabolism...")</p>
	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: nutritional content, body mass index, calories, food pyramid, metabolism</p>	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE choices for a healthy lifestyle.</p>				
		<p><b>Example Context for Language Use:</b> Students design a fitness plan including a food and exercise diary to self-monitor their progress over time.</p>				
		<p><b>Level 6 - Reaching</b></p>				

# The English Language Development Standards

Grades 9-12



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		<b>Connection</b>					<i>Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension &amp; Collaboration #1.C (Grade 9-10):</i> Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.	
		<b>Example Topic</b>	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>SPEAKING</b>	Leadership	<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: delegate, compromise, represent, motivate, inspire, set an example</p>	Make statements identifying responses to community challenges using visuals and word banks in small groups (e.g., point out examples of evidence of leadership in pictures of community scenes)	Provide examples of responses to community challenges using sentence frames in small groups (e.g., "A leader could _____ to solve the problem.")	Pose questions about responses to community challenges using expanded sentence frames in small groups	Explain and elaborate on responses to community challenges in small groups	Defend responses to community challenges in small groups	
							<b>Level 6 - Reaching</b>	
	<b>Cognitive Function:</b> Students at all levels of English language proficiency APPLY interpersonal and leadership strategies to current issues.							
	<b>Example Context for Language Use:</b> Students role play community leaders negotiating plans for how they would respond to current school or community challenges.							

		<p><b>Connection</b></p> <p><i>Common Core State Standards, English Language Arts, Reading: Informational Text, Integration of Knowledge and Ideas #8 (Grades 9-10): Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.</i></p>				
		<p><b>Level 1 Entering</b></p>	<p><b>Level 2 Emerging</b></p>	<p><b>Level 3 Developing</b></p>	<p><b>Level 4 Expanding</b></p>	<p><b>Level 5 Bridging</b></p>
<p><b>READING</b></p>	<p><b>Example Topic</b></p> <p>Point of view</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: bias, claim, evidence, argument, valid, stereotype, tone, perspective, judgment</p>	<p>Identify examples of facts from visually supported captions (e.g. of newspaper or magazine photographs) with a partner in L1 or L2</p>	<p>Identify examples of point of view from visually supported captions (e.g. of political cartoons) with a partner in L1 or L2</p>	<p>Sort visually supported text according to point of view, and share with a partner</p>	<p>Identify evidence of point of view (e.g., word choice, tone) in various texts, and share in small groups</p>	<p>Compare and contrast various sources according to how point of view is expressed</p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency will ANALYZE author's point of view.</p>					<p><b>Level 6 – Reaching</b></p>
	<p><b>Example Context for Language Use:</b> Students read a variety of texts (e.g., speech transcripts, websites, editorials) to identify author's point of view and choose appropriate sources for a research project.</p>					

		<b>Connection</b>					
		<p><i>Common Core State Standards for Mathematics, Geometry, Similarity, Right Triangles and Trigonometry #6-8 (Grade 9-10):</i> Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. Explain and use the relationship between the sine and cosine of complementary angles. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems</p>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>Example Topic</b>							
<b>WRITING</b>	Right triangles	Sequence elements of right triangle word problems using illustrated phrase banks with a partner	Complete right triangle word problems using sentence frames and word banks (e.g., sine, cosine, tangent, right triangle)	Modify right triangle word problems using textbook models	Compose right triangle word problems using textbook models and rubrics	Compose right triangle word problems	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: Trigonometric functions (sine, cosine, tangent), Pythagorean Theorem, Hypotenuse, opposite, adjacent		<b>Cognitive Function:</b> Students at all levels of English language proficiency CREATE word problems requiring the use of trigonometric ratios and the Pythagorean Theorem to solve.				
			<b>Example Context for Language Use:</b> Students write word problems that can be solved by using right triangles (e.g., finding the height of a tree by using its shadow), and trade with a classmate to solve each other's problems.				

		<p><b>Connection</b></p> <p><i>National Science Education Standards, Science as Inquiry, A2, Design and Conduct Scientific Investigations (Grades 9-12):</i> The investigation may also require student clarification of the question, method, controls, and variables; student organization and display of data; student revision of methods and explanations; and a public presentation of the results with a critical response from peers.</p>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6- Reaching</b>
<b>SPEAKING</b>	<b>Example Topic</b>	Identify the effect of modifying variables using illustrated word banks in small groups	Give examples of the effect of modifying variables using illustrated word banks in small groups	Describe the effect of modifying variables using graphic organizers in small groups	Compare and contrast the effect of modifying variables using graphic organizers in small groups	Report on the effect of modifying variables in small groups	
	Dependent & independent variables	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the effect of changing variables in an experiment.</p>					

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Criteria from the Performance Definitions (Example expectations)</p>	<p>Discourse Complexity</p>	<p>Illustrated Word Bank: CO<sub>2</sub> Carbon dioxide = stayed the same Δ changed</p> <p>Students speak underlined language:</p> <p>The independent variable was <u>carbon dioxide</u>.</p> <p>In the control experiment, the reaction <u>stayed the same</u>.</p> <p>In the experiments with different proportions of carbon dioxide to water, the reaction <u>changed</u>.</p>	<p>The independent variable was carbon dioxide.</p> <p>We used the same amount of water and carbon dioxide. The reaction occurred.</p> <p>We used less carbon dioxide than water. The reaction occurred slowly.</p> <p>We took away carbon dioxide. The reaction did not occur.</p> <p>Carbon dioxide affected the reaction.</p>	<p>Carbon dioxide was the independent variable. We knew how much CO<sub>2</sub> to use in the experiment because we had the chemical equation for photosynthesis. In the control experiment, we used the amount of carbon dioxide in the equation. In the other experiments, we changed the amount of carbon dioxide. We observed the reaction slow down with less carbon dioxide.</p>	<p>We tested the impact of changing the amount of carbon dioxide in our experiment. To get carbon dioxide, we dissolved sodium bicarbonate in water. In our control experiment, we used the same proportion of carbon dioxide to water that the chemical equation for photosynthesis shows. We recorded the amount of water and carbon dioxide used in multiple experiments as well as our observations of what occurred. We found that when you use less carbon dioxide, the reaction rate slows down.</p>	<p>Several variables, including temperature and carbon dioxide influence the rate of photosynthesis. In our experiment, we tested the impact of varying amounts of carbon dioxide in the photosynthesis reaction. We dissolved sodium bicarbonate in water to obtain carbon dioxide. The proportion of carbon dioxide to water used in the control group matched the proportion shown in the chemical equation of photosynthesis. We changed the amount of carbon dioxide in the experimental groups and compared their reaction rates to that of the control group. Using data, we found the proportion of carbon dioxide to water affects the reaction rate.</p>	
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	Language Forms & Conventions	<p>Reaction in beaker A is <u>slower than</u> reaction in beaker B.</p> <p>Reaction in beaker B is <u>faster than</u> reaction in beaker A.</p> <p>Reaction in beaker A is the <u>same as</u> reaction in beaker C.</p>	<p>variable <u>was</u> carbon dioxide</p> <p>We <u>used</u></p> <p>The reaction <u>occurred</u>.</p> <p>Carbon dioxide <u>affected</u></p>	<p>We <u>knew...</u> because?</p> <p>We <u>saw...</u> In the...</p>	<p>Changing a variable affects...</p> <p>Using different amounts of...</p>	<p><u>In our experiment</u>, we tested ....</p> <p><u>Using data</u>, we found...</p>
	Vocabulary Usage	<p>stay the same/ change same/different slow/fast</p>	<p>amount</p> <p>slowly rapidly</p> <p>affect</p>	<p>chemical equation</p> <p>photosynthesis</p> <p>observed</p>	<p>dissolve</p> <p>proportion</p> <p>reaction rate</p> <p>record</p>	<p>influence</p> <p>test (as a verb)</p> <p>obtain varying</p> <p>impact</p> <p>reaction rate</p>
<p><i>Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data</i></p>						
<p><b>Example Context for Language Use:</b> Students will discuss the design of an experiment to test the effect of changing a variable. Groups will perform the experiment and record their observations on the impact of the specific variable. Finally, the group will discuss the results and collaborate in reporting them.</p>						

Grades 9-10

Amplified Strand (continued)

Standard 4-Language of Science

		<p><b>Connection</b></p> <p><i>Minnesota Economics Standards VI. Economics, A. The Market Economy (Micro Economics) (Grades 9-12):</i> The student will understand the basic characteristics of markets and the role of prices in modern market economies. 1. Students will describe the determination of equilibrium market prices by applying principles of supply and demand to markets for goods and services. 3. Students will identify several factors that lead to variation in market prices and quantities exchanged by changes in supply and/or demand.</p>				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>LISTENING</b>	<p><b>Example Topic</b></p> <p>Supply &amp; demand</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: supply, demand, consumption</p>	<p>Point to key terms related to supply and demand using illustrated word banks with a partner</p>	<p>Select terms related to supply and demand to complete graphic organizers using word banks</p>	<p>Complete information related to supply and demand in a small group using a note-taking template</p>	<p>Give examples of changes in supply and demand from notes and share with a partner</p>	<p>Infer reasons for changes in supply and demand</p>
	<p><b>Cognitive Function:</b> Students at all levels of English language proficiency will UNDERSTAND the economic concept of supply and demand.</p>					
	<p><b>Example Context for Language Use:</b> Students listen to a video or oral presentation about supply and demand of a popular product and take notes.</p>					
						<b>Level 6 - Reaching</b>

		<b>Connection</b>					<i>National Technology Standards #5, Digital Citizenship (Grades K-12):</i> Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: advocate and practice safe, legal, and responsible use of information and technology	
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>		
<b>READING</b>	<b>Example Topic</b>	Information technology	Organize information about the effects of new technologies using graphic organizers (e.g. word webs) and L1 and L2 in a small group	Find evidence of the effects of new technologies in visually supported text with a partner	Identify author's perspective on the effects of new technologies by reading visually supported text	Infer information about the effects of new technologies in today's society from scientific research	<b>Level 6 – Reaching</b>	
	<b>Topical Vocabulary:</b>	Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: cyber bullying, social media, ethical implications	<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the effects of new technologies in today's society.					
			<b>Example Context for Language Use:</b> Students read articles on the social effects of new technologies (e.g. social media use in the teenage population).					

<b>Connection</b>		<p><i>Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension &amp; Collaboration #3 (Grade 11-12):</i> Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p> <p><i>Reading for Informational Texts, Integration of Knowledge &amp; Ideas #7:</i> Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p>					
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6- Reaching</b>
<b>READING</b>	Informed decisions (College & career)	Sort materials based on self- selected criteria for post-secondary opportunities with a partner using materials with graphic support and strong headlines	Identify important information within materials (e.g., by highlighting) related to self-selected criteria for post-secondary opportunities in materials with graphic support	Categorize options related to self-selected criteria for post-secondary opportunities in materials with graphic support	Compare and contrast potential options according to self-selected criteria for post-secondary opportunities using graphic organizers	Justify selection of post-secondary opportunities based on evidence from materials	
	<b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE post-secondary options with supporting data.						

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Criteria from the Performance Definitions (Example expectations)</p>	<p>Discourse Complexity</p>	<p><u>The University:</u> <u>Quick Facts</u></p> <ul style="list-style-type: none"> <li>• Founded in 1910</li> <li>• 27,000 students from 41 states and 60 countries</li> <li>• Located in Townville, U.S.</li> <li>• Named "Best Value U" by Ratings Magazine for 3 straight years</li> </ul> <p><u>Residential Life</u> First- and second-year students reside in campus housing. Living opportunities include 12 residence halls, 35 theme houses, and nine apartment complexes.</p> <p><u>Scholarships and Financial Aid</u></p> <ul style="list-style-type: none"> <li>• More than \$150 million in scholarships and financial aid each year</li> <li>• Awarded for need, merit, and/or talent</li> </ul> <p><u>Majors</u> Accounting, Anthropology, Art, Biochemistry, Biology, Business...</p> <p>Visit Campus <u>The best way</u> to decide if the University is right for you is by visiting campus. Schedule your visit at <a href="http://university.edu/admission">university.edu/admission</a> or call 1-800-I-VISIT-U.</p>	<p><u>Career Description</u> Individuals who enjoy <b>working with tools and their hands</b> to repair machinery may be interested in work as a mechanic. Today, mechanics often use computer diagnostic equipment to find and fix problems, so mechanics also need to continually <b>learn about changes in technology</b>. Most mechanics specialize in at least one area such as automotive, aircraft, small engine, air conditioning and refrigeration, or industrial machinery.</p> <p>Mechanics generally have a <b>love for machines or vehicles</b>, but many also like <b>customer service</b> and feel a sense of accomplishment from <b>helping people</b>.</p> <p><u>Education</u> Typically, only a <b>high school diploma or GED</b> is required and most training occurs on the job. However, mechanics with some formal training from a <b>trade school or community college</b> will find more opportunities and better paying jobs. Most training programs take from <b>6 months to 2 years</b> to complete.</p>	<p><i>Close, Interesting:</i> <u>The Creative Institutes</u> This system of schools offers real-world education in the areas of culinary arts, fashion, film, graphic design, and more. With over 50 schools in 30 states, you can earn an associate degree or technical diploma in one of these subjects at a campus near you!</p> <p><i>Close, Affordable:</i> <u>Convenient College</u> For over 15 years, Convenient College has offered affordable student-centered, quality, career-focused education. Our online program offers bachelor's degrees tailored to meet your personal needs at a pace that is right for you. Possessing current experience in business, criminal justice, health care, and psychology, our faculty is here for you. At Convenient College, you will find a warm, friendly community with small class sizes and staff dedicated to your advancement.</p> <p><i>Interesting:</i> <u>Teacher College</u> Our Early Childhood program combines hands-on field work with academic coursework. Success depends on a caring attitude, flexibility, dependability, and strong communications skills. If this sounds like a fit for you, the time is right to apply!</p>	<p><u>Pre-law</u> Are you driven to earn top grades? Are you interested in student government? Can you picture yourself as an intern in a law office? Are you committed to studying for the LSAT?</p> <p>Since pre-law is rarely offered as a major, a pre-law advising program will help you stay on track as you prepare for law school. It helps to be a good communicator and you'll be more likely to succeed in law school if you are an analytical thinker who enjoys problem solving. Though many pre-law students choose majors like English or political science, you can major in anything at all!</p> <p><u>Nursing Aides</u> Nursing aides' responsibilities range from bathing patients to taking their temperature to leading a group card game. If you are attracted to the many virtues of nursing but not the time it takes to become an RN, a nursing aide position may be right for you. And if you are thinking of becoming a nurse, this job may help you decide if you want to continue your education and training. Nursing aides can work days, nights, and/or weekends, and some jobs require use of your own transportation.</p>	<p>Choosing a career is a big decision for recent graduates and seasoned professionals alike. With so many options and factors to consider, some individuals feel overwhelmed or pressured to settle on the career path that seems most convenient. Unfortunately, hastily selecting an occupation often leads to personal and professional dissatisfaction within months or years. Although it may seem like an insurmountable challenge, with a bit of time, energy, and self-examination, choosing a career path can be exhilarating. A strategic plan for accomplishing career goals is the first step to a successful career. Here are some important steps to consider in creating a plan that's right for you:</p> <ol style="list-style-type: none"> <li>1. Look within: what are your values, interests, and objectives? What do others perceive as your greatest strengths? Consider trying career assessments or even career counseling to answer these questions.</li> <li>2. Make a list of possibilities: Look at educational requirements, the job description, earnings, and opportunities for advancement before adding a job to your list.</li> <li>3. Narrow down your list according to the criteria you value most.</li> <li>4. Set reasonable goals and create an action plan.</li> </ol>
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	Language Forms & Conventions	founded in... located in... named a...	but however,...	tailored to	If... An RN range from _____ to _____ to _____	Although it may... ...or even	
	Vocabulary Usage	University residence hall financial aid major campus	equipment specialize formal training, certification, diploma customer service	real-world education affordable student-centered career-focused meet your needs pace warm community advancement flexibility, dependability, strong communication skills the time is right	picture yourself advising program stay on track analytical thinker problem solving anything at all virtues	seasoned professionals Settle on a career path factors hastily insurmountable challenge exhilarating look within perceive as Narrow down criteria you value most	
<p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are <i>exposed to</i> grade-level words and expressions, such as: vocation/trade, merit scholarship, cost of living, room and board, professional reference, resumé-building</p>							
<p><b>Example Context for Language Use:</b> Students review college or career marketing materials (e.g., print or online) according to self-selected criteria (e.g., affordability, location, time commitment, requirements, interest) to make personal informed decisions on post-secondary options.</p>							

		<i>Common Core State Standards, English Language Arts, Reading: Literature, Craft &amp; Structure #6 (Grades 11-12):</i> Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	
<b>LISTENING</b>	<b>Connection</b>						
	<b>Example Topic</b>						
	Satire  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: satire, satirical humor, reading between the lines, juxtaposition, ridicule	Recognize satirical patterns and expressions supported by visual cues in L1 or L2	Classify speech samples as satirical or non-satirical with a partner in L1 or L2	Compare literal meaning and satirical meaning using graphic organizers with a partner	Interpret the satirical content of visually supported speech working with a partner	Infer the speaker's purposes in satirical speech	<b>Level 6 - Reaching</b>
<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the elements and purpose of culturally-relevant satire.							
<b>Example Context for Language Use:</b> Students listen to performances of satirical plays and use observations about intonation patterns to understand underlying meaning.							

		<b>Connection</b>					
		<p><i>Common Core State Standards for Mathematics, Functions, Interpreting Functions #4-6 (Grades 11-12):</i> For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. <i>Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.</i> Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. <i>For example, if the function <math>h(n)</math> gives the number of person-hours it takes to assemble <math>n</math> engines in a factory, then the positive integers would be an appropriate domain for the function.</i> Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.</p>					
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
<b>Example Topic</b>							
<b>SPEAKING</b>	<p>Mathematical relations &amp; functions</p> <p><b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: periodicity, rate of change, quadratic functions, parabola</p>	Name key properties of functions using graphs and equations in L1 or L2	Give examples of key properties of functions using graphs and equations with a partner	Summarize how key properties of a function are represented using labeled graphs and equations, or a word bank	Explain with details representations of key properties of functions in small groups (e.g., think aloud)	Provide reasons why key properties of functions relate to real-world events. (e.g., the periodicity of a pendulum, range of data for lunar cycles)	
	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND properties of functions.						
	<b>Example Context for Language Use:</b> Students explain, in pairs or small groups, how mathematical abstractions in equations and graphs can represent real-life situations (e.g., using functions and graphs to analyze the lunar cycle, analyze motion graphs of a falling object or parabolic motion.)						



		<p><b>Connection</b></p> <p>National Science Education Standards, Physical Science, B3, Chemical Reactions (Grades 9-12): Chemical reactions occur all around us, for example in health care, cooking, cosmetics, and automobiles. Complex chemical reactions involving carbon-based molecules take place constantly in every cell in our bodies...A large number of important reactions involve the transfer of either electrons (oxidation/reduction reactions) or hydrogen ions (acid/base reactions) between reacting ions, molecules, or atoms. In other reactions, chemical bonds are broken by heat or light to form very reactive radicals with electrons ready to form new bonds...Catalysts, such as metal surfaces, accelerate chemical reactions. Chemical reactions in living systems are catalyzed by protein molecules called enzymes.</p>					
		<p><b>Example Topic</b></p>					
<b>READING</b>	Chemical reactions	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 - Reaching</b>
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: reactant, endothermic exothermic, chemical nomenclature, oxidation-reduction, catalyst, single/double replacement reaction	Match information about chemical reactions from a chart to a graphic organizer with a partner	Locate information about chemical reactions on a data chart and/or graphic organizer in small groups	Sort results of chemical reactions from data charts using a graphic organizer	Interpret the results of chemical reactions using data on charts	Draw conclusions based on written results of chemical reactions given a data chart (e.g., "Would you want this chemical in your kitchen? Would this chemical be a problem in a natural waterway?")	
	<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the chemical properties of substances.						
	<b>Example Context for Language Use:</b> Students use charts and graphic organizers (e.g. dichotomous keys) to determine the identity of unknown chemicals in chemical reactions.						

		<p><i>Common Core State Standards for English Language Arts, Writing, Research to Build &amp; Present Knowledge #7-9 (Grade 11-12):</i> 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. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. Draw evidence from informational texts to support analysis, reflection, and research.</p>				
<b>Connection</b>						
<b>Example Topic</b>		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>WRITING</b>	Historical figures & times	Identify the significance of individuals' leadership in politics, economics, or society using graphic organizers or sentence frames with a partner	Take notes about roles of significant individuals or ideologies in politics, economics, or society with a partner using graphic organizers	Organize notes about roles of significant individuals or ideologies in politics, economics, or society using primary source text, photographs, and graphic organizers	Describe the impact of significant individuals and ideologies on politics, economics, or society using primary source text, photographs, and writing rubrics	Discuss in detail the impact of individuals and ideologies on historical times in politics, economics, or society using primary source text, photographs, and writing rubrics
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: plagiarism, database, reliable source, social construct, key figure	<b>Cognitive Function:</b> Students at all levels of English language proficiency EVALUATE historical information and points of view from multiple sources.				
		<b>Example Context for Language Use:</b> Students write up the results of research on a historical time period or event (e.g., What was the purpose and origins of the American eugenics movement?).				
		<b>Level 6 - Reaching</b>				

		<i>National Arts Standards for Music #9, Understanding Music in Relation to History and Culture (Grades 9-12):</i> Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications. Students identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context. Students identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences.				
		<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>
<b>SPEAKING</b>	<b>Connection</b>					
	<b>Example Topic</b>					
	Musical genres  <b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: social context, instrumentation, social commentary, crossover	Name musical genres and match recordings with word or phrase descriptions of their times from a word bank	Relate key dates and events in the development of musical genres using representative recordings (e.g., jazz through the eras)	Tell about development of musical genres and related social or cultural events using representative recordings	Describe in detail the development of musical genres and related social or cultural events using representative recordings	Explain connections between cultural and historical knowledge and knowledge of musical genres (e.g., coded language in American blues music)
<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND musical genres within their social or cultural context.						
<b>Example Context for Language Use:</b> Students give a presentation to the class showing the relationships between social or cultural changes in society and a modern musical genre (e.g., hip hop, blues, 1970's salsa, protest music)						