WIDA

GRADES 9–12 Materials

WIDA English Language Development Standards Framework, 2020 Edition

Kindergarten—Grade 12

Promote equity for multilingual learners
Teach language and content together

Wisconsin Center for
Education Research
SCHOOL OF EDUCATION
UNIVERSITY OF WISCONSIN–MADISON

WIDA English Language Development Standards Framework, 2020 Edition
Kindergarten—Grade 12

These materials are part of the WIDA ELD Standards Framework, 2020 Edition. The 2020 Edition offers several resources to support applications of the Framework, including materials that are geared specifically for grade-level clusters K, 1, 2-3, 4-5, 6-8, and 9-12.
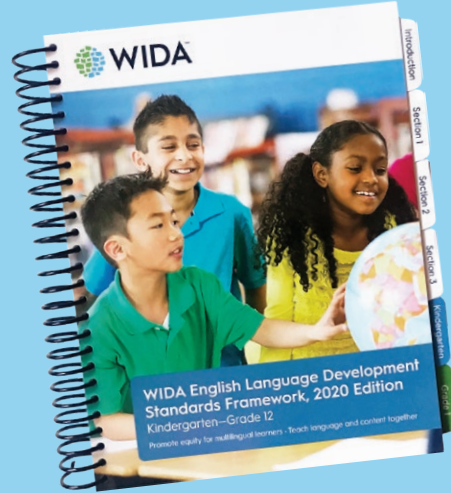
The complete 2020 Edition includes other useful resources for educators. Section 4, in particular, includes
- Key Language Uses: A Closer Look
- Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations
- A glossary of linguistic terms in the 2020 Edition

Moreover, eight appendices offer valuable information for specific purposes and audiences
- Appendix A: WIDA English Language Development Standards Framework, 2020 Edition—Meeting ESSA Title 1 Requirements
- Appendix B: Correspondence Tables for Content and Language Standards
- Appendix C: A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations
- Appendix D: A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes
- Appendix E: High-Level Comparison of WIDA Standards Editions From 2004 to 2020
- Appendix F: Theoretical Foundations of the WIDA ELD Standards Framework, 2020 Edition
- Appendix G: Select References
- Appendix H: Standards Development Process and Acknowledgments

To download a complete copy of the WIDA English Language Development Standards Framework, 2020 Edition, visit the WIDA website at wida.wisc.edu/teach/standards/eld. Or, you can buy a print copy from the WIDA Store, at www.wceps.org/Store.

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

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

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

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

WIDA Mission, Vision, and Values

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

Mission

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

From English Language Learners to Multilingual Learners

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

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

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

WIDA Guiding Principles of Language Development (2019)

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

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.

2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.

3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.

4. Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.

5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.

6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.

7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.

8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.

9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.

10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.
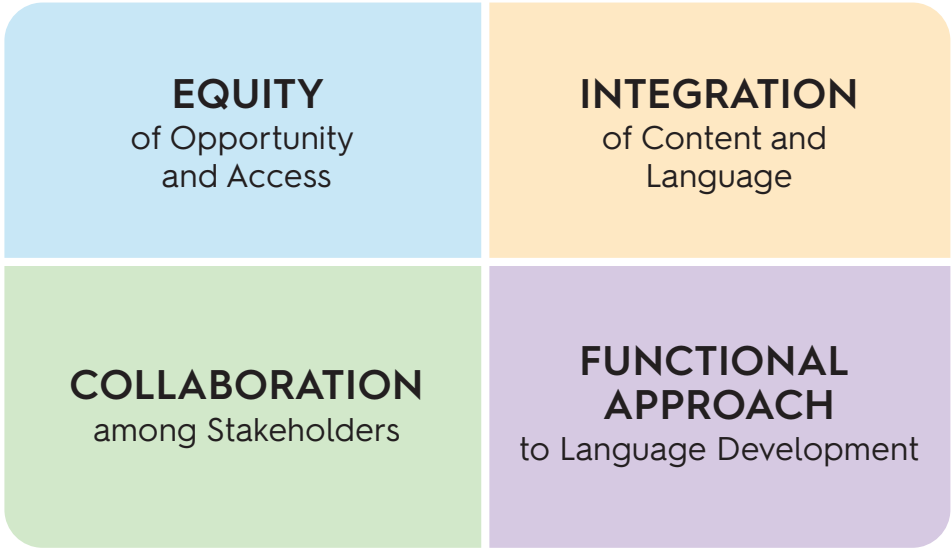
Big Ideas of the WIDA ELD Standards Framework, 2020 Edition: Kindergarten–Grade 12

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

Big Ideas in the 2020 Edition

EQUITY of Opportunity and Access	**INTEGRATION** of Content and Language
COLLABORATION among Stakeholders	**FUNCTIONAL APPROACH** to Language Development

Equity of Opportunity and Access

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

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

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

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

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

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

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

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

Integration of Content and Language

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

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

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

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

In positioning the 2020 Edition to spotlight the variety of ways in which language is used in content area learning, WIDA is drawing educators' attention to multimodality, the use of multiple means of communication. Multimodality is inherent to and essential for how students make meaning and engage in disciplinary practices. All students are able to both interpret and express ideas with greater flexibility when using multimodal resources, including multiple languages. Multimodality allows all students to use multiple means to engage, interpret, represent, act, and express their ideas in the classroom. For example, as students read, they also might refer to illustrations or diagrams, and as students write, they might also represent their ideas numerically or graphically.

The integration of content and language for multilingual learners promotes

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

Collaboration among Stakeholders

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

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

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

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

Content and language teachers can work together to

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

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

Functional Approach to Language Development

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

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

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

Sociocultural context: the association of language with the culture and community in which it is used. In schools, it refers to the interaction among students and the classroom environment, along with the influences that shape the environment (e.g., purpose, topic, situation, participant's identities and social roles, audience).
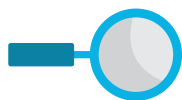
To read more about all these Big Ideas, see the WIDA website.

Understanding the WIDA ELD Standards Framework

Underpinned by the four Big Ideas, the WIDA ELD Standards Framework is a language development standards framework for K–12 academic settings.
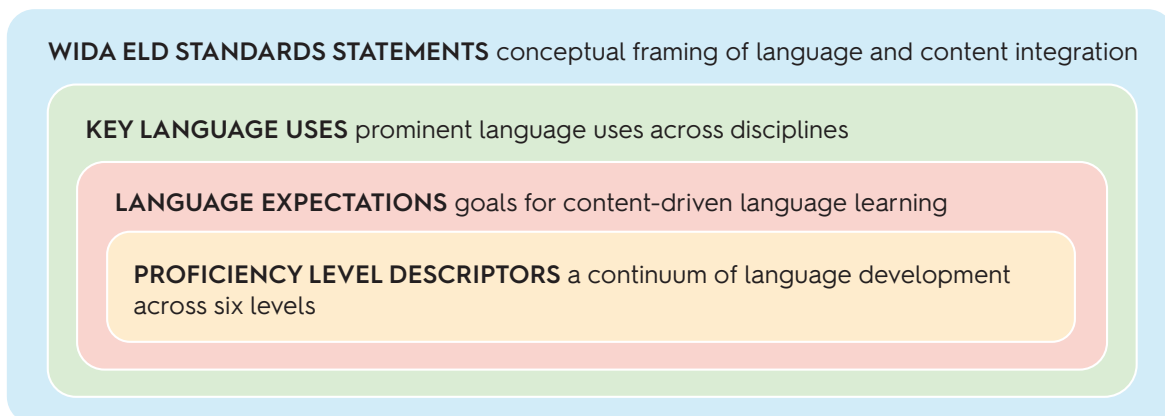
Sometimes people describe a standards framework as being like a map. In the same way that a map points out common, visible landmarks, a standards framework points out common, visible expectations for all students and helps to bring coherence across educational systems. The WIDA ELD Standards Framework is like a map in that it offers language expectations as destination points, as well as road signs to set goals for curriculum, instruction, and assessment for multilingual learners.

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

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

The figure below shows the four components of the framework conceptualized as nested building blocks of language development within sociocultural contexts.

The Components of the WIDA ELD Standards Framework

WIDA ELD STANDARDS STATEMENTS conceptual framing of language and content integration

KEY LANGUAGE USES prominent language uses across disciplines

LANGUAGE EXPECTATIONS goals for content-driven language learning

PROFICIENCY LEVEL DESCRIPTORS a continuum of language development across six levels

The WIDA ELD Standards Statements

The five standards statements represent the language of schooling and provide the broadest conceptual framing of content and language integration.

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

WIDA ELD STANDARDS STATEMENTS

KEY LANGUAGE USES

LANGUAGE EXPECTATIONS

PROFICIENCY LEVEL DESCRIPTORS
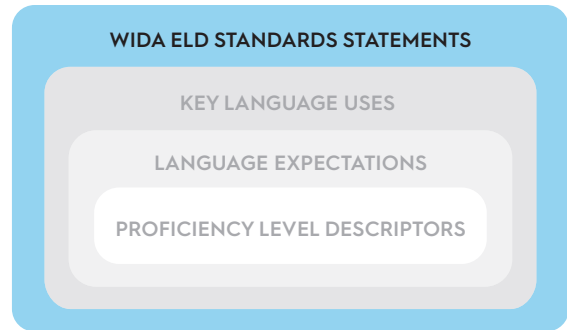
Abbreviated forms of the Five English Language Development Standards Statements
ELD Standard 1: Language **for** Social and Instructional Purposes (ELD-SI)
ELD Standard 2: Language **for** Language Arts (ELD-LA)
ELD Standard 3: Language **for** Mathematics (ELD-MA)
ELD Standard 4: Language **for** Science (ELD-SC)
ELD Standard 5: Language **for** Social Studies (ELD-SS)

These abbreviated forms point to WIDA's functional approach to language development, drawing attention to
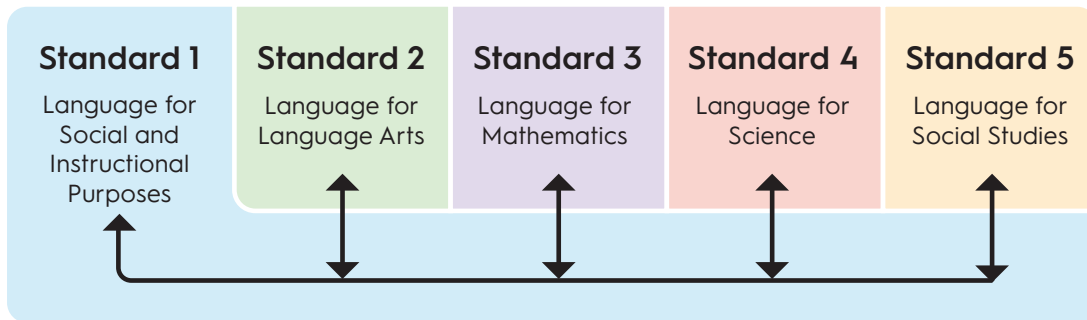
- The dynamic nature of language
- Communicative purposes of the discipline or content area
- The use of language to communicate and make meaning
- Language use in the service of learning—in other words, language for thinking and doing

Standard 1

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

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

Relationship among the WIDA ELD Standards

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5
Language for Social and Instructional Purposes	Language for Language Arts	Language for Mathematics	Language for Science	Language for Social Studies

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

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

Key Language Uses

As part of developing the WIDA ELD Standards Framework, 2020 Edition, WIDA researchers analyzed academic content standards, research literature, and disciplinary practices. They also incorporated an understanding of genre families—categories of texts that share specific characteristics, such as purpose, organization, or other similar patterns of language use. From this research, WIDA has identified four Key Language Uses—Narrate, Inform, Explain, and Argue—that can be used to prioritize and organize the integration of content and language.[1]
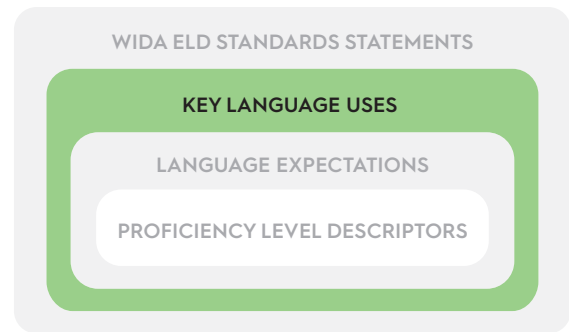
Key Language Uses exemplify the Big Idea: Functional Approach to Language Development. They emphasize language use for particular purposes, with particular audiences, and in particular sociocultural contexts. They

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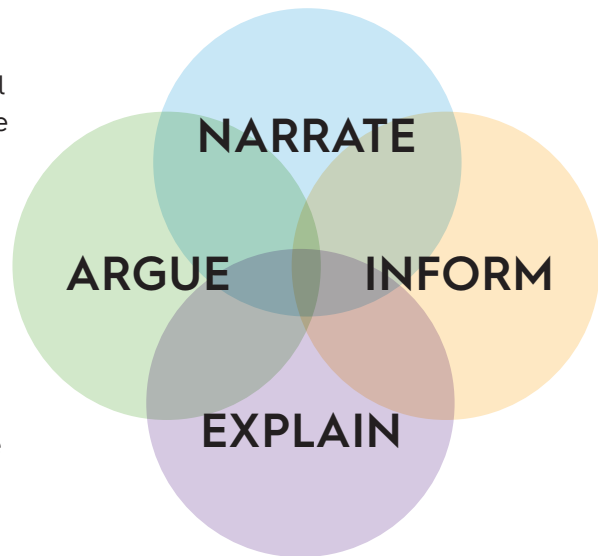- Serve as an organizing principle for the Language Expectations

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

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

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

WIDA ELD STANDARDS STATEMENTS

KEY LANGUAGE USES

LANGUAGE EXPECTATIONS

PROFICIENCY LEVEL DESCRIPTORS

Four Key Language Uses

NARRATE

ARGUE   INFORM

EXPLAIN

---

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

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

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

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

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

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

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

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

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

The complete edition of the WIDA ELD Standards Framework provides a deep dive into the features of each Key Language Use across grades and disciplines. Visit Section 4: Resources—Key Language Uses: A Closer Look, and also Appendix C, which shows K-12 distribution tables of the most prominent Key Language Uses by grade-level cluster and WIDA ELD Standard.
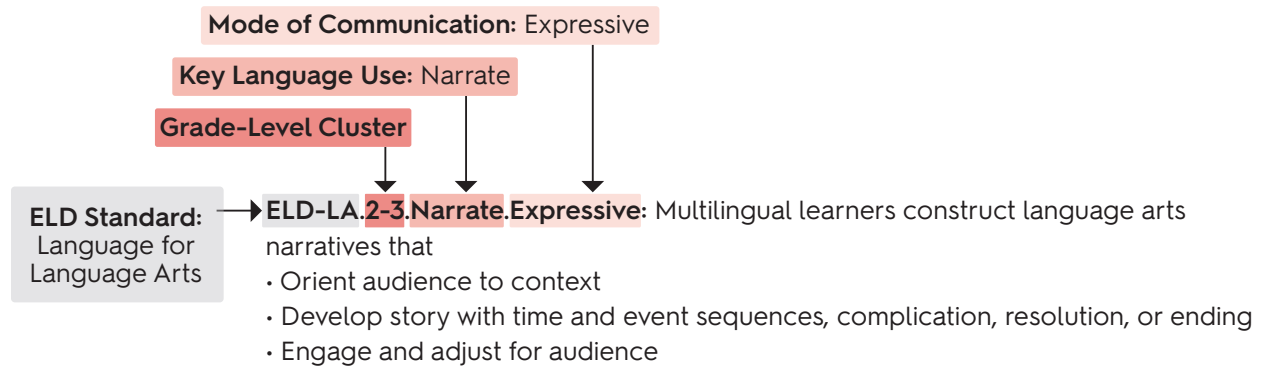
Language Expectations

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

```
WIDA ELD STANDARDS STATEMENTS

    KEY LANGUAGE USES

    LANGUAGE EXPECTATIONS

  PROFICIENCY LEVEL DESCRIPTORS
```
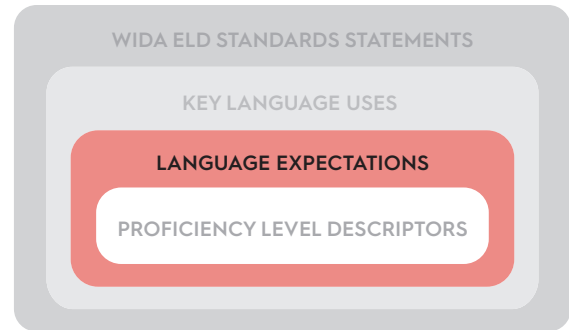
Language Expectations: Reference Code

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

Example Reference Code for a Language Expectation

Mode of Communication: Expressive

Key Language Use: Narrate

Grade-Level Cluster

ELD Standard: Language for Language Arts

ELD-LA.2-3.Narrate.Expressive: Multilingual learners construct language arts narratives that
- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

Language Expectations: Communication Modes

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

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

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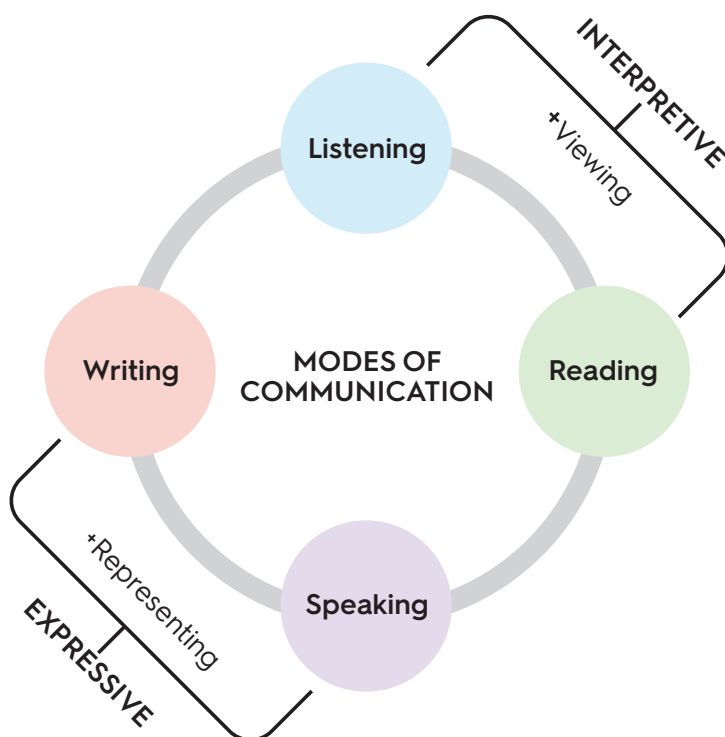
These two broader modes of communication (interpretive and expressive) increase accessibility options for students and emphasize multimodal forms of communication (namely, by adding viewing in conjunction with listening and reading as well as representing in conjunction with speaking and writing).

Language Expectations: Language Functions and Features

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

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

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

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

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

The Anatomy of a Language Expectation

Language Expectation ELD-LA.2-3.Narrate.Expressive		
Stem *Indicates interpretive or expressive mode*	**Language Function** Common patterns of language use associated with Key Language Uses (e.g., stages of the genre)	**Example Language Features** Sample language resources that carry out specific Language Functions (e.g., different types of sentences, clauses, phrases, and words)
Construct language arts narratives that...	Develop story with time and event sequences, complication, resolution, or ending through...	• Saying verbs *(yelled, said, whispered)* to add details about characters in dialogs • Verbs to describe what characters do, think, and feel • Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text *(Miguel=my little brother=he; that night=the worst night)* • Connectors to sequence time *(first, next, and then),* and events *(before, after, later)*, and to combine and link event details *(and, but, so)*

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

Proficiency Level Descriptors

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

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

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

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

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

The Dimensions of Language Use

The dimensions of language use are one way to conceptualize the linguistic system within a sociocultural context. Language users make choices in all three dimensions of language that contribute to how a text is purposely constructed to have the desired effect on its intended audience(s).
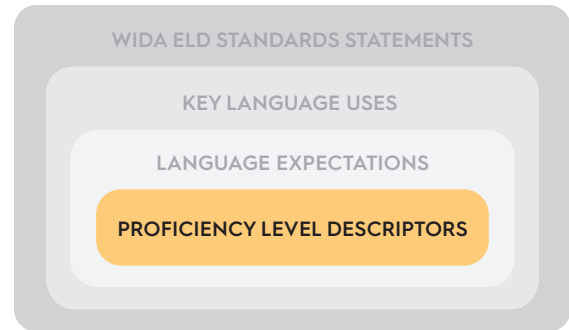
> ### The relationship between Language Expectations and Proficiency Level Descriptors
>
> **Language Expectations** offer goals for how all students might use language to meet academic content standards.
>
> **Proficiency Level Descriptors** describe how multilingual learners might develop language across levels of English language proficiency as they move toward meeting Language Expectations.

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

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

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

Dimensions of Language within a Sociocultural Context

Sociocultural Context

Discourse

Sentence

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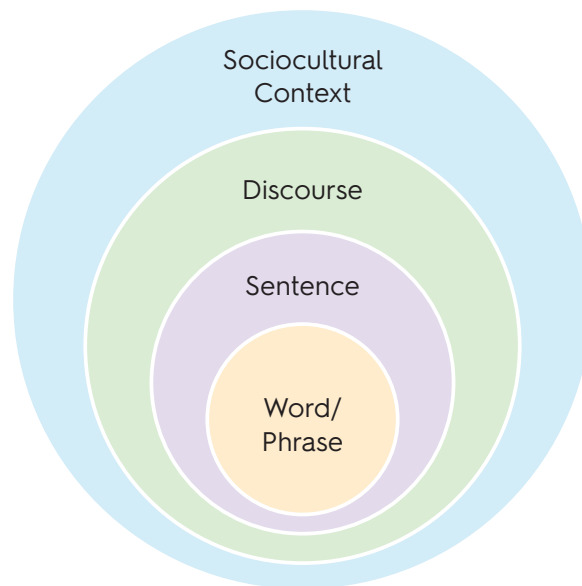
Everyday language: language for representing ideas in nontechnical ways (e.g., dogs instead of canines)

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

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

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

**Dimensions of Language in the Proficiency Level Descriptors:
Criteria Foci and Sample Language Features**

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

Applicable Uses of the WIDA Proficiency Level Descriptors

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

The PLDs might be used during

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

The PLDs might be used to

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

Inapplicable Uses of the WIDA Proficiency Level Descriptors

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

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

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

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

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

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

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

What the WIDA ELD Standards Framework is and What It Is Not

The WIDA ELD Standards Framework is	The WIDA ELD Standards Framework is NOT intended to be
• A description of clear and measurable goals for language learning represented by • Language Expectations for interpretive and expressive modes of communication • Grade-level cluster PLDs of what multilingual learners can do at consecutive language proficiency levels • A resource for state, district, and school accountability • A guide for informing the design of linguistically and culturally sustaining curriculum, instruction, and assessment • A central component of the comprehensive WIDA research-based system of language standards, assessment, and professional learning	• Statements of grade-level knowledge and skills • A prescriptive document to be enacted without consideration for the local setting • A de facto curriculum or course of study • Specific lessons associated with units of learning with a series of language objectives • A step-by-step process for teaching and learning • An endorsement for any particular language pedagogy • A form of evaluation or a basis for grading • A compendium of academic content standards and disciplinary practices • Used in isolation, independent of grade-level content

Grade-level Cluster 9-12 Materials

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

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

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

GRADES
9-12

Grades 9-12

Multilingual learners bring knowledge of the world, along with multiple languages and cultural insights, to high school classrooms. Their values, experiences, and socioemotional development are foundations for formulating perspectives in the exploration of complex new ideas. Incorporating students' backgrounds and identities into meaningful topics can promote their engagement in disciplinary practices. High schoolers are critical thinkers who develop deep understandings, evaluate information and attitudes, make choices, and effect change.

Multilingual learners must have access to meaningful rigorous coursework and programs that maximize language development within and across disciplines. The course of studies that multilingual learners choose in high school plays a critical role in their successful transition to college or entrance into satisfying careers. Such coursework, including advanced classes, should be delivered through an asset-based, culturally and linguistically sustaining approach.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statement**s are the same from kindergarten through grade 12. Then, you will find the following materials for grades 9-12.

- The most prominent **Key Language Uses**

- **Language Expectations,** Language Functions, and Language Features

    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts

- **Proficiency Level Descriptors**

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. The table below offers snapshots of some ways students engage in each Key Language Use throughout grades 9-12.

Snapshots of Key Language Uses in Grades 9–12	
Narrate	• Interpret and construct narratives with complex plots, themes, and developments • Identify perspectives in historical narratives and discern authors' intent in presenting history in a particular light • Develop characters in their own stories and connect themes to issues in past and present
Inform	• Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Use available new information to construct and revise research reports that incorporate multiple sources of information
Explain	• Analyze and evaluate data in explanations • Identify multilayered causal or consequential relationships in social or scientific phenomena • Apply reasoning or theory to link evidence to the claims in explanations • Construct and revise explanations based on evidence from multiple sources
Argue	• Construct claims that offer objective stance using less polarized language so that claims appear more "balanced" • Anticipate what evidence audiences will need and adjust evidence and reasoning accordingly • Adjust arguments based on new data from experiments • Discern what types of arguments are needed, when they are needed, and what purposes they meet in different content areas
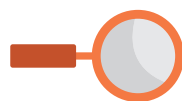
Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look, in the complete edition of the WIDA ELD Standards Framework..

The **most prominent Key Language Uses** in grades 9–12 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of the table below. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Distribution of Key Language Uses in Grades 9-12				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

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

Language Functions

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

Standard 1 Language Expectations and Language Functions

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

Language Features

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

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

The figure on the next page shows how the Language Functions and Language Features appear.

GRADES
9-12

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA.9-12.Inform.Expressive
Construct informational texts in language arts that

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

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

Language Functions and Sample Language Features

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

- Generalized nouns, descriptive titles, and headings to introduce topic and/or entity (*Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change*)
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs (*have, be, belong to, consist of*) to link and define entity by its attributes (*The Harlem Renaissance was the development of...*)
- Expanded noun groups to define key concepts, add details or classify information (*economic development that changed a nation, 200 years of occupation, extinct species*)

Establish an objective or neutral stance through...

- Generalized nouns to maintain neutral voice of authority (*artists, scientists, prominent figures*)
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices to acknowledge outside sources and integrate information into report as in saying verbs and direct quotes (*said, reported, claimed, predicted; expressions according to, as mentioned by*)

Language Features (examples of language resources) appear here

WIDA ELD STANDARD 1
Social and Instructional Language

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

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

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

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

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

WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

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

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

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

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Narrate.Interpretive	ELD-LA.9-12.Narrate.Expressive
Interpret language arts narratives by	Construct language arts narratives that
• Identifying themes or central ideas that develop over the course of a text	• Orient audience to context and one or multiple point(s) of view
• Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)	• Develop and describe characters and their relationships over a progression of experiences or events
• Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view	• Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
	• Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context and one or multiple point(s) of view through...

■ Title, heading, opening statements to capture readers' interest *(March. Two people, a man and a woman, are walking along the corridor.)*

■ Expanded noun groups to introduce the setting *(the sands stretch into the distance, bands of yellow, and grey and gold)*

■ A variety of sentence types to introduce the context (rhetorical and other questions, statements, points of view) *(One good deed to set against other, darker, actions. What did it matter?)*

■ Statements and questions to foreshadow or introduce complications *(Where the road led, he didn't know, but he was determined to leave David behind before the morning came.)*

Develop and describe characters and their relationships over a progression of experiences or events through...

- Action verbs to describe character behaviors *(Joe leaps into action, grabs his phone and dives for the door, yelling for Julie to follow him.)*

- Complex sentences to establish context and characters *(He stayed with the job because the merchant, although he was an old grouch, treated him fairly.)*

- Attitudinal word choices to express character's feelings, *(very upset),* appreciation *(lovely, fascinating),* or judgment/evaluation *(intricate, grossly incompetent)*

- Cohesive devices (pronouns, demonstratives, renaming, synonyms, collocation, deletion) *(They told us to sit, and we did.)* to reference characters or ideas across the text

Develop story, advancing the plot and themes with complications and resolutions, time and event sequences through...

- A variety of verb tenses to pace the narrative and locate events in time, including dialog *(The wind told me you would be coming and that you would need help.)*

- Dependent clauses to add details *(Village children scampered out the door, which left the room strangely quiet.)*

- A variety of short and complex sentence structures to pace the narrative *(The door flung open. The snow spat at him, sleet slashed his face, winds whistled down the hall.)*

- Connectors to develop and link sections of text as in time, sequence, clarifying *(for instance),* adding information *(likewise, furthermore),* contrast *(on the other hand, even so, at least)*

- Statements to provide closure, evaluate experience, or summarize narrative

Engage and adjust for audience through...

- Word choices to advance mood (surprise, tension, humor, reflection) and to describe author's purpose *(contemptuous eyes, his voice softened)*

- Literary devices to enrich the narrative as in similes and metaphors, alliteration, idioms *(butterflies in her stomach),* figurative and sensory words/phrases, collocation, multilingual words/phrases *(he ate like a burro, focused and intentional)*

- Tone of voice, gesturing, acting behaviors to adjust for audience

- Language to address reader/listener and draw them in *(Instantly, the tension in the room lessened.)*

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Inform.Interpretive Interpret informational texts in language arts by ● Identifying and/or summarizing central ideas ● Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships ● Evaluating cumulative impact and refinement of author's key word choices over the course of text	**ELD-LA.9-12.Inform.Expressive** Construct informational texts in language arts that ● Introduce and define topic and/or entity for audience ● Establish an objective or neutral stance ● Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships ● Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

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

- Generalized nouns, descriptive titles, and headings to introduce topic and/or entity (*Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change*)

- Opening statements to identify type of information (describing, comparing/contrasting, classifying)

- Relating verbs (*have, be, belong to, consist of*) to link and define entity by its attributes (*The Harlem Renaissance was the development of...*)

- Expanded noun groups to define key concepts, add details or classify information (*economic development that changed a nation, 200 years of occupation, extinct species*)

Establish an objective or neutral stance through...

- Generalized nouns to maintain neutral voice of authority (*artists, scientists, prominent figures*)

- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)

- Reporting devices to acknowledge outside sources and integrate information into report as in saying verbs and direct quotes (*said, reported, claimed, predicted; expressions according to, as mentioned by*)

Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through...

- Adverbial and prepositional phrases to specify point in time or duration *(on Sept 12, from 1910 to 1920, during World War II),* location *(in a NYC neighborhood),* and manner *(in a calculated movement)*

- Technical word choices to define and classify entity *(Jazz, characterized by polyrhythms and improvisation was...)*

- Verb structures to present information in a variety of ways: timeless present indicates generalizable nature *(It chases and scavenges for food);* passive voice focuses attention on action *(when the food is prepared)*

- Adjectives and adverbs to answer questions about quantity, size, shape, manner *(abundant, colossal, amorphous, rightfully)*

- Comparing/contrasting connectors to entities or components *(unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)*

- Visual representations (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through...

- Referential devices (pronoun reference, synonyms, renaming) *(the subsequent social and artistic explosion=the Harlem Renaissance)* to link ideas across sections of text

- Topic and/or entity, headings to serve as openers for sentences and paragraphs

- Single technical nouns and collocations *(improvisation, blues, piano, double bass)* to define class/subclass *(jazz/New Orleans, West African),* general/specific *(musician/Louis Armstrong),* whole/part relationships *(historical influences on jazz)*

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will…

ELD-LA.9-12.Argue.Interpretive
Interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive
Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Language Functions and Sample Language Features

Introduce and develop precise claims and address counterclaims through…

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim (*In "Tongue Tied" Maxine Hong Kingston captures her experience of growing up as a Chinese American woman.*)

- Noun groups to provide details (*The Harlem Renaissance's intellectual, social, and artistic explosion*)

- Connectors to introduce alternative points of view (*although, on the other hand, unlike, contrary to common belief*)

- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion (*someone=character=s/he=teenager*)

Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through…

- A variety of clauses (adverbial, embedded) to support claim (quotes, references, detailed descriptions, examples or other sources and data) and provide detail about issue/literary technique *(In "Letter from Birmingham Jail," King's extended allusions to multiple philosophers…)*

- Connectors to elaborate an idea/interpretation *(so, this means, therefore, leading one to believe, a way to think about this)*

- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)

- Modality to express obligation or certainty *(might, could, must, need to),* to open up to other possibilities *(possibly, apparently, perhaps, definitely, absolutely),* or to temper space for negotiation *(most would agree, could be a consideration)*

Establish and maintain a formal style and objective tone through…

- First, second, or third person to connect with reader, build alliance, or maintain neutrality *(as teenagers, we…)*

- Authoritative declarative sentences to evaluate and interpret events *(Anzaldúa's interweaving of literary genres, languages, cultures, and identities in "Borderlands" is highly innovative.)*

- Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence *(a toxic perspective, contradictory information, impressive presentation, successful outcome)*

Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through…

- A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning (embedded clauses, active and passive voice, nominalizations, given/new patterns)

- Comparing/contrasting connectors to differentiate between claims and counterclaims *(unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)*

- If/then clauses to support inferential conclusions *(If these studies are accurate, then it is reasonable to expect)*

- Cohesive devices (deletions, substitutions, ellipsis) to reduce repetition, redundancy *(Teens were told to stop and they did. Teens use social media as a substitute for in-person socializing…if they do that…)*

- Connectors to sequence points in the argument and maintain logical progression *(one way, another point, as mentioned previously, in addition, it is clear then)*

- Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps

WIDA ELD STANDARD 3
Language for Mathematics

Language Expectations: Multilingual learners will...

ELD-MA.9-12.Explain.Interpretive
Interpret mathematical explanations by

- Identifying concept or entity

- Analyzing data and owning problem-solving approaches

- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA.9-12.Explain.Expressive
Construct mathematical explanations that

- Introduce mathematical concept or entity

- Share solutions with others

- Describe data and/or approach used to solve a problem

- State reasoning used to generate own or alternate solutions

Language Functions and Sample Language Features

Introduce a concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose *(the sum of the angles of a triangle is 180°)*

- Relating verbs *(belong to, are part of, be, have)* to define or describe concept

Share solutions with others through...

- Generalized nouns to add precision to discussion *(congruence, theorems, bisector)*

- Language choices to reflect on completed and on-going process *(we should have done this, we might be able to, what if we try)*

- First person *(I, We)* to describe approach; third person to describe approach with neutral stance of authority

- Observational *(notice, it appears, looks like)* and comparative language *(different from, similar to, the same)* to share results *(We notice our process was different, but we have the same solution.)*

- Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement *(it's a possibility, that's definitely wrong, we need to)*

Describe data and/or approach to solve a problem through...

- Abstract, generalized, or multi-meaning noun groups to provide precision to mathematical descriptions *(theorems, transformations, plane, translation, reflection)*

- Imperative verbs *(factor, solve, invert, simplify, apply)* to establish a process or approach

- Visual data displays (drawings, software, demonstrations, reflective devices, tables, charts) to clarify approach(es) and solution(s)

- Connectors to link sentences and longer stretches of text signaling details of time *(next, at the same time),* causality *(therefore, consequently, as a result),* clarification *(for example, as seen in the model).*

- Reference devices (personal and demonstrative pronouns, articles, text reference) to create cohesion

State reasoning used to generate own or alternate solutions through...

- Causal connectors to establish or refute relationship, solution, validity *(the relationship is not a function because a function is...)*

- Conditional conjunctions to propose future options *(if/so, if/then)* and generalized relationships *(if/will; if a transversal crosses parallel lines, then the alternate interior angles are congruent)*

WIDA ELD STANDARD 3
Language for Mathematics

Language Expectations: Multilingual learners will...

ELD-MA.9-12.Argue.Interpretive
Interpret concepts in arguments by

- Comparing conjectures with previously established results and stated assumptions

- Distinguishing correct from flawed logic

- Evaluating relationships among evidence and mathematical principles to create generalizations

ELD-MA.9-12.Argue.Expressive
Construct mathematics arguments that

- Create precise conjecture, using definitions, previously established results, and stated assumptions

- Generalize logical relationships across cases

- Justify (and refute) conclusions with evidence and mathematical principles

- Evaluate and extend others' arguments

Language Functions and Sample Language Features

Create precise conjecture, using definitions, previously established results, and stated assumptions through...

- Verb groups and sequential connectors *(first, then)* to recount and explain steps in solving problems assumed to be solvable

- Conditional *(if, when)* to make and justify conjecture *(If a population doubles each week, then it will always be 16 times the original population after 4 weeks.)*

- Adverbial phrases *(qualities, quantities, frequencies)* to add precision related to conjecture *(Lines with equivalent slopes will never intersect.)*

- Relating verbs *(have, belong to, be)* to define principles, operational theorems and properties *(an inscribed angle is the angle formed when... A rhombus is a parallelogram with perpendicular diagonals.)*

Generalize logical relationships across cases through...

- Declarative statements to present generalizable processes *(We don't have outliers in our data. We can use a dot plot or histogram.)*

- Verbs to apply mathematical principles, as in commands *(use, do, apply)* across cases *(We need to rewrite the equation to see if we can use factors to solve it.)*

Justify (and refute) conclusions with evidence and mathematical principles through...

- Conditional structures *(if/then, when, given)* to demonstrate conclusions *(Given all the sides of a cube are the same, take the length and raise it to the third power to find the volume.)*

- Technical nouns and noun groups to add precision and details *(inscribed and circumscribed circles, quadratic equations, recursive definition)*

- Models, drawings, graphs to demonstrate principles

Evaluate and extend other's arguments through...

- Questions *(what, how, why, do)*, requests *(could, would)* to ask for information, clarification, procedure *(Could you show me how you got that answer? Why did you do...instead of...?)*

- Causal connectors *(so, because, therefore)* to identify misconceptions *(These two figures have to have the same volume because they have the same height and area even when you change the shape; it's Cavalieri's principle.)*

- Negation *(don't, doesn't, can't)* and obligation modal verbs *(have to, must, should, could, might)* to engage with others *(I don't think you can apply that theorem, I think you have to use this, I found a counterexample.)*

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon

- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs

- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

ELD-SC.9-12.Explain.Expressive
Construct scientific explanations that

- Describe reliable and valid evidence from multiple sources about a phenomenon

- Establish neutral or objective stance in how results are communicated

- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system

- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

Language Functions and Sample Language Features

Describe reliable and valid evidence from multiple sources about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms (*effects, impairment, perception, antioxidants*)

- Cohesion to reference ideas, information across text (pronouns, substitutions, renaming, synonyms, collocations)

- Relating verb groups to state relationships or attributes (*have, be, belong to*)

- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define a phenomenon

Establish neutral or objective stance in how results are communicated through...

- Passive voice and declarative statements (*The heat within the earth is transmitted. Disease spreads through human contact.*)

- Word choices to moderate stance, such as hedging (*could/might, a possibility, usually*)

- Objective and evaluative language to adjust precision, soften tone, acknowledge others

Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system through...

- Nominalizations to represent abstract concepts

- Connectors to link clauses and combine ideas into logical relationships *(as a result, therefore)*

- Variety of clause types to express causality *(Unable to grow or repair themselves, the corals eventually die.)*

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs through...

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon

- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon

- Conditional clauses *(if/then)* to generalize a phenomenon to additional contexts

WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Argue.Interpretive
Interpret scientific arguments by

- Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions

- Comparing reasoning and claims based on evidence from competing arguments or design solutions

- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

ELD-SC.9-12.Argue.Expressive
Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science

- Defend or refute a claim based on data and evidence

- Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)

- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

Language Functions and Sample Language Features

Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science through...

- A variety of ways to define a phenomenon (relative clauses, declarative statements, relational verbs)

- Abstract nouns to introduce concepts, ideas, and technical terms *(atmosphere, organisms, carbon dioxide, noble gases)*

- A variety of verb groups (past, timeless present, future, conditional) to describe and/or extrapolate events known or anticipated

Defend or refute claim based on data and evidence through...

- Expanded noun groups to classify and/or add details *(greenhouse gasses, gradual atmospheric changes, irrevocable damage)*

- Connectors to link clauses and establish logical relationships *(as a result, therefore, to be more precise, instead, however, on the other hand)*

- Clauses to link claim with evidence and reasoning *(based on these data, the scientific principle here is...)*

- Diagrams, models, projections, data, graphics to add support to claim or evidence

Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective) through...

- Passive voice and declarative statements to establish a factual stance *(Elliptical paths around the sun are formed by orbiting objects. The sun's radiation varies due to sudden solar flares.)*

- Word choice to moderate stance, i.e., hedging *(undoubtedly, is likely, probable, a possibility, usually, arguably)*

Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal through...

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

- Cohesion to reference ideas, concepts, phenomena across text, using pronouns, substitutions, renaming subjects, collocations, synonym *(fusion-radiation-energy)*

- Connectors to signal time *(next, at the same time)*, causality *(therefore, consequently, as a result, because)*, clarification *(for example, this shows how...)*

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Explain.Interpretive
Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events

- Analyzing sources for logical relationships among contributing factors, causes, or related concepts

- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS.9-12.Explain.Expressive
Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events

- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation

- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses

- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

Language Functions and Sample Language Features

Introduce and contextualize multiple phenomena or events through...

- Prepositional phrases to establish conditions, time, place *(during the Industrial Revolution)*

- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events

- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through...

- Passive voice to keep emphasis on main topic *(Farm policies were enforced by regulatory agents.)*

- Verbs to highlight agents and recipients *(Migrant workers challenged farm policies.)*

- Declarative statements to evaluate and interpret events *(Impressionist artists showcased a new way to observe and depict the world.)*

- Evaluative verbs and adjectives to judge behavior or moral character *(dominated, succumbed to; ineffective, powerful)*

Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through...

- Nominalizations to name abstract concepts, ideas, ideologies *(racism, reunification, criminalization)*

- Dependent clauses to express details that occur as a result of place, manner, duration, extent

- Complex sentences to clarify causal, linked, time-bound or sequential relationships

- Expanded noun groups to add details *(One young girl lives in the urban streets of Chicago.)*

- Connectors to maintain chronological, causal or logical relationships *(as a result, meanwhile, therefore)*

Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through...

- Word choices to evaluate, judge, or appreciate significance of events or phenomena

- Nominalizations to summarize event and name abstract phenomena

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)

- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources

- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

ELD-SS.9-12.Argue.Expressive
Construct social studies arguments that

- Introduce and contextualize topic

- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources

- Establish perspective

- Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Language Functions and Sample Language Features

Introduce and contextualize topic through...

- Generalized nouns and descriptive title to introduce topic *(occupation, reunification, The Allied and Axis forces)*

- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information

- Expanded noun groups with embedded and relative clauses to add details *(Germany's growing domination, which expanded into...)*

- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through…

- A variety of clauses to frame details, examples, quotes, data *(according to, historians dis/agree, several sources suggest, these data suggest)*

- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened

- A variety of verb forms to express agency in doing, thinking, saying, feeling actions *(they decreed, she conspired, children were playing when)*

Establish perspective through…

- Passive voice to keep emphasis on main topic rather than who or what is doing the action *(Those who resisted were rounded up and sent to work camps.)* or to use active voice to keep emphasis on who or what is doing the action.

- Objective or emotive language to appeal to logic or feelings *(forces, versus brave, focused fighters)*

- Evaluative verbs, adverbs, and adjectives to add author's perspective *(tormented, bravely, substantial)*

Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through…

- Connectors to link claims with evidence and reasoning *(because, but, as a result, when, if, although, therefore)*

- Connectors to signal alternate points of view *(on the other hand, contrary to common belief, according to);* show concession or comparison/contrast *(while, although)*

- Modality in summary statements to reiterate position or create a call to action *(could be argued, undoubtedly, ought to, may)*

Annotated Language Samples

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

LEGEND FOR THE ANNOTATED TEXTS

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

- **Language Functions (bold white text on an orange background)**

- **Connectors, sequence words (in bold)**

- <u>Nouns and noun groups (in red with dashed underline)</u>

- <u>Verbs and verb groups (in green with dotted underline)</u>

- <u>Prepositional and adverbial phrases (in blue with diamond underline)</u>

- *Objective/evaluative language (words or phrases) (in italics)*

- Cohesive devices (circles and arrows within the text)

- *Clauses (underlined and italics)*

- Sentences (highlighted with boxes around them)

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

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Annotated Language Sample

Context: This essay *draft* was written by an 11th grader from Vietnam. Students had been defending their textual interpretations and the validity of their analyses of authors' uses of rhetorical strategies and their effects. This assignment was completed after the class and the teacher had jointly deconstructed and analyzed similar rhetorical strategies, both from published authors and from other students.

Prompt: Carefully read the first five paragraphs from Alice Walker's "Everyday Use." In the beginning of the story, the narrator describes the idealistic world of television in juxtaposition to her "real life." Consider Walker's rhetorical strategy in the context of this juxtaposition, and describe the effects.

Language Expectation: ELD-LA.9-12.Argue.Expressive
Multilingual learners use language to construct language arts arguments that
- Introduce and develop precise claim(s) and address counterclaim(s)
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Functions & Features	"Everyday Use"	Functions & Features
Introduce and develop precise claims through… Declarative statements to frame topic, provide background information, state claim • In "Everyday Use" … invisible conflict. Noun groups to provide details • unique organization • an almost invisible conflict. • the opposing views in content of adjacent paragraphs • the continuing subject of division.	In "Everyday Use" Alice Walker intertwines context, unique organization and juxtaposition to subtly shine a light on an almost invisible conflict. Juxtaposition is the opposing views in content of adjacent paragraphs is used to show the continuing subject of division. The introduction of Dee is begun with *what Mama wanted with a T.V. show providing the dream setting* and *what Dee actually is in real life.*	**Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through…** A variety of clauses to support claim • *what Mama wanted with a T.V. show providing the dream setting* • *what Dee actually is in real life.*

Functions & Features	"Everyday Use" Continued	Functions & Features

Introduce and develop precise claims through...

Noun groups to provide details
- slight negative tension to her arrival
- the meek resentment the reader initially has
- the idea of sentimenal value
- the memory of the quilt.

Pronouns and renaming subjects to maintain cohesion
- the contrast ... the conflict ... the issue ... the true conflict (renaming)
- this (pronoun)

The contrast Dee shows to Mama's hopes and dreams build slight negative tension to her arrival. The meek resentment the reader initially has is superficial as the standard Mama set was fantasy but, *the prescence of the emotion set the stage for the conflict.* The issue expands with comparisons between Maggie and Dee *to show the many differences between the two.* **Later in the story** Maggie and Dee end up arguing over a quilt. The literal argument itself is unremarkable and one-sided as Mama has to defend Maggie; the true conflict was in the idea of sentimental value. Dee puts value in the quilt and not in the memory of the quilt. She sees the quilt or any heirloom *as something to be collected or chosen.* Maggie and Mama cherish memories and knowledge in their entirety; it cannot be denied or rejected. This mirrors the context and contributes to the message of different ways *people remember not only the past but also their bloodline.*

Support claims with valid reasoning and relevant and sufficient evidence through...

A variety of clauses (adverbial, embedded) to support claim
- *the prescence of the emotion set the stage for the conflict*
- *to show the many differences between the two*
- *as something to be collected or chosen*
- *people remember not only the past but also their bloodline*

Connectors to elaborate on an idea/interpretation
- **later in the story**

Functions & Features	"Everyday Use" Continued	Functions & Features

Establish and maintain a formal style and objective tone through...

Third person to maintain neutrality
- the "Everyday Use"
- Maggie
- Dee

Authoritative declarative sentences to evaluate and interpret events

- Such a massive ... population.
- Mama and Maggie's...which they are rising up against.

Nouns, adjectives, verbs, and adverbs to evaluate the positive/ negative qualities of topic, position, or evidence
- *took the nation by storm*
- *Such a massive and sudden surge*
- *the loud and proud*
- *the new outspoken group*
- *did little to recognize*
- *a form of ignorance*
- *mean little*
- *has no signifigance*

The "Everyday Use" *is set* in an era *where* a new wave African-Americans *took the nation by storm*. *Such a massive and sudden surge* of cultural created a schism within the population. Maggie represents the old generation, characterized by her shy and nervous persona. While Dee is the new breed of *the loud and proud*. The new outspoken group Dee symbolises created the back to Africa movement and revived African pride yet *did little to recognize* the history of slavery and subsequent liberation. Mama and Maggie's generation consider that to be a form of ignorance and that they are no better than the people which they are rising up against. The quilt, names, arguments *mean little* without the context as the family would have no background *with which to draw the real issues from*. The differences between Maggie and Dee would be comparable to a sitcom *as neither person represent anything*. The fight over the quilt has no signifigance without the backdrop of the civil rights movement.

Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through...

A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning
- the "Everyday Use" is set in an era where (passive voice)
- the old generation, characterized by her shy and nervous persona (expanded noun group)
- the back to Africa movement (noun group and nominalization)
- *with which to draw the real issues from* (subordinate clause)
- *as neither person represent anything* (causal)
- the fight over the quilt (nominalization)
- represents,
- characterized,
- created,
- symbolizes (verbs)

Functions & Features	"Everyday Use" Continued	Functions & Features

Establish and maintain a formal style and objective tone through...

Authoritative declarative sentences to evaluate and interpret events
- Had Dee and Maggie ... less pronounce.
- Today ... not just in race.

Nouns, adjectives, verbs, and adverbs to evaluate the positive/ negative qualities of topic, position, or evidence
- *pervades*
- *identity crises*
- *has many confused*

In the same vein the meaning of the essay would be difficult to convey without the constant separation in character personalities. Had Dee and Maggie been more similar, the representations of generations would have been less pronounce.

Context and juxtaposition work in unison to focus on the issue of personal identity. **The 70's** had half the African-American population declaring their nationality and half wondering about what their ancestors would say, **Today** the same issue still persists but not just in race. It also *pervades* the culture of our people and what it means to be anything, from gender roles to sexual orientation, *identity crises has many confused*. "Everyday Use" does not offer a solution or point to what is right, instead it sends the message that there are many ways to belong to the same group and yet, at the same time be very different.

Cohesive devices
- personalities .... had Dee and Maggie been more similar (whole/part)
- context ... the 70's (renaming)
- juxtaposition ... declaring their nationality .... say (renaming)
- has many [people] confused (omission)

Connectors to sequence points in the argument and maintain logical progression
- **In the same vein**
- **The 70's**
- **Today**

Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps
- "Everyday Use" does not offer a ... different

Annotated Language Sample

Context: This mentor explanation text was developed by a teacher to illustrate the language required for students to answer this type of Algebra 1 problem they might encounter on a final exam or standardized test. The teacher read, deconstructed, and analyzed the mentor text with students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the explanation.

Prompt: Give the domain and range of the relationship. Then tell whether the relation is a function. Explain your answer. $Y = X^2 - 5$

Language Expectation: ELD-MA.9-12.Explain.Expressive

Multilingual learners use language to construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

---

Functions & Features	Grade 10 Algebra	Functions & Features
Introduce a concept through...	I explain that this equation is a function by providing a definition of the equation's domain and range and graphing what it looks like. This helps me see if the equation passes the vertical line test.	**Share solutions with others through..**
Relating verbs to define or describe concept		Generalized nouns to add precision
• is, is, is.		• equation
	The domain is the set of all numbers that can be substituted for X in the equation. X can be any real number, so the domain is all real numbers.	• function
Mathematical terms and phrases to describe concept, process		• domain
• the equation's domain and range		• range
• the vertical line test		First person to describe approach
• X	The range is all the possible numbers that can be Y.	• I
• Y		• me
		Third person to describe approach with neutral stance of authority
		• the domain
		• the range

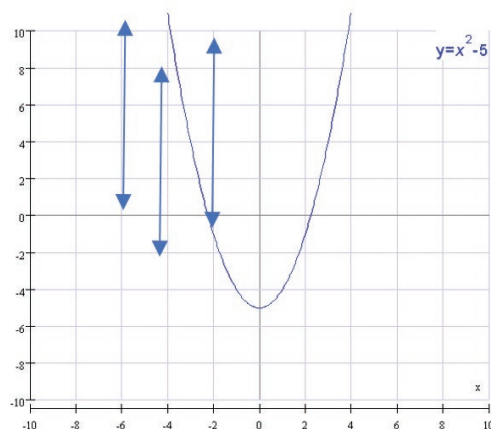| Functions & Features	Grade 10 Algebra Continued	Functions & Features
Describe data and/or approach to solve a problem through... Connectors to link sentences and longer stretches of text signaling • **one way** (clarification) • **as shown below** (clarification) Verbs to establish a process or approach • to graph • intersect Multi-meaning noun groups to provide precision to mathematical descriptions • positive • the range • function • every possible value Reference devices to create cohesion • the equation ... the equation (repetition) • this ... this (repetition) • X^2-5 ... X^2-5 (repetition) • $Y \geq$ -5 ... Y (renaming) Visual data displays to clarify approach (es) and solution(s)	**Because X^2** is positive or at a minimum 0, X^2-5 could be -5 or greater. This means that the range is $Y \geq$ -5. **Therefore,** the equation, $Y = X^2$-5, is a function **because** for every possible value for X, there is only one value of Y. **One way** to show that this is true, is to graph the equation and use the vertical line test. If vertical lines intersect the graph at a single point, **then** the equation is a function, **as shown below**. $y=x^2-5$	**State reasoning used to generate own or alternate solutions through...** Causal connectors to establish or refute relationship, solution, validity • **because** • **therefore** • **because** Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships (if/will) • **if ... then**

Proficiency Level Descriptors

Remember...

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

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.

- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.

- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.

  - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how *multilingual learners* might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.

- In the PLDs, *text* is multimodal, including oral, visual, and written forms.

- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 9-12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

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

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
	Understand how coherent texts (spoken, written, multimodal) are created...					
DISCOURSE Organization of language	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)	According to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
	Understand how ideas are connected across a whole text through...					
DISCOURSE Cohesion of language	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas throughout a text (given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	authors' strategic and creative ways to connect units of meaning throughout a whole text
	Understand how ideas are elaborated or condensed through...					
DISCOURSE Density of language	expanded noun groups with prepositional phrases (*the chemical element with the symbol H*)	expanded noun groups with embedded clauses (*chemical element that has these physical properties*)	expanded noun groups with a variety of embedded clauses (*chemical element with the symbol Na and an atomic number 11 that ...*)	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers (*the chemical element with the symbol H and atomic number l*)	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas

Understand how meanings are extended or enhanced through...

Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	multiple related simple sentences (*All people have needs and wants. This is called demand.*)	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: *All people have needs **and** wants and it's called demand.*)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: *All people have needs **but** there are only limited...*)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (***Whenever** there is an increased demand, the prices go up.*)	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (***Despite** the obvious problems with equity, some people...*)	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area (*Interest rates are controlled by the Federal Reserve Bank, although some would argue...*) with awareness of how various sentences create different effects
WORD, PHRASE Precision of language	a growing number of words and phrases in a variety of contexts (*sit tight for the announcements, in this novel*)	an expanding number of words and phrases including idioms and collocations (*to make a long story short*)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (*within seconds*)	a wide variety of words, phrases, and expressions with multiple meanings across content areas (*division of power versus long division*)	strategic use of various words, phrases, and expressions with shades of meaning across content areas (*tumultuous and catastrophic events*)	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas (*stares, hesitates, agonizes and finally...*)

Grades 9–12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

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

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using...**					
	short text that conveys intended purpose using predictable organization (paragraph openers: *First..., Finally, In November, Plant cells have...*)	expanding text that conveys intended purpose using generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	elaborated text that conveys authors' intended and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects.
DISCOURSE Cohesion of language	**Connect ideas across a whole text through...**					
	a growing number of cohesive devices (demonstratives, repetition)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre-specific and discipline-specific ways	a wide variety of cohesive devices used in genre- and discipline-specific ways	a flexible and strategic use of cohesive devices
DISCOURSE Density of language	**Elaborate or condense ideas through...**					
	some types of elaboration (demonstratives: *these five rules*)	an expanding number of types of elaboration (adding classifiers: *Roman empire*)	a variety of types of elaboration (adding in embedded clauses after the noun: *ancient kingdoms which were buried by ash*)	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization	a flexible range of types of elaboration and a growing number of ways to condense ideas	multiple and strategic use of language features to elaborate and condense ideas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
	Extend or enhance meanings through...					
SENTENCE Grammatical complexity	simple sentences with emerging use of clauses (*Bolivia is in South America. It's a home to...*)	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions (*Bolivia is in South America and it's a home to...*)	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas (*Democracy was established in the 1980s, yet leaders...*)	compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: *Although the northern part of...*)	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area (*Despite the country's suffering...*)	strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area (*Even though Spanish is the official language, several indigenous languages are spoken.*)
	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
WORD, PHRASE Precision of language	a growing repertoire of words and phrases with growing precision (*mitosis, symbiotic relationships*)	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision (*miss the boat*)	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (*by exploring cultures, later that day*)	a variety of words and phrases, including evaluation and obligation, with precision (*we shall overcome*)	a wide variety of words and phrases with precision (*the dictator ruled with terror*) according to the genre, purpose, and discipline	flexible and strategic use of various words and phrases (*marveled at the Eiffel Tower*) according to the genre, purpose, and discipline

Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations

The WIDA ELD Standards Framework, working in tandem with academic content standards, defines the language multilingual learners need as they engage in learning and prepare for college, career, and civic lives. The framework upholds the goal of increasing equity for multilingual learners by promoting a culturally and linguistically sustaining approach to education and by providing common and visible language expectations in relation to grade-level academic content. Attending to how students use language in learning acknowledges that all learners are language learners, and all teachers are language teachers. For multilingual students, this attention to language use is especially critical.

One of the framework's functions is to serve as a guide for informing the design of curriculum and instruction for multilingual learners. To support this important work, we offer a springboard for discussion around collaborative planning for curricular integration of content and language. This example showcases initial steps educators can take to use components of the WIDA ELD Standards Framework to promote language development in content units of learning. Please visit the complete WIDA ELD Standards Framework, 2020 Edition, to consult the full section supporting collaborative curricular planning.

The Destination: Setting Unit-Level Goals

Steps	Guiding Questions
1. Locate relevant **WIDA ELD Standards** by examining the unit's content standards	What content (e.g., disciplinary practices, concepts, topics) are students expected to learn?
2. Identify the most prominent **Key Language Uses** by analyzing the unit's content standards, summative assessments, essential questions, and main learning events	• How are students being asked to use language in the unit? • What **Key Language Uses** best reflect how students will interact with language?
3. Use **Language Expectations** to create unit language goals	What **Language Expectations** best reflect the language focus of the unit?
4. Unpack the **Language Expectations, Functions, and Features** in the context of your unit	What **Language Functions and Features** are essential for meeting content and language goals and the end-of-unit assessment?

Getting There: Sequencing and Scaffolding Daily Lessons

Considering the Language Expectations, Functions, and Features, sequence and adapt lesson plans for continuous language development and active scaffolding of student learning.

Download a complete copy of the WIDA English Language Development Standards, 2020 Edition, from the WIDA website: wida.wisc.edu/teach/standards/eld. Or purchase print copies from the WIDA store at www.wceps.org/Store.

Find opportunities, webinars and resources to better understand the framework and the 2020 Edition on this webpage: https://wida.wisc.edu/grow/standards.

Follow us and contribute to the conversation with #WIDAStandards

WIDA™

wida.wisc.edu