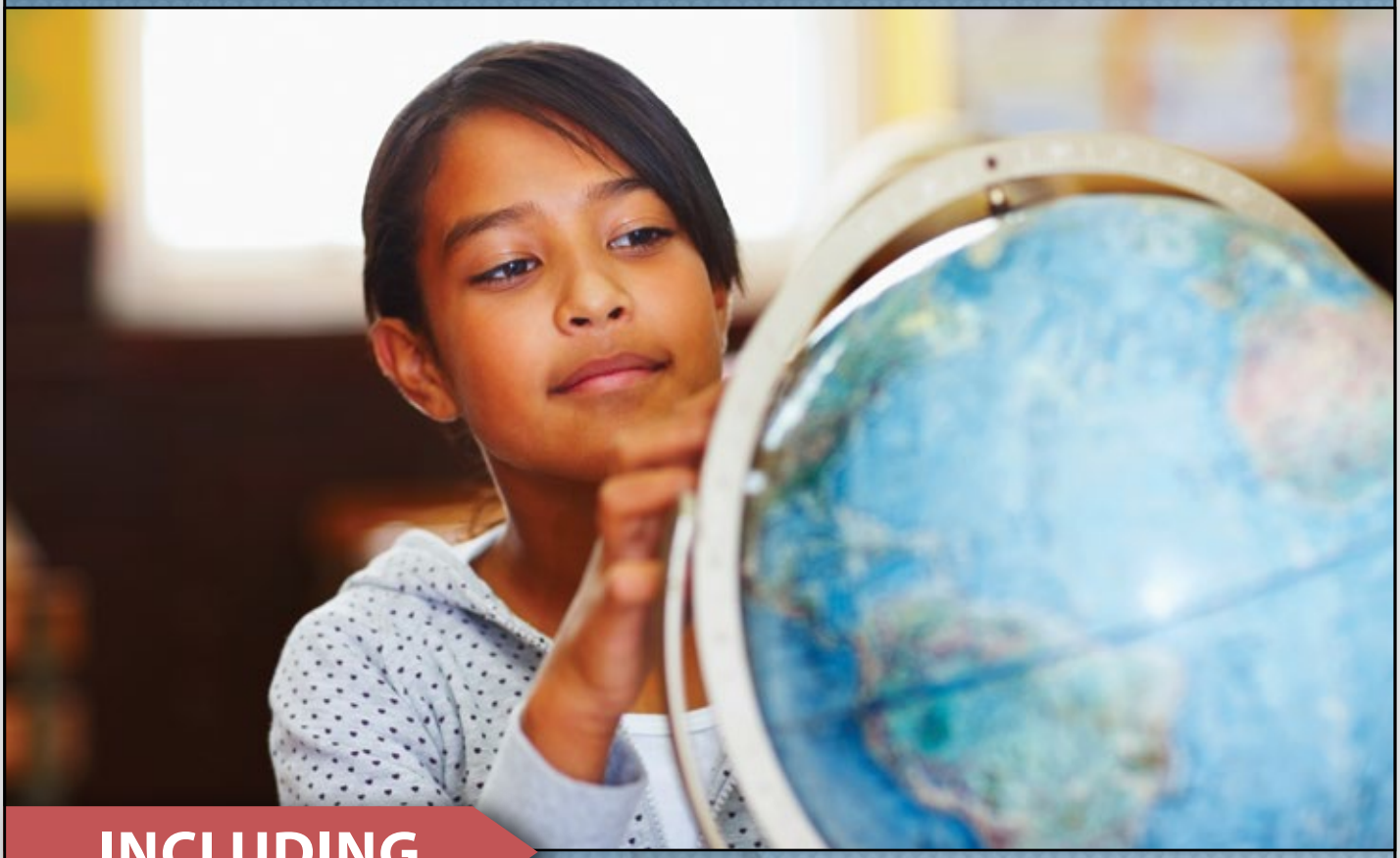
2012 AMPLIFICATION OF

The English Language Development Standards

KINDERGARTEN–GRADE 12



INCLUDING

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

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2012 AMPLIFICATION OF

The English Language Development Standards

KINDERGARTEN - GRADE 12

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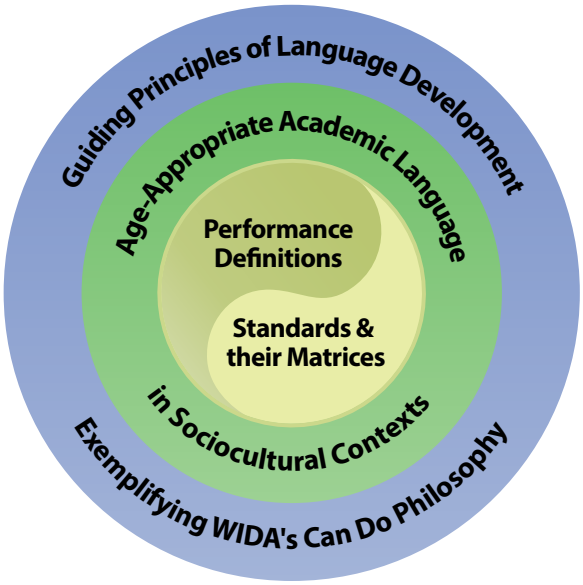
2013 Non-member States Formally Adopting the WIDA ELD Standards

Idaho	South Carolina	Tennessee

FOREWORD: WIDA's Framework for Language Development Standards

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

WIDA's Framework for Language Development Standards



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

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

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

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

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

Table of Contents and List of Figures

Section 1: Understanding the WIDA Standards Framework 3
The Five Standards 3
Grade Levels and Clusters 4
Components of the Standards Framework 4
Integrated, Expanded, and Complementary Strands 12
College and Career Readiness for ELLs 14
Uses of WIDA's Standards Framework: Collaborate and Advocate! 14
Customizing Strands for Your Local Context 14

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

Section 2: Integrated Strands 18
Kindergarten–Grade 5 18
Grades 6–12 20
Section 3: Expanded Strands 22
Kindergarten 22
Grade 1 24
Grade 2 26
Grade 3 28
Grade 4 30
Grade 5 32
Grade 6 34
Grade 7 36
Grade 8 38
Grades 9–10 40
Grades 11–12 42
Section 4: Strands by Grade Level 45
Kindergarten 46
Grade 1 52
Grade 2 58
Grade 3 64
Grade 4 70
Grade 5 76
Grade 6 82
Grade 7 88
Grade 8 94
Grades 9–10 100
Grades 11–12 106

Appendices

Appendix A: Glossary of Terms and Expressions Related to WIDA's Standards 112
Appendix B: Selected References 117
Appendix C: Index of Strands by Grade Level 120
Appendix D: Acknowledgements and Development Process 124

List of Figures

Figure A: The English Language Development Standards 3
Figure B: Standard, Grade Level, Example Topic, and Connection 4
Figure C: Example Context for Language Use 5
Figure D: Cognitive Function 5
Figure E: Domain and Levels 6
Figure F: The Features of Academic Language in WIDA's Standards 7
Figure G: WIDA Performance Definitions Listening and Reading, Grades K–12 8
Figure H: WIDA Performance Definitions Speaking and Writing, Grades K–12 9
Figure I: Model Performance Indicator (MPI) 10
Figure J: Excerpt of Performance Definitions for Listening and Reading at Level 4 10
Figure K: Examples of Sensory, Graphic, and Interactive Supports 11
Figure L: Strand of Model Performance Indicators 12
Figure M: Topic-related Language 12
Figure N: Excerpt of an Expanded Strand 13
Figure O: Guiding Questions for Drafting Strands of MPIs 15
Figure P: A Blank Template for Drafting Strands of MPIs 16

SECTION 1: Understanding the WIDA Standards Framework

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

The Five Standards

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

Figure A: The English Language Development Standards

Standard		Abbreviation
English Language Development Standard 1	English language learners **communicate** for **Social** and **Instructional** purposes within the school setting	Social and Instructional language
English Language Development Standard 2	English language learners **communicate** information, ideas and concepts necessary for academic success in the content area of **Language Arts**	The language 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**	The language 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**	The language 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**	The language of Social Studies

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

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

Grade Levels and Clusters

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

Components of the Standards Framework

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

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

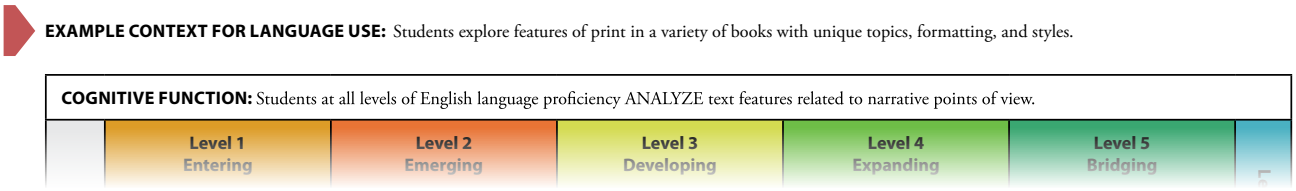


This example addresses the Common Core Reading Standard for Literature, Craft and Structure #6 for fourth grade. Since this standard is broad, a topic was chosen among many that relate to the content standard. In the example above, the example topic is "Narration." For a complete list of example topics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

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

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

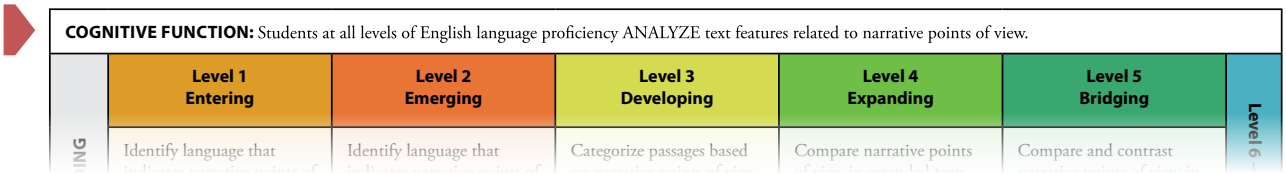
Figure C: Example Context for Language Use



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

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

Figure D: Cognitive Function



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

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

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

Figure E: Domain and Levels

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

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

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

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

The Features of Academic Language operate within sociocultural contexts for language use.

	Performance Criteria	Features
Discourse Level	**Linguistic Complexity** *(Quantity and variety of oral and written text)*	Amount of speech/written text Structure of speech/written text Density of speech/written text Organization and cohesion of ideas Variety of sentence types
Sentence Level	**Language Forms and Conventions** *(Types, array, and use of language structures)*	Types and variety of grammatical structures Conventions, mechanics, and fluency Match of language forms to purpose/ perspective
Word/Phrase Level	**Vocabulary Usage** *(Specificity of word or phrase choice)*	General, specific, and technical language Multiple meanings of words and phrases Formulaic and idiomatic expressions Nuances and shades of meaning Collocations

The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the…

- Register
- Genre/Text type
- Topic
- Task/Situation
- Participants' identities and social roles



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

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

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

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	• Rich descriptive discourse with complex sentences • Cohesive and organized related ideas	• Compound, complex grammatical constructions (e.g., multiple phrases and clauses) • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with shades of meaning for each content area
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with multiple meanings or collocations and idioms for each content area
Level 3 Developing	• Discourse with a series of extended sentences • Related ideas	• Compound and some complex (e.g., noun phrase, verb phrase, prepositional phrase) grammatical constructions • Sentence patterns across content areas	• Specific content words and expressions • Words or expressions related to content area with common collocations and idioms across content areas
Level 2 Emerging	• Multiple related simple sentences • An idea with details	• Compound grammatical constructions • Repetitive phrasal and sentence patterns across content areas	• General and some specific content words and expressions (including cognates) • Social and instructional words and expressions across content areas
Level 1 Entering	• Single statements or questions • An idea within words, phrases, or chunks of language	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Common social and instructional forms and patterns	• General content-related words • Everyday social and instructional words and expressions

…within sociocultural contexts for language use.

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

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

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 6 – Reaching Language that meets all criteria through Level 5, Bridging			
Level 5 Bridging	• Multiple, complex sentences • Organized, cohesive, and coherent expression of ideas	• A variety of grammatical structures matched to purpose and nearly consistent use of conventions, including for effect • A broad range of sentence patterns characteristic of particular content areas	• Technical and abstract content-area language • Words and expressions with precise meaning related to content area topics
Level 4 Expanding	• Short, expanded, and some complex sentences • Organized expression of ideas with emerging cohesion	• A variety of grammatical structures and generally consistent use of conventions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words and expressions with multiple meanings or common collocations and idioms across content areas
Level 3 Developing	• Short and some expanded sentences with emerging complexity • Expanded expression of one idea or emerging expression of multiple related ideas	• Repetitive grammatical structures with occasional variation and emerging use of conventions • Sentence patterns across content areas	• Specific content words and expressions (including content-specific cognates) • Words or expressions related to content areas
Level 2 Emerging	• Phrases or short sentences • Emerging expression of ideas	• Formulaic grammatical structures and variable use of conventions • Repetitive phrasal and sentence patterns across content areas	• General content words and expressions (including common cognates) • Social and instructional words and expressions across content areas
Level 1 Entering	• Words, phrases, or chunks of language • Single words used to represent ideas	• Simple grammatical constructions (e.g., commands, Wh- questions, declaratives) • Phrasal patterns associated with common social and instructional situations	• General content-related words • Everyday social and instructional words and familiar expressions

…within sociocultural contexts for language use.

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

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

Figure I: Model Performance Indicator (MPI)

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

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

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

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

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

	Discourse Level	Sentence Level	Word/Phrase Level
	Linguistic Complexity	**Language Forms and Conventions**	**Vocabulary Usage**
Level 4 Expanding	• Connected discourse with a variety of sentences • Expanded related ideas	• A variety of complex grammatical constructions • Sentence patterns characteristic of particular content areas	• Specific and some technical content-area language • Words or expressions with multiple meanings across content areas

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

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

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

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

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

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

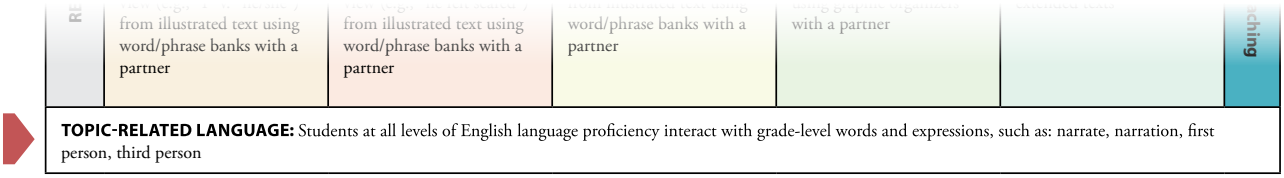
Figure L: Strand of Model Performance Indicators

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

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

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

Figure M: Topic-related Language



Integrated, Expanded, and Complementary Strands

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

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

Figure N: Excerpt of an Expanded Strand

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

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

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

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

WIDA's complementary strands cover:
- The Language of Music and Performing Arts
- The Language of the Humanities
- The Language of Visual Arts
- The Language of Health and Physical Education
- The Language of Technology and Engineering

College and Career Readiness for ELLs

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

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

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

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

Uses of WIDA's Standards Framework: Collaborate and Advocate!

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

Customizing Strands for Your Local Context

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

Figure O: Guiding Questions for Drafting Strands of MPIs

GRADE:____

WIDA

ELD STANDARD: _____

EXAMPLE TOPIC:
What is one of the topics addressed in the selected content standard(s)?

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

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

COGNITIVE FUNCTION: What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the content standards?

Language Domain(s):
How will learners process and use language?

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

A Strand of Model Performance Indicators:

What language are the students expected to process or produce at each level of proficiency?

Which language functions reflect the cognitive function at each level of proficiency?

Which instructional supports (sensory, graphic, and interactive) are necessary for students to access content?

TOPIC-RELATED LANGUAGE: With which grade-level words and expressions will all students interact?

Figure P: A Blank Template for Drafting Strands of MPIs

GRADE: _____

WIDA™

ELD STANDARD: _____ **EXAMPLE TOPIC: _____**

CONNECTION:

EXAMPLE CONTEXT FOR LANGUAGE USE:

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

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

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

SECTION 2: Integrated Strands

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

SECTION 3: Expanded Strands

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

SECTION 2: Integrated Strands

KINDERGARTEN–GRADE 5

This integrated strand invites educators to consider how they might prepare units incorporating multiple language domains and subject areas so that students can make important learning connections across disciplines. For example, as students gain familiarity with ideas and concepts about weather, educators have a great opportunity to focus on instructing them in the unique features of language used to communicate about weather in each content area. In this integrated strand, the model performance indicators for receptive and productive domains are combined. Therefore, students can use their stronger domain skills (e.g., in speaking) to scaffold their development in the other productive domain (e.g., writing). Likewise, reading might act as a scaffold for students' listening, or vice versa. Some possibilities for what this scaffolding might look like include taking turns listening to each other read a text, such as an Internet-based news article, and then listening to a recording of it to increase comprehension. For the productive domains, students might think aloud with their classmates orally then write, or even dictate to an adult to see what their ideas look like in writing. For students with stronger writing skills, they might take time to prepare their thoughts independently on paper, then use their writing as a support for a speaking activity. These activities would all require differentiated support depending on students' language proficiency levels, and it is important to make sure throughout the unit that all students can engage in higher-order thinking to apply their background knowledge of weather to each of the content areas.

ELD STANDARDS 1–5

EXAMPLE TOPIC: Weather

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

Common Core State Standards for Mathematics, Measurement and Data.

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

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY knowledge of weather conditions across the content areas.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING & READING	Match icons or numbers with photographs to denote weather conditions and their effects on people (e.g., people's moods, ways of living) based on videos and text-based resources using calendars, maps, charts, and graphs	Select information related to weather conditions and their effects on people based on videos and text-based resources using calendars, maps, charts, and graphs	Relate weather conditions to their effects on people based on videos, podcasts, and text-based resources using calendars, maps, charts, and graphs	Compare weather conditions and their effects on people based on videos, podcasts, and text-based resources using calendars, maps, charts, and graphs	Draw conclusions about weather conditions and their effects on people based on videos, podcasts, and text-based resources using calendars, maps, charts, and graphs	
SPEAKING & WRITING	Name weather conditions and their effects on people using calendars, maps, charts, and graphs	Restate weather conditions and their effects on people using calendars, maps, charts, and graphs	Describe weather conditions and their effects on people using calendars, maps, charts, and graphs	Discuss weather conditions and their effects on people using calendars, maps, charts, and graphs	Explain weather conditions and their effects on people using calendars, maps, charts, and graphs	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions across the content areas.

GRADES 6–12

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

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

ELD STANDARDS 1–5

EXAMPLE TOPIC: Green architecture

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

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

Next Generation Science Standards, Earth and Space Sciences; Engineering, Technology, and Applications of Science MS-ETS1-1, HS-ESS3-2, HS-ESS3-4, HS-ETS1-3: Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions. Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios. Evaluate or refine a technological solution that reduces impacts of human activities on natural systems. Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts.

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE information and CREATE a green architectural plan.

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

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions across the content areas.

SECTION 3: Expanded Strands

KINDERGARTEN

All kindergarten students are beginning their journey of learning the language of school. ELLs in particular rely on modeling from teachers and peers as they produce social and instructional oral English. In this expanded strand, students with level 1 English language proficiency begin by repeating and responding to repetitive chants about familiar topics. The italicized text in the Linguistic Complexity row for levels 1–3 represents the teacher's voice, with the students' response in plain text. For levels 2–4, the underlined text in the Linguistic Complexity row represents oral sentence starters introduced by the teacher. With support such as modeling, students at the higher levels of language proficiency can independently produce sentences to tell about their daily classroom routines. Many students will need time and practice to produce language like the examples in the expanded strand below, but that repetitive practice is valuable not only linguistically, but in forming their identities as part of the learning community.

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Classroom collaboration

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

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

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

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

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

Example Language Features

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

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GRADE 1

In the expanded strand below, the instructions for completing a task are differentiated according to students' levels of language proficiency. It is assumed in this strand that students at the upper levels of language proficiency would follow and complete all the instructions shown from Level 1, Entering through Level 5, Bridging. Educators should not give extensive or abstract oral instructions to beginning students, so the instructions exemplified for levels 2–5 would need to be supported in multiple ways for beginning level students. Sensory, graphic, and interactive supports such as models, templates, and partners can be used in scaffolding the linguistic complexity of the instructions for ELLs and support multiple learning styles.

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Measurement of objects

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the relative length of objects.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Follow oral instructions to identify lengths of objects following a model with a partner	Follow oral instructions to categorize objects according to their length following a model with a partner	Follow oral instructions to order objects according to their lengths following a model with a partner	Follow oral instructions to compare the lengths of objects using a template with a partner	Follow multi-step oral instructions to compare the lengths of objects with a partner	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: inches/centimeters, foot, yard/meter, length, chart, standard, non-standard

Example Language Features

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

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GRADE 2

Through the use of informational texts, students analyze societal changes from past to present in this expanded strand. While the depth of their analysis in English may be greater at the higher levels of proficiency, all students are given the opportunity to analyze rather than remember, understand, or apply. Linguistically, students across the language development continuum are given opportunities to move from matching phrases and simple sentences to sorting, sequencing, and connecting information presented in complex sentences. At the beginning levels, students might be introduced to count/non-count nouns while others at the higher levels work on introductory and comparative clauses. The examples for language structures and vocabulary presented are only some possibilities that should be adapted to local curricular goals.

ELD STANDARD 5: THE Language of Social Studies

EXAMPLE TOPIC: Historical times and people

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the connections between different historical times and people.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Match pictures with information about historical times and people from illustrated texts with a partner	Identify important information about historical times and people from illustrated texts with a partner	Sort information about historical times and people from illustrated texts using graphic organizers in small groups	Sequence information about historical times and people from illustrated texts using graphic organizers in small groups	Connect information about historical times and people from illustrated texts using graphic organizers (e.g., timelines)	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: historical times, communication

Example Language Features

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

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GRADE 3

This expanded strand highlights how to support students in giving feedback to peers on their writing. In third grade, all students will be more comfortable in this role if their educator constructs specific awareness of the criteria on which they must evaluate their peers' writing, and the language they can use to do so. By providing sentence frames and models to students in levels 1–3, educators can explicitly demonstrate how to use topic-related vocabulary in more linguistically complex ways. Word banks and models help students at higher levels of language proficiency apply their language skills more independently. The examples in the forms and conventions row draw attention to possible linguistic features that can be practiced, such as tenses, pluralization, pronouns, and others. Teachers should take care to introduce similar language structures across the language domains so that when the focus is on writing, as in this strand, it reinforces development of students' speaking skills for the next time they give oral feedback.

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Giving feedback for revision

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE writing.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Supply words for sentences about revising from models	Compose phrases and simple sentences about revising from models	Compose sentences about revising from models	Suggest ideas for revising using word banks	Provide detailed feedback for revising	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: revise, redo, improve

Example Language Features

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

GRADE 4

When addressing a whole class, it may not always be possible to adjust language to each student's listening proficiency level. For example, students at all levels of language proficiency can learn from videos or other presentations when given adequate support, and this expanded strand models how a teacher might scaffold the use of such audiovisual materials. In this expanded strand, it is assumed that educators would select which level of language discourse to use based on the range of language proficiency profiles of students in the classroom. In other words, if the class has several beginning ELLs, the educator would follow the linguistic and supporting features shown next to Linguistic Complexity for levels 1–3. On the other hand, if the class consists of primarily non-ELLs and some ELLs who are nearing exit from language support programs, the levels 3–5 example is the most logical model to follow. Many classes will fall somewhere in the middle or consist of a full range of proficiency levels. In such cases, the use of instructional assistants or co-teachers allows grouping of students so that they are given appropriate support. Note how the content presented does not vary from level to level, but the support and language input does.

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Earth history/materials

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

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

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

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

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

Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	
Linguistic Complexity Discourse Level	Look at this photo. It shows erosion. Did you see erosion in the video? *(teacher waits for students to respond).* Yes? What examples did you see in the video? *(students provide examples like tornados or rain and the teacher repeats each example while pointing at the corresponding pictures).* Erosion is when water—like rain *(teacher shows picture of a storm)*—or wind *(shows picture of a tornado)*—removes dirt and rock *(touches realia or photos including dirt and rock).* Weathering also breaks rocks *(breaks apart realia or shows broken rocks).* We talked about weathering yesterday *(points to an illustrated poster about weathering).* But it is different. See? Weathering does not move the rocks; erosion moves the rocks *(moves rocks).* Look at this *(indicates graphic organizer).* When I talk about a picture, decide with your partner if the picture shows erosion *(points to illustrated definition)* or weathering *(points to illustrated definition).* Tell me why. You can use English or your home language.	We watched a video about erosion. Erosion is when wind, even tornadoes, or water from storms or floods removes earth materials. How did you know it was erosion? *(teacher paraphrases responses).* Weathering is different. It breaks rocks *(shows broken rocks)*, but it does not move earth materials. Now, I will describe more pictures. Decide with your partner if the picture is an example of erosion *(points to illustrated definition)* or weathering *(points to illustrated definition)* and if it is a fast or slow process. You need to tell me why.	Did you notice examples of erosion in the video we just watched? Remember that erosion occurs when earth materials are removed by natural phenomena like wind and water. What are some ways that wind and water cause erosion? *(students provide examples like tornados, storms, etc., with prompting using pictures if necessary).* Good. Now remember, weathering is a bit different, isn't it? Weathering is like erosion because it breaks down rocks, but weathering doesn't move any materials. Now, I am going to describe a situation related to either weathering or erosion. Be ready to explain what has happened and why, okay? Remember to give reasons.	**Level 6 – Reaching**
Language Forms & Conventions Sentence Level	Erosion removes materials. Weathering does not move materials.	It breaks rocks, but it does not move earth materials.	Weathering is like erosion because it breaks up rocks, but...	
Vocabulary Usage Word/Phrase Level	rocks move wind dirt remove rain	earth materials tornado storm flood	natural phenomena occurs cause (verb)	

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GRADE 5

The expanded strand for fifth grade represents an opportunity for students to practice their oral skills while at the same time learning about the features of a clear, strong presentation. This includes strategies in support of language development that are also good for all students, such as the use of sentence frames, templates, and visuals. The examples given suggest that while all students can be practicing with the same content, the quantity of language they are able to produce as well as the sophistication of their oral discourse, including vocabulary, forms, and conventions, will vary across levels. The underlining in the forms and conventions row draws attention to some possibilities for linguistic features that could be practiced, such as tenses, pluralization, adverbs, and others. Please remember, this is an example but the particular areas of focus and their order should be adjusted to meet students' needs and correspond with your curricular goals.

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Peer assessment

CONNECTION: *Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge & Ideas #4–5 (Grade 5):* Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace; Add audio recordings and visual displays to presentations when appropriate to enhance the development of main ideas or themes.

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

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

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

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

Example Language Features

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

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GRADE 6

This expanded strand showcases an opportunity for students to hone their writing skills within Standard 3, the Language of Mathematics. Students at all levels of language proficiency are asked to evaluate, a demanding cognitive function, and they must justify their decisions based on computation and reasoning. The example topic of ratio and rate can be made relevant for students using a variety of real-life applications, as shown in the example context for language use. Educators should be mindful of some of the specific and technical language that can be present in such specialized topics as taxes, cars, and sports, and make a point to teach it to students explicitly. ELLs can be more successful when provided linguistic supports. In levels 1 and 2 of this strand, students are supported by the use of a template. In the row for Linguistic Complexity, students' writing is underlined to show that they have filled in blanks with words, phrases, and simple sentences, while the template provided by their teacher is shown in italicized text. At the higher levels of language proficiency, students can draft all text independently using the support of graphic organizers that remind them of comparative and explanatory language.

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Ratio & rate

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

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

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

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

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

Example Language Features

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

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GRADE 7

In the expanded strand that follows, students engage in analytical reading of print or digital texts to support their interpretation and ultimately, creation of charts or maps about agriculture. In order for students at all levels to maintain the same cognitive function of analyzing, educators need to ensure that students are asked to differentiate agricultural products from other resources such as mineral or human resources. This example activity consists of many parts that are not all illustrated here, including the use of the other language domains of speaking, listening, and/or writing. Language activities are almost always integrated across multiple domains in this way, and students are often asked to produce language to indicate their reading comprehension. In other words, we can't see whether students have correctly identified language or drawn conclusions based on their reading unless they show their learning in other ways. This expanded strand suggests that students would read text like that which appears next to Linguistic Complexity, but then might indicate their understanding by creating a unique chart or map. The rows for Language Forms and Conventions and Vocabulary Usage suggest some possible language learning opportunities to introduce and practice with students at each level of language proficiency. Such practice will enhance and expand students' abilities to access content presented through written text.

ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Agriculture

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

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

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

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

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

Example Language Features

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

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GRADE 8

The 8th grade expanded strand assumes that students will listen to classroom discussions about literature and will connect common themes across multiple genres, including myths, traditional stories, or religious works. ELLs from diverse backgrounds may offer tremendous richness to such discussions of universal themes, as they may know different traditional stories and have unique life experiences to relate to the literary works. In the domain of listening, they may exhibit their listening comprehension in a variety of ways, as suggested in the model performance indicators. Educators may rely on illustrations of common themes, events, or character types across multiple units to increase students' familiarity with these concepts. Students may recreate, select, or manipulate these illustrations to engage in a variety of activities. However, illustrations are just one way to support students' listening. Other graphic, sensory, and interactive supports may be equally valuable. The complexity of sentences that students can process increases across three tiered levels. Different forms, conventions, and vocabulary can be introduced through different activities as part of the lesson on literature. Listening will serve as a scaffold for many students who can use it as a foundation for building their productive skills of speaking and writing.

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Literature analysis

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

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

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

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

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

Example Language Features

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

GRADES 9–10

The following expanded strand is focused on a productive domain (speaking). Five examples are given of how students will gain proficiency as they progress through the levels. The progression starts at level 1 where students will combine new vocabulary with set phrases such as "stayed the same" to describe their experiment. At level 2, they might use repetitive sentence frames to tell about the different outcomes of experimentation. At levels 3–5, teachers should gradually increase the complexity of sentence frames provided and allow students ample time to practice with them prior to giving a final report to the class. Graphic support such as a process map will also support students' ability to recount the experiment's results orally. The passive voice, a hallmark of scientific language, can be rehearsed with all students, including ELLs at the upper levels of language proficiency. All students will benefit from enhanced awareness of the most common features of language pertaining to science.

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Dependent & independent variables

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the effect of modifying a variable in an experiment.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Describe the effects of modifying a variable using illustrated word banks in small groups	Give examples of the effects of modifying a variable using illustrated word banks and sentence frames in small groups	Explain the effects of modifying a variable using sentence frames and graphic organizers in small groups	Discuss the effects of modifying a variable using sentence frames and graphic organizers in small groups	Report on the effects of modifying a variable in small groups	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data

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

Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	
Linguistic Complexity Discourse Level	Illustrated word bank: independent variable dependent variable water CO_2 Carbon dioxide stayed the same changed	The independent variable was carbon dioxide. We changed the amount of CO_2 each time. We saw the reaction slow down with less carbon dioxide and it did not occur without carbon dioxide.	In our experiment, varying the amounts of carbon dioxide impacted the reaction. First, we dissolved sodium bicarbonate in water to release CO_2, our independent variable. We knew how much CO_2 to use in the experiment because we had the chemical equation for photosynthesis. Decreasing the amount of CO_2 in the experimental groups slowed down the reaction rate. Removing the carbon dioxide resulted in no reaction.	Level 6 – Reaching
Language Forms & Conventions Sentence Level	stayed the same changed	We saw… with…and it…	varying… decreasing… removing…	
Vocabulary Usage Word/Phrase Level	stayed the same/changed same/different slow/fast	changed reaction each time without	impact dissolve release chemical equation photosynthesis resulted in	

GRADES 11–12

This expanded strand is focused on the receptive language domain of reading. Therefore, the language functions (sort, identify, categorize, make judgments, and draw conclusions) require students to do something to show their ability to process the language they read. As you examine the example expectations associated with the three criteria from the Performance Definitions, please note that the Linguistic Complexity section showcases the type of language students would be reading from college or career marketing materials, not language that they themselves would produce. Since it is important for each student to work with authentic materials, the quantity of language each student will process is greater than what we typically associate with the beginning levels of language proficiency (levels 1 and 2). However, this example shows how educators can select sections of those materials that are appropriate for students at each level and offer support (such as visuals and partner work) to allow them to access it. In this example, some of the language functions such as identification via highlighting (level 2) and the use of category headings (level 3) are incorporated within the row for Linguistic Complexity. At the highest levels, students need to process all language shown in order to successfully make judgments and draw conclusions. The vocabulary associated with this example topic is relevant to students' lives in school and beyond.

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Informed decisions (college & career)

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE post-secondary options.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Sort information on post-secondary options from multiple sources with visual support with a partner	Identify important information (e.g., by highlighting) on post-secondary options from multiple sources with visual support with a partner	Categorize (e.g., best, maybe, unlikely) post-secondary options from multiple sources using illustrated graphic organizers	Make judgments about post-secondary options from multiple sources using illustrated graphic organizers (e.g., checklists of types of evidence)	Draw conclusions on post-secondary options from claims in multiple sources of information	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: priorities, vocation/trade, merit scholarship, cost of living, room and board, professional reference, résumé-building

Example Language Features

	Levels 1–3	Levels 2–4	Levels 3–5	
Linguistic Complexity Discourse Level	The University: Quick Facts • Founded in 1910 • 27,000 students from 41 states and 60 countries • Located in Townville, U.S. • Named "Best Value U" by Ratings Magazine for 3 straight years Residential Life First- and second-year students reside in campus housing. Living opportunities include 12 residence halls, 35 theme houses, and nine apartment complexes. Scholarships and Financial Aid • More than $150 million in scholarships and financial aid each year • Awarded for need, merit, and/or talent Majors Accounting, Anthropology, Art, Biochemistry, Biology, Business… Visit Campus The best way to decide if the University is right for you is by visiting campus. Schedule your visit at university.edu/admission or call 1-800-I-VISIT-U.	*Best, Close, Interesting:* The Creative Institutes This system of schools offers real-world education in the areas of culinary arts, fashion, film, graphic design, and more. With over 50 schools in 30 states, you can earn an associate degree or technical diploma in one of these subjects at a campus near you! *Maybe, Close, Affordable:* Convenient College For over 15 years, Convenient College has offered affordable student-centered, quality, career-focused education. Our online program offers associate's and bachelor's degrees tailored to meet your personal needs at a pace that is right for you. Possessing current experience in business, criminal justice, health care, and psychology, our faculty is here for you. At Convenient College, you will find a warm, friendly community with small class sizes and staff dedicated to your advancement. *Unlikely but interesting:* Teacher College Our Early Childhood program combines hands-on field work with academic coursework. Success depends on a caring attitude, flexibility, dependability, and strong communications skills. If this sounds like a fit for you, the time is right to apply!	Mechanics Individuals who enjoy working with tools and their hands may be interested in work as a mechanic. Today, mechanics often use computer diagnostic equipment to find and fix problems, so mechanics also need to keep up with changes in technology. Most mechanics specialize in at least one area such as automotive, aircraft, small engine, or industrial machinery. Mechanics generally have a love for machines, but many also like customer service and feel a sense of accomplishment from helping people. Pre-law Are you driven to earn top grades? Can you picture yourself as an intern in a law office? Are you committed to studying for the LSAT? Since pre-law is rarely offered as a major, a pre-law advising program will help you stay on track as you prepare for law school. It helps to be a good communicator and you'll be more likely to succeed in law school if you are an analytical thinker who enjoys problem solving. Though many pre-law students choose majors like English or political science, you can major in anything at all! Nursing Aides Nursing aides' responsibilities range from taking patients' temperatures to leading a group card game. If you are attracted to the virtues of nursing but not the time it takes to become an RN, a nursing aide position may be right for you. Aides can work days, nights, and/or weekends, and some jobs require use of your own transportation.	**Level 6 – Reaching**

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Example Language Features

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

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

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

SECTION 4: Strands by Grade Level

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

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ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Classroom collaboration

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

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

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

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

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

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

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Features of print

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency REMEMBER features of print.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Identify features of print in response to one-step oral commands and following a model (e.g., "Show me the title.")	Identify features of print in response to questions involving a choice and following a model (e.g., "Is *this* the title or is *this* the title? Show me the title.")	Identify features of print in response to Wh- questions by pointing and following a model (e.g., "Who wrote this book? Show me the author.")	Identify features of print in response to expanded Wh- questions by pointing and following a model (e.g., "Where do you find the author's name on the title page? Show me where you find it.")	Identify features of print in response to expanded multi-step oral instructions and following a model (e.g., "Find the author's first and last name and then show me the upper case letters.")	**Level 6 – Reaching**

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: title, turn the page, front/back cover, left to right, author, illustrator, first name, last name, spaces, lower/upper case letters

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ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Attributes of objects

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the attributes of objects.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
SPEAKING	Indicate attributes of objects (e.g., "big," "small") using gestures and words in small groups	Describe attributes of objects (e.g., "a small ball," "a big ball") using gestures and words in small groups	Describe in detail attributes of objects (e.g., "the smaller ball") in small groups	Compare attributes of objects (e.g., "This is the biggest ball.") in small groups	Specify similarities and differences in attributes of objects (e.g., "The chalk and the crayon are short. The pencil is longer.") in small groups	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: bigger, smaller, heavier, lighter, longer/taller, shorter

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Body parts & senses

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND the functions of body parts and senses.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	Associate pictures with modeled language about body parts and their functions with a partner	Find words or icons related to body parts and their functions in books with a partner	Match labeled pictures with body parts and their functions with a partner	Sort illustrated text about body parts and their functions using graphic organizers (e.g., T-charts) with a partner	Locate language about body parts and their functions in illustrated texts	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: senses, see, smell, taste, touch, hear, human body, body part

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

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ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Self & family

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND the structure of their family.

WRITING	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
	Draw and label family members using models and illustrated word cards (e.g., "grandma") in L1 or L2	Draw and label family members using models and illustrated word cards (e.g., "This is _____.") in L1 or L2	Draw and describe family members using sentence frames and illustrated word cards (e.g., "This is ___. He is _____.")	Produce illustrated "stories" about family members using multiple related sentence frames and illustrated word cards (e.g., "This is _____. She is _____. She _____ with me.")	Produce illustrated "stories" about family members	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: family, family tree, family members

COMPLEMENTARY STRAND: The Language of Music & Performing Arts

EXAMPLE TOPIC: Rhythm

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND rhythm.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Follow teacher-modeled rhythms and musical patterns based on gestures and simple oral commands with a partner	Follow teacher-modeled rhythms and musical patterns based on oral commands with a partner	Follow peer-modeled rhythms and musical patterns based on oral commands with a partner	Follow directions of lyrics in songs with repeated patterns about rhythmic movement with a partner	Follow directions of lyrics in songs about rhythmic movement (e.g., "The Wheels on the Bus")	**Level 6 – Reaching**

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: tap, clap, stomp, beat, rest

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ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Recreational classroom activities

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND meaning in text.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Identify icons from illustrated texts related to games or activities with a partner	Identify labeled pictures from illustrated texts related to games or activities with a partner	Identify key words in illustrated texts related to games or activities with a partner	Identify key phrases in illustrated texts related to games or activities with a partner	Identify short sentences in illustrated texts related to games or activities with a partner	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: illustration, photo, fair

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Text elements

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency CREATE original texts.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
WRITING	Draw icons or symbols to represent ideas and text elements from models	Produce labeled illustrations to represent ideas and text elements from models (e.g., "I like the dog.")	Provide details about ideas and text elements from models (e.g., "I like the funny cat.")	Connect ideas and text elements from models (e.g., "The dog plays in the park. I like the big park.")	Compose stories incorporating text elements (e.g., "First, the dog plays in the park. Then, he sees the cat. The dog and cat are friends.")	**Level 6 – Reaching**

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: favorite, book report, title

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ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Measurement of objects

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the relative length of objects.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Follow oral instructions to identify lengths of objects following a model with a partner	Follow oral instructions to categorize objects according to their length following a model with a partner	Follow oral instructions to order objects according to their lengths following a model with a partner	Follow oral instructions to compare the lengths of objects using a template with a partner	Follow multi-step oral instructions to compare the lengths of objects with a partner	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: inches/centimeters, foot, yard/meter, length, chart, standard, non-standard

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

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Force & motion

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency CREATE experiments on force and motion.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Construct models to test force and motion based on simple oral commands in small groups using L1 or L2	Construct models to test force and motion based on simple segmented instructions in small groups using L1 or L2 (e.g., "Get the blocks. [Pause] Get the ramp. [Pause] Put the ramp on the blocks. [Pause] Put the ramp higher to make it move faster.")	Construct models to test force and motion based on a series of oral statements using illustrations in small groups	Construct models to test force and motion based on oral discourse using illustrations in small groups	Construct models to test force and motion based on extended oral discourse with a partner (e.g., "How can we move this ball? Work together to design a ramp that will move the ball the length of three desks. Think about what materials you will need and how you will put them together.")	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions such as: push, pull, force, motion, change

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ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Neighborhoods/Communities

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND the roles of community members/workers.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Name community workers using word walls and realia that represent their roles in different settings	State the work of community workers using realia (e.g., "Firefighters put out fires.")	Describe the work of community workers using realia (e.g., "Firefighters ride a truck and use a hose to fight fires.")	Describe in detail the work of community workers using realia (e.g., "Firefighters are brave and work as a team to put out fires.")	Discuss the work of community workers using realia (e.g., "The firefighters protect our community and save lives. For example…")	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: community, neighborhood, safety

COMPLEMENTARY STRAND: The Language of the Humanities

EXAMPLE TOPIC: Multiculturalism

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the features of cultural artifacts.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Sort cultural artifacts according to their use based on labeled illustrations from texts in small groups using L1 or L2	Sort cultural artifacts according to their use based on illustrated descriptive labels from texts in small groups using L1 or L2	Sort cultural artifacts according to their use based on sentences from illustrated texts using illustrated word walls in small groups	Sort cultural artifacts according to their use based on information from illustrated texts in small groups	Sort cultural artifacts according to their use based on information from multiple sources (e.g., stories, Internet)	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: tradition, culture, same, different, respect

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ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: School areas, personnel, & activities

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE oral directions.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Find school areas on maps based on oral clues about personnel or activities with a partner	Place objects in school areas on maps based on oral clues about personnel or activities with a partner (e.g., "There was a flag in the corner.")	Match school areas on maps to personnel and activities based on descriptive oral clues with a partner	Arrange school areas on maps according to descriptive oral clues about personnel and activities with a partner (e.g., "Remember how we could hear the musical instruments next door when we were in the gym?")	Distinguish among school areas on maps based on multi-step descriptive oral clues about personnel or activities with a partner	

TOPIC-RELATED LANGUAGE: : Students at all levels of English language proficiency interact with grade-level words and expressions, such as: across from, down the hall, in the corner, upstairs, custodian, second grade teacher, computer lab

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Storytelling/Experiential recounting

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY elements of stories to original storytelling or experiential recounting.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Point to and tell about events in stories using photos, illustrations, or wordless picture books with a partner (e.g., " go to park, play with friends")	Describe parts of stories (e.g., characters, settings) using photos, illustrations, or wordless picture books with a partner	Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner	Tell detailed stories using photos, illustrations, or wordless picture books with a partner	Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: order, details, word choice

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ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Money

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency will ANALYZE text of word problems.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Match words and phrases (e.g., "more than," "less than," "take away") involving money and value to operations (e.g., +, -) using illustrated word cards and realia with a partner	Find words and phrases involving money and value from illustrated text using realia with a partner	Sequence sentences to decide how to solve word problems involving money and value using realia with a partner	Locate clues for solving problems involving money and value from simplified text (e.g., written in present tense with familiar contexts) using realia with a partner	Categorize word problems (e.g., by addition or subtraction) involving money and value using realia	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: total, enough, cost, change, left over, solve

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Life cycles

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency REMEMBER the changes in life cycles.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
WRITING	Label drawings about stages of life cycles using illustrated word banks (e.g., seed, sprout) and graphic organizers	Produce simple sentences about the stages of life cycles using illustrated word banks and graphic organizers	Describe the stages of life cycles using illustrated word banks and graphic organizers	Describe in detail the stages of life cycles using illustrations and graphic organizers	Reproduce stories about the stages of life cycles using illustrations	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: life cycle, change into, stages

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ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Historical times & people

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the connections between different historical times and people.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Match pictures with information about historical times and people from illustrated texts with a partner	Identify important information about historical times and people from illustrated texts with a partner	Sort information about historical times and people from illustrated texts using graphic organizers in small groups	Sequence information about historical times and people from illustrated texts using graphic organizers in small groups	Connect information about historical times and people from illustrated texts using graphic organizers (e.g., timelines)	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: historical times, communication

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

COMPLEMENTARY STRAND: The Language of Visual Arts

EXAMPLE TOPIC: Visual characteristics

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE visual characteristics of art forms.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
SPEAKING	Point to and name visual characteristics of models of art forms using graphic support (e.g., palette of colors) with a partner	Categorize visual characteristics of models of art forms (e.g., shades of color) using graphic support with a partner	Describe variation in visual characteristics of models of art forms using graphic support with a partner	Discuss variation in visual characteristics of models of art forms using graphic support with a partner	Explain variation in visual characteristics using graphic support with a partner	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: shades of color, mood, style

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ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Research interests

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency REMEMBER personal and school experiences in selecting research topics.

WRITING	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
	List ideas on research topics (e.g., sports and hobbies for kids) using illustrated graphic organizers in L1 or L2	Organize ideas on research topics (e.g., popularity of snow sports v. water sports) using graphic organizers in L1 or L2	State ideas related to research topics following a model using graphic organizers	Elaborate ideas related to research topics following a model using graphic organizers	Connect ideas related to research topics using graphic organizers	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: research topic, brainstorm

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Giving feedback for revision

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE writing.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
WRITING	Supply words for sentences about revising from models	Compose phrases and simple sentences about revising from models	Compose sentences about revising from models	Suggest ideas for revising using word banks	Provide detailed feedback for revising	**Level 6 – Reaching**

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: revise, redo, improve

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

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ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Area

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency CREATE floor plans or models.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Follow simple oral commands to design area maps using manipulatives and illustrated examples (e.g., "Make a square like this.") in small groups	Follow simple oral directions to design area maps using manipulatives and illustrated examples in small groups	Follow oral directions to design area maps using manipulatives and illustrated examples in small groups	Follow detailed oral directions to design area maps using manipulatives in small groups (e.g., "The area for beans needs to be less than 12 square units. Make the side less than 4 units long.")	Follow complex oral specifications to design area maps using manipulatives in small groups (e.g., "The total area of the garden is 50 square units. Each tomato plant requires 5 square units. Draw an area for the tomatoes.")	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: square unit, unit squares, length, width, area

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Electricity & magnets

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE experimental observations.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	State reasons for outcomes of experiments on electricity using illustrations or realia and teacher guidance (e.g., "electricity goes", "electricity stops" when circuit is open or closed)	State reasons for outcomes of experiments on electricity using illustrations or realia, oral sentence starters, and teacher guidance (e.g., "The bulb turned on because...", "The balloons attracted/ repelled because…")	Explain outcomes of experiments on electricity using illustrations and oral sentence frames	Explain in detail outcomes of experiments on electricity using illustrations or realia and word/phrase banks	Explain in detail outcomes of experiments on electricity using illustrations or realia	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: turn on, turn off, static electricity, charge, attract, repel, open/closed circuit

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ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Civic participation

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND citizens' rights and responsibilities.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	Match labels to photos, pictures, or icons representing citizens' rights and responsibilities with a partner in L1 or L2	Match descriptions to photos, pictures, or icons representing citizens' rights and responsibilities with a partner in L1 or L2	Locate details related to citizens' rights and responsibilities with a partner using graphic organizers	Distinguish among citizens' rights and responsibilities with a partner using graphic organizers	Infer citizens' rights and responsibilities based on texts	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: citizenship, individual rights and responsibilities, duty, law and order

COMPLEMENTARY STRAND: The Language of Health & Physical Education

EXAMPLE TOPIC: Healthy choices

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

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

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

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

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

WIDA

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Community practices

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND community practices.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Tell about community practices using photographs or realia and following a model with a partner	Describe community practices using photographs or realia and following a model with a partner	Recount information about community practices using photographs or realia and following a model	Recount detailed information about community practices using photographs or realia	Recount and reflect on information about community practices using photographs or realia	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: community practices, interview, personal experiences

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Narration

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE text features related to narrative points of view.

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

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

WIDA

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Lines & angles

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY their understanding of lines and angles to everyday situations.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
WRITING	Label types of lines and angles according to their properties using realia and graphic support	Define types of lines and angles according to their properties using realia and graphic support (e.g., "Obtuse > 90 degrees")	Describe types of lines and angles according to their properties using realia and graphic support	Compare and contrast types of lines or angles according to their properties using realia and graphic support	Explain types of lines and angles according to their properties using realia (e.g., "My desk has four right angles on the top, which are 90 degrees. Each leg of the desk has two acute angles of 55 degrees and two obtuse angles of 125 degrees.")	**Level 6 – Reaching**

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: obtuse, acute, right or 90-degree angle, parallel and perpendicular lines, end points, rays, vertex, line segment

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Earth history/materials

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

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

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

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

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

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

WIDA

ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Maps & globes/Locations

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY understanding of map concepts and skills.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Follow routes on maps based on segmented simple oral commands using illustrated word banks and manipulatives (e.g., "Go north two, [pause] east one.")	Follow routes on maps based on simple oral descriptions using illustrated word banks and manipulatives (e.g., "Freed slaves went north.")	Follow routes on maps based on oral descriptions using illustrated word banks (e.g., "Florence Nightingale traveled southeast from London to Crimea.")	Follow routes on maps based on detailed oral descriptions using visual supports (e.g., "Columbus sailed southwest. His first stop was the Canary Islands. Then he continued west to San Salvador.")	Follow routes on maps based on detailed oral discourse (e.g., "The starting point of the trade route was in modern-day Ghana. From there, traders set out for a city located at 30 degrees north latitude and 30 degrees east longitude. Which city is it?")	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: map key, compass rose, cardinal directions, intermediate directions, map scale, equator, hemisphere, continent

COMPLEMENTARY STRAND: The Language of Technology & Engineering

EXAMPLE TOPIC: Multimedia publishing

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

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

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

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

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

WIDA

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Peer assessment

CONNECTION: *Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge & Ideas #4–5 (Grade 5):* Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

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

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

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

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

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

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Text evidence

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE information about characters in oral text.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Identify character traits based on evidence from oral text, along with visual cues, physical movement, and tone of voice	Identify details related to character traits based on evidence from oral text, along with visual cues and tone of voice (e.g., "Sam is adventurous because…")	Identify character traits based on evidence from oral text using visual and graphic support	Make predictions from character traits based on evidence from oral text using visual and graphic support	Infer character traits based on evidence from oral text	**Level 6 – Reaching**

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: character traits, provide evidence, direct quotations

WIDA

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Coordinate plane

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND how to plot points on a coordinate plane.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Ask and answer yes/no questions related to coordinate planes using teacher modeling and visual support (e.g., "Is the house at (2,3)?" "Yes")	Ask and answer simple Wh- questions related to coordinate planes using word banks and visual support (e.g., "Where is the school?" "It is at (5,7)")	Describe the relationships among points on coordinate planes using word banks and visual support (e.g., "The new park will be one block from the school. It will be located at (4,7).")	Describe real-world applications of plotting points and navigating distances between locations on coordinate planes using visual support	Explain real-world applications of plotting points and navigating distances between locations on coordinate planes	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: horizontal and vertical axes, coordinates, coordinate plane, ordered pair

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Solar system

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the effects of Earth's rotation.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	Identify words and phrases associated with Earth's rotation from illustrated texts using manipulatives with a partner	Sort words and phrases associated with Earth's rotation from illustrated texts (e.g., illustrated books, media, posters) using graphic organizers with a partner	Categorize sentences associated with Earth's rotation from a variety of texts (e.g., books, media) using graphic organizers with a partner	Organize sentences associated with Earth's rotation from a variety of texts (e.g., books, media, encyclopedias) with a partner	Order paragraphs associated with Earth's rotation from a variety of texts	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: Earth's rotation, phases of the moon

WIDA

ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Exploration

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE effects of exploration on history.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	List positive and negative impacts of exploration using graphic organizers (e.g., T-chart, concept map) and illustrated word banks in L1 or L2	State positive and negative impacts of exploration using illustrated word banks in L1 or L2	Describe and give examples of positive and negative impacts of exploration using graphic organizers and word banks	Explain and give specific examples of positive and negative impacts of exploration using graphic organizers	Critique impacts of exploration and give detailed examples (e.g., new discoveries v. loss of native culture, freedom, life)	

TOPIC-RELATED LANGUAGE: : Students at all levels of English language proficiency interact with grade-level words and expressions, such as: colonization, explorers/exploration, discover/discovery, conqueror/conquest

COMPLEMENTARY STRAND: The Language of Music & Performing Arts

EXAMPLE TOPIC: Song lyrics

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY reading comprehension strategies to understanding lyrics.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Distinguish among features (e.g., chorus, verses) to determine gist of songs' message using graphic organizers	Identify repetitive words or phrases to determine gist of songs' message using graphic organizers	Identify key words or phrases to determine songs' message using graphic organizers	Identify expressive words and phrases that reflect lyrical choices to determine songs' message using graphic organizers	Interpret lyrical choices to determine songs' message (e.g., alliteration, rhyme)	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: repeated verses, chorus, song lyrics

WIDA

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Behavioral expectations

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND behavioral expectations.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Identify settings for behavioral expectations (e.g., in the classroom, lunchroom) from visually supported text	Classify settings for behavioral expectations from visually supported text in small groups	Locate main ideas about behavioral expectations from illustrated handbooks and texts in small groups	Locate details about behavioral expectations from handbooks and texts in small groups	Infer results of adhering or not adhering to behavioral expectations from handbooks and texts	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: posture, manners, polite behavior

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Peer editing

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY their knowledge of English conventions and mechanics.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
WRITING	Identify conventions and mechanics in peers' writing (e.g., by highlighting) using models and environmental print	Identify language to be edited in peers' writing using models and rubrics	Suggest edits of peers' writing using models and rubrics	Give reasons for editing peers' writing using models and rubrics	Explain editing of peers' writing through detailed feedback using models and rubrics	**Level 6 – Reaching**

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: edit, conventions, mechanics

WIDA

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Ratio & rate

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

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

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

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

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

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

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Ecosystems

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND functions of organisms within ecosystems.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Identify functions of organisms within ecosystems based on oral statements using photos or illustrations and graphic organizers	Match functions to organisms within ecosystems based on oral language using photos or illustrations and graphic organizers	Match functions to organisms within ecosystems based on descriptive oral language using graphic organizers	Connect functions of organisms within ecosystems based on extended oral discourse using graphic organizers	Categorize functions of organisms within ecosystems based on extended oral discourse	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: consumers/predators, producers, decomposers, scavengers, function, species

WIDA

ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Forms & organization of government

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency CREATE model governments.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
SPEAKING	Suggest features of model governments using illustrated templates in small groups in L1 or L2	Suggest detailed features of model governments using illustrated templates in small groups in L1 or L2	Discuss features of model governments using a template in small groups	Discuss reasons for selection of features of model governments using a template in small groups	Defend selection of features of model governments (e.g., through debate)	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: forms of government, personal rights, equality, the common good

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

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE traditional ways of knowing and interpreting information with events and traditions of the local community.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
SPEAKING	Name events and traditions of the local community and their significance using illustrated environmental print, graphic organizers, and realia	Describe events and traditions of the local community and their significance using illustrated environmental print, graphic organizers, and realia	Explain events and traditions of the local community and their significance using notes from interviews and realia	Discuss events and traditions of the local community and their significance using notes from interviews and realia	Interpret the significance of events and traditions of the local community using notes from interviews and realia	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: accumulated specific knowledge, interpretation, local conventions, cultural significance

WIDA

ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Reflective listening

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE diverse views on contemporary issues.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Identify points of view from oral statements using illustrated graphic organizers and word banks	Classify points of view from oral statements using illustrated graphic organizers and word banks	Compare points of view from oral discussion using graphic organizers and word banks	Compare points of view from oral discussion using word banks	Interpret points of view in expanded oral discourse	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: active listening, reflection, mutual respect, contemporary issue, points of view

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Main ideas

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY main ideas of short stories, novels, and essays.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
SPEAKING	Produce key words about themes related to the main idea using visual support (e.g., captioned illustrations of plot and main ideas) with a partner	Produce statements about themes related to the main idea using graphic organizers with a partner	Explain themes related to the main idea using graphic organizers (e.g., story map, plot line) to a partner	Discuss themes related to the main idea using graphic organizers	Discuss themes related to the main idea using extended discourse	**Level 6 – Reaching**

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: supporting details, theme, thesis

WIDA

ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Algebraic equations

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY their algebraic knowledge.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Identify key language that provides information to solve real-life mathematical problems using visual and graphic supports with a partner	Identify key language that provides information to solve real-life mathematical problems using labeled visual and graphic supports with a partner	Identify key language that provides information to solve real-life mathematical problems using graphic supports (e.g., charts and tables)	Identify key language patterns to solve real-life mathematical problems using graphic supports	Identify key language patterns to solve real-life mathematical problems	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: inequality, linear equation, non-linear, simplify the expression, _____ per _____

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Scientific inquiry

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency will UNDERSTAND how to interpret and represent the results of scientific inquiry.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
WRITING	Produce labeled illustrations of scientific questions and conclusions using graphic organizers with a partner	Describe scientific questions and conclusions using graphic organizers (e.g., cloze activity) using word banks with a partner	Describe in detail scientific questions and conclusions using words banks and graphic organizers	Organize language about scientific questions and conclusions using graphic organizers (e.g., paragraph frames)	Summarize scientific questions and conclusions	**Level 6 – Reaching**

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: scientific inquiry, hypothesis, hypothesis testing, observations, results

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

WIDA

ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Agriculture

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

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

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

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

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

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

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

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND the communicative effectiveness of different artistic media.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Identify oral statements about artistic qualities and characteristics used to communicate ideas and experiences using visual and non-verbal cues and illustrated word walls	Identify oral descriptions about artistic qualities and characteristics used to communicate ideas and experiences using illustrated word walls	Categorize artistic qualities and characteristics used to communicate ideas and experiences using graphic organizers	Distinguish among artistic qualities and characteristics used to communicate ideas and experiences using graphic organizers	Infer reasons for artists' selection of media, techniques, and processes	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: perspective, abstract, realistic, dimension, form and function

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ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Peer Pressure

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency CREATE a script.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Draw and label storyboards about emotions and decisions influenced by peer pressure using illustrated word banks	Compose dialogues for storyboards or scripts about emotions and decisions influenced by peer pressure using sentence frames	Compose dialogues for scripts about emotions and decisions influenced by peer pressure using illustrations and following models	Compose scripts about emotions and decisions influenced by peer pressure using illustrations following models	Compose scripts about emotions and decisions influenced by peer pressure	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: attitudes, behaviors, peer pressure, belonging, membership, strength of character

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Literature analysis

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

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

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

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

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

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

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ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Transformation of two-dimensional figures

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND congruence of figures in different positions on the coordinate plane.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Adjust the position of figures based on simple oral commands (e.g., "rotate," "reflect," etc.) using visual supports with a partner	Adjust the position of figures based on oral descriptions (e.g., "reflect over the y-axis") using visual supports with a partner	Adjust the position of figures based on detailed oral descriptions using visual supports with a partner	Adjust the position of figures based on multi-step oral instructions using visual supports	Adjust the position of figures based on information from complex oral discourse	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: geometric transformation, rotation, reflection, translation, dilation, scale factor, vector

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Forms of energy

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency will ANALYZE energy transfer.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
SPEAKING	State how energy transfers using visual supports (e.g., "heat," "light," "sound")	Give examples of how energy transfers using sentence frames and graphic supports	Describe how energy transfers using sentence frames and graphic supports	Compare and contrast how energy transfers using graphic supports	Discuss how energy transfers using graphic supports	**Level 6 – Reaching**

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: energy transfer, conservation of energy, sound wave, kinetic energy, potential energy, thermal energy

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ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Globalization

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE the effects of globalization around the world and in their local community.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Classify visually-supported words or phrases related to the effects of globalization using graphic organizers with a partner in L1 or L2	Categorize language related to the effects of globalization using graphic organizers with a partner	Organize language related to the effects of globalization based on visually-supported text using graphic organizers with a partner	Compare the effects of globalization based on text using graphic organizers in small groups	Draw conclusions about the effects of globalization based on text in small groups	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: interdependence, worldwide, network, transnational

COMPLEMENTARY STRAND: The Language of Health & Physical Education

EXAMPLE TOPIC:
Personal health & fitness

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

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

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

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

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

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ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Collaborative discussion

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY consensus-building procedures to group discussions.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Repeat set phrases (e.g., "I agree", "I disagree") and use non-verbal communication to propel discussions using sentence frames, word banks, and visuals	Make statements (e.g., "We can…", "We must…") to propel discussions using sentence frames, word banks, and visuals	Paraphrase statements ("We agree that…") to propel discussions using sentence frames and word banks	Pose and respond to questions (e.g., "I think we could…") to propel discussions using sentence frames	Elaborate on responses to propel discussions using sentence frames (e.g., "I'd like to add to that...", "Have you also considered...?")	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: delegate, compromise, represent, motivate, inspire, set an example

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Bias

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency will EVALUATE author's bias.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	Locate language associated with fact and/or opinion from visually supported text with a partner using L1 or L2 and word banks (e.g., "I think", "I believe" v. "data", "fact")	Locate language associated with fact and opinion from visually supported text with a partner using word banks (e.g., "70% of Latinos" v. "almost all Latinos")	Locate language of opinion and bias from excerpts of texts following a model in small groups (e.g., "We as scientists agree…" v. "Scientists everywhere agree…")	Sort language of bias from texts (e.g., by validity of reasoning/evidence) following a model in small groups	Infer author's bias from texts in small groups	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: bias, claim, argument, relevant evidence, valid reasoning, stereotype

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ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Right triangles

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

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

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

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

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

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Dependent & independent variables

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the effect of modifying a variable in an experiment.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
SPEAKING	Describe the effects of modifying a variable using illustrated word banks in small groups	Give examples of the effects of modifying a variable using illustrated word banks and sentence frames in small groups	Explain the effects of modifying a variable using sentence frames and graphic organizers in small groups	Discuss the effects of modifying a variable using sentence frames and graphic organizers in small groups	Report on the effects of modifying a variable in small groups	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data

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

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

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ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Supply & demand

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency will UNDERSTAND the concept of supply and demand.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
LISTENING	Point to key terms related to supply and demand using visuals and bilingual dictionaries with a partner	Select language related to supply and demand to complete graphic organizers using word banks with a partner	Organize information related to supply and demand using graphic organizers in small groups	Identify examples of changes in supply and demand using graphic organizers in small groups	Infer reasons for changes in supply and demand in small groups	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: supply and demand, consumption, market prices, market economies, goods and services, commodities

COMPLEMENTARY STRAND: The Language of Technology & Engineering

EXAMPLE TOPIC:
Technology & ethics

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

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

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

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

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

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ELD STANDARD 1: Social & Instructional Language

EXAMPLE TOPIC: Informed decisions (College & career)

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE post-secondary options.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Sort information on post-secondary options from multiple sources with visual support with a partner	Identify important information (e.g., by highlighting) on post-secondary options from multiple sources with visual support with a partner	Categorize (e.g., best, maybe, unlikely) post-secondary options from multiple sources using illustrated graphic organizers	Make judgments about post-secondary options from multiple sources using illustrated graphic organizers (e.g., checklists of types of evidence)	Draw conclusions on post-secondary options from claims in multiple sources of information	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: priorities, vocation/trade, merit scholarship, cost of living, room and board, professional reference, résumé-building

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

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Satire

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

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND the characteristics and function of culturally-relevant satire.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Recognize satirical expressions (e.g., exaggeration) in familiar contexts using visual cues and storyboards	Identify literal meaning and satirical meaning in familiar contexts using visual cues and illustrated scripts	Identify literal meaning and satirical meaning using illustrated scripts	Compare the literal meaning and satirical meaning of visually supported speech	Infer the speaker's purposes in satirical speech	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: satire, satirical humor, reading between the lines, juxtaposition, ridicule

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ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Mathematical relations & functions

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND properties of functions.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
SPEAKING	Name key properties of functions using graphs and equations in L1 or L2 with a partner	Give examples of key properties of functions using labeled graphs and equations with a partner	Describe how key properties of functions are represented using labeled graphs and equations	Summarize representations of key properties of functions in small groups (e.g., think aloud)	Explain with details representations of key properties of functions in small groups	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: periodicity, rate of change, quadratic functions, parabola

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Chemical reactions

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the chemical properties of substances.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	
READING	Identify variables (e.g., pH, number of free electrons) affecting chemical reactions using visuals with a partner	Locate information about chemical reactions using visuals in small groups	Distinguish among chemical reactions using graphic organizers in small groups	Categorize chemical reactions using graphic organizers in small groups	Draw conclusions about chemical reactions (e.g., "This chemical would cause problems in a natural waterway.")	Level 6 – Reaching

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: reactant, endothermic exothermic, oxidation-reduction, catalyst, single/double replacement reaction

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ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Historical figures & times

CONNECTION: *Common Core State Standards for English Language Arts, Writing, Research to Build & Present Knowledge #7–8 (Grade 11–12):* Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation… Integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency EVALUATE historical information.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Reproduce key words and phrases about impact of significant individuals or events using photographs and word banks or bilingual dictionaries	Define impact of significant individuals or events using photographs and word banks or bilingual dictionaries	Describe impact of significant individuals or events using photographs and models	Discuss in detail impact of significant individuals or events using models	Critique impact of significant individuals or events	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: ideology, social/political movement, social construct, authority, social justice, equity

COMPLEMENTARY STRAND: The Language of Music and Performing Arts — EXAMPLE TOPIC: Musical genres

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

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

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND musical genres within their social or cultural context.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Name influences on musical genres using visuals, graphic organizers, and sentence frames (e.g., "I chose ___. It was influenced by…")	Tell about the evolution of musical genres using visuals, graphic organizers (e.g., timelines), and sentence frames	Paraphrase the evolution of musical genres using graphic organizers and following models	Describe in detail the evolution of musical genres using graphic organizers and following models	Explain the evolution of musical genres	

TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: musical genre, instrumentation, fusion, aesthetic tradition, chord structure, phrasing, crossover artist

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

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

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

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

cognitive functions: the mental processes involved in learning

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

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

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

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

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

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

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

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

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

domains: see language domains

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

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

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

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

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

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

framework: see standards framework

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

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

instructional language: the language that typifies classroom discourse from teacher to teacher across content areas, such as "Open your books to page ___."

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

proficiency: see language proficiency

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

receptive language: the processing of language through listening and reading

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

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

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

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

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

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

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

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

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

supports: see instructional supports

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

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

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

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

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

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Appendix C: Index of Strands by Grade Level

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

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

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

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

**denotes expanded strand*

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

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

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

**denotes expanded strand*

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

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

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

**denotes expanded strand*

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

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

**denotes expanded strand*

Appendix D: Acknowledgements and Development Process

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards National Advisory Panel Interactive Webinar, August 30, 2011

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

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

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

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

Dorry Kenyon, Ph.D.
Abby Davis
Lakisha Dockett
Stephanie Gibson
Daniel Ginsberg
Michele Kawood
David MacGregor, Ph.D.
Jennifer Norton
Abbe Spokane
Anna Todorova
Kathryn Wolf

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

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

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Janet Trembley, Graphic Design

Thank you, everyone, for your contributions!



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