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**GRADES  
6-8  
Materials**

## WIDA English Language Development Standards Framework, 2020 Edition

Kindergarten—Grade 12

Promote equity for multilingual learners  
Teach language and content together

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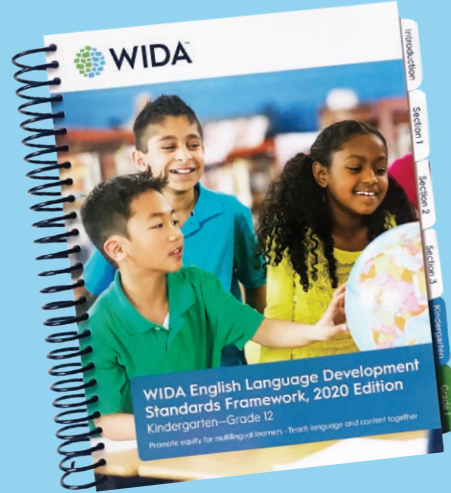
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# WIDA English Language Development Standards Framework, 2020 Edition

## *Kindergarten–Grade 12*

These materials are part of the WIDA ELD Standards Framework, 2020 Edition. The 2020 Edition offers several resources to support applications of the Framework, including materials that are geared specifically for grade-level clusters K, 1, 2-3, 4-5, 6-8, and 9-12.



The complete 2020 Edition includes other useful resources for educators. Section 4, in particular, includes

- Key Language Uses: A Closer Look
- Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations
- A glossary of linguistic terms in the 2020 Edition

Moreover, eight appendices offer valuable information for specific purposes and audiences

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

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



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

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

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

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

## WIDA Mission, Vision, and Values

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

### Mission

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



## From English Language Learners to Multilingual Learners

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

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

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

## WIDA Guiding Principles of Language Development (2019)

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

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

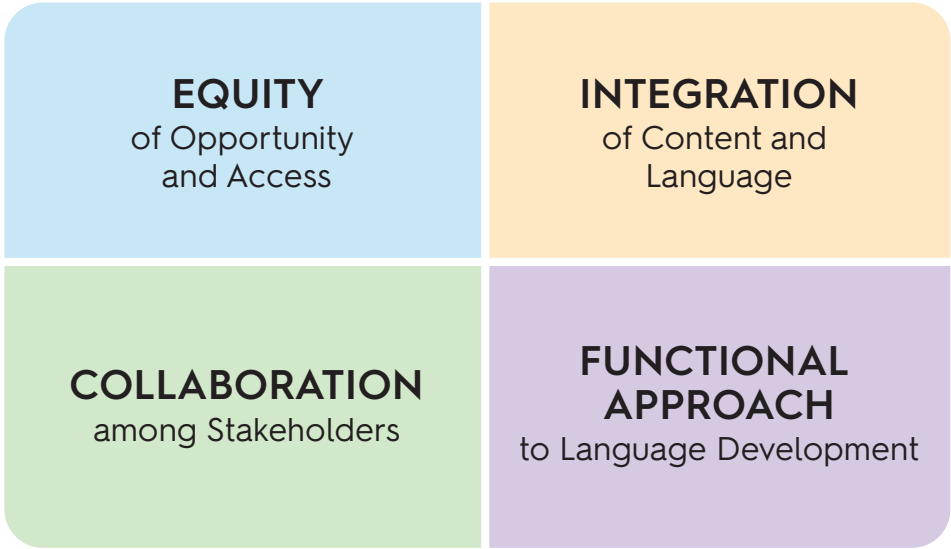




# Big Ideas of the WIDA ELD Standards Framework, 2020 Edition: Kindergarten–Grade 12

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

### Big Ideas in the 2020 Edition



## Equity of Opportunity and Access

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

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

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

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

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

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

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

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

## Integration of Content and Language

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



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

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

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

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

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

The integration of content and language for multilingual learners promotes

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

## Collaboration among Stakeholders

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

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

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

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

Content and language teachers can work together to

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

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

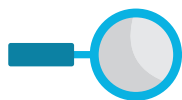
## Functional Approach to Language Development

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

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

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

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



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

# Understanding the WIDA ELD Standards Framework

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

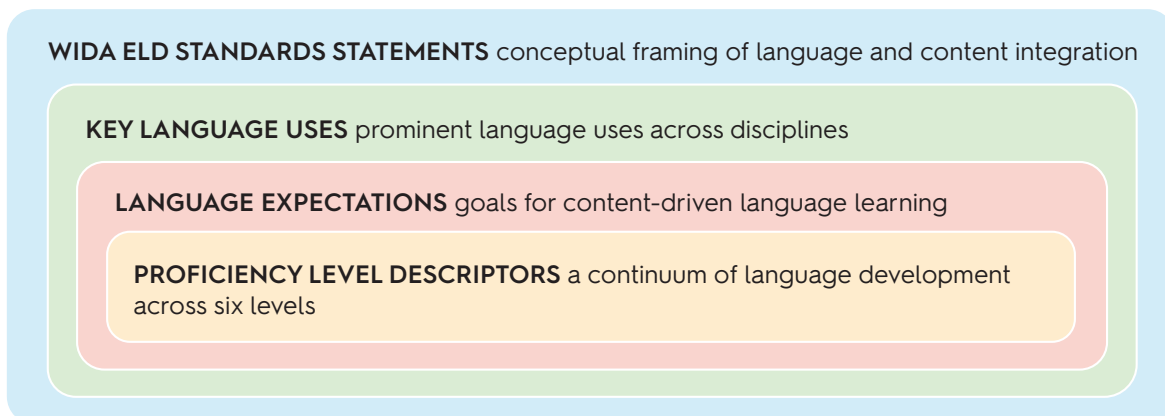
Sometimes people describe a standards framework as being like a map. In the same way that a map points out common, visible landmarks, a standards framework points out common, visible expectations for all students and helps to bring coherence across educational systems. The WIDA ELD Standards Framework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

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

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

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

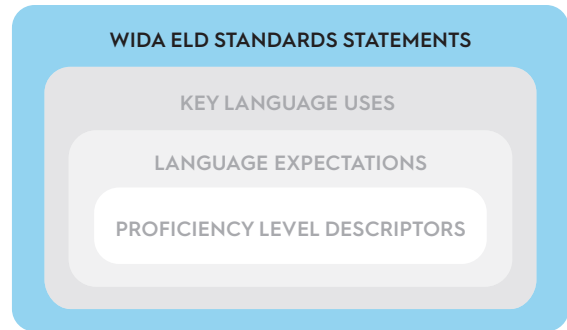
## The Components of the WIDA ELD Standards Framework



## The WIDA ELD Standards Statements

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

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



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

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

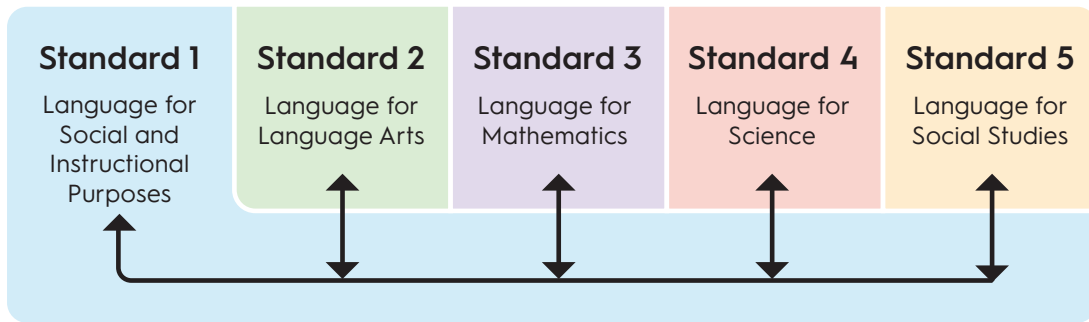
- The dynamic nature of language
- Communicative purposes of the discipline or content area
- The use of language to communicate and make meaning
- Language use in the service of learning—in other words, language for thinking and doing

### Standard 1

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

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

### Relationship among the WIDA ELD Standards



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

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

## Key Language Uses

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

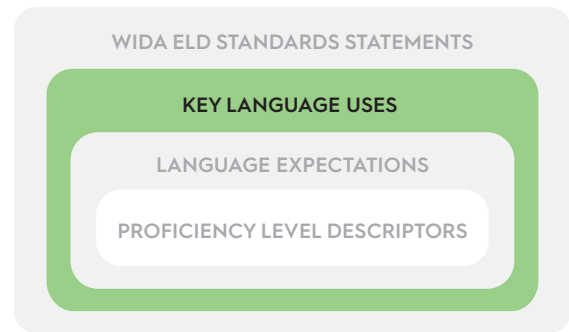
Key Language Uses exemplify the Big Idea: Functional Approach to Language Development. They emphasize language use for particular purposes, with particular audiences, and in particular sociocultural contexts. They

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

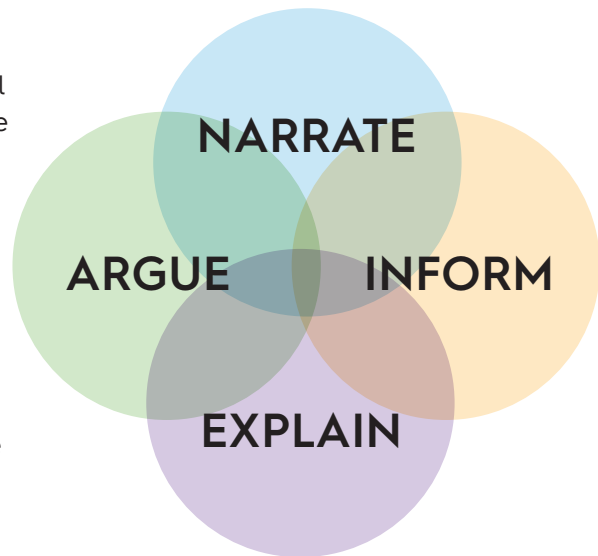
WIDA recognizes that Key Language Uses are one of many different configurations for connecting content to language through standards. The increased emphasis on genre-centered pedagogy (teaching that highlights genres as a way of organizing language use) provides a natural point for collaboration between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

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

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



Four Key Language Uses



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

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

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

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



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

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

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

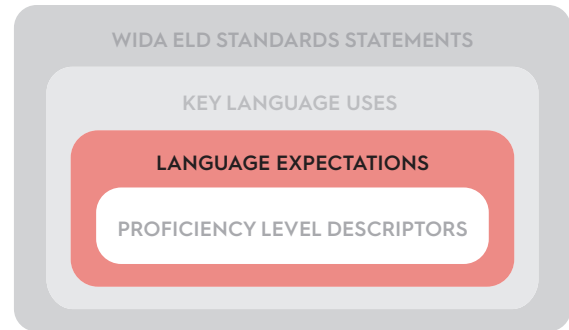
**Key Language Uses** reflect the most high-leverage genre families across academic content standards. They are **Narrate, Inform, Explain, and Argue.**

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

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

## Language Expectations

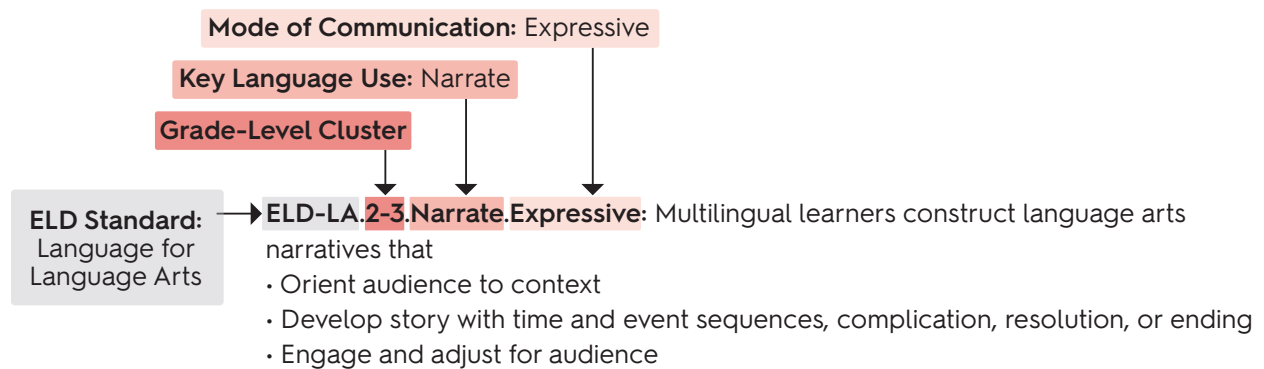
Language Expectations are goals for content-driven language instruction, adding specificity to the ELD Standards Statements and Key Language Uses. They are the statements most similar to what educators generally find in academic content standards. We'd like to call your attention to three aspects of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



### Language Expectations: Reference Code

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

#### Example Reference Code for a Language Expectation



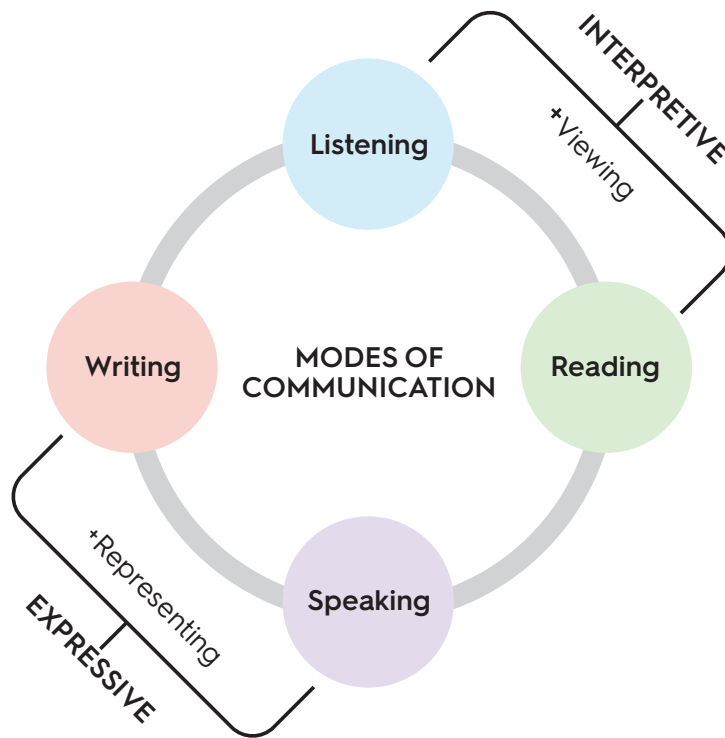
### Language Expectations: Communication Modes

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

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



## Modes of Communication



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

### Language Expectations: Language Functions and Features

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

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

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

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

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

### The Anatomy of a Language Expectation

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

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

## Proficiency Level Descriptors

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

PLDs describe how multilingual learners use language toward the end of each language proficiency level (PL) until they reach PL6. PL6 is open ended: it

indicates that for all of us, language development continues throughout life. Each end-of-level descriptor includes and builds on previous proficiency levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). Educators should scaffold learning and resources across all levels of language proficiency.

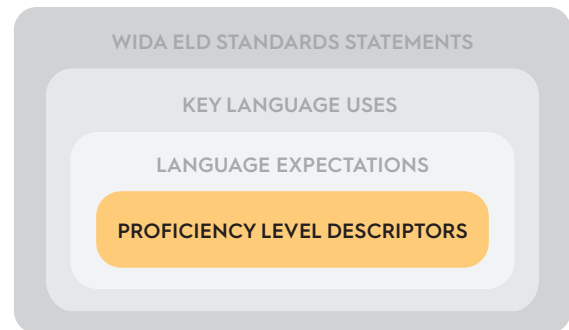
For the purposes of representation and understanding, PLDs describe proficiency in a linear way. However, language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors, including multilingual learners' familiarity with the topic, audience,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

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

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

## The Dimensions of Language Use

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



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

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

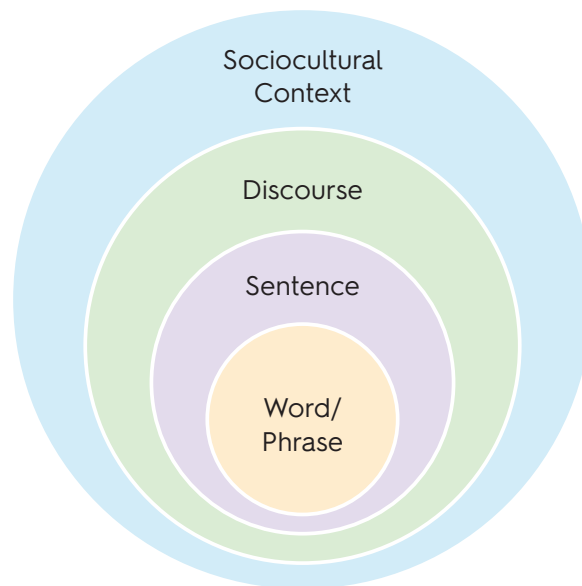
**Proficiency Level Descriptors** describe how multilingual learners might develop language across levels of English language proficiency as they move toward meeting Language Expectations.

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

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

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

### Dimensions of Language within a Sociocultural Context



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

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

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

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

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

The three language dimensions operate within sociocultural contexts for language use.

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

## Applicable Uses of the WIDA Proficiency Level Descriptors

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

The PLDs might be used during

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

The PLDs might be used to

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

## Inapplicable Uses of the WIDA Proficiency Level Descriptors

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

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

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

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

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

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

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

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

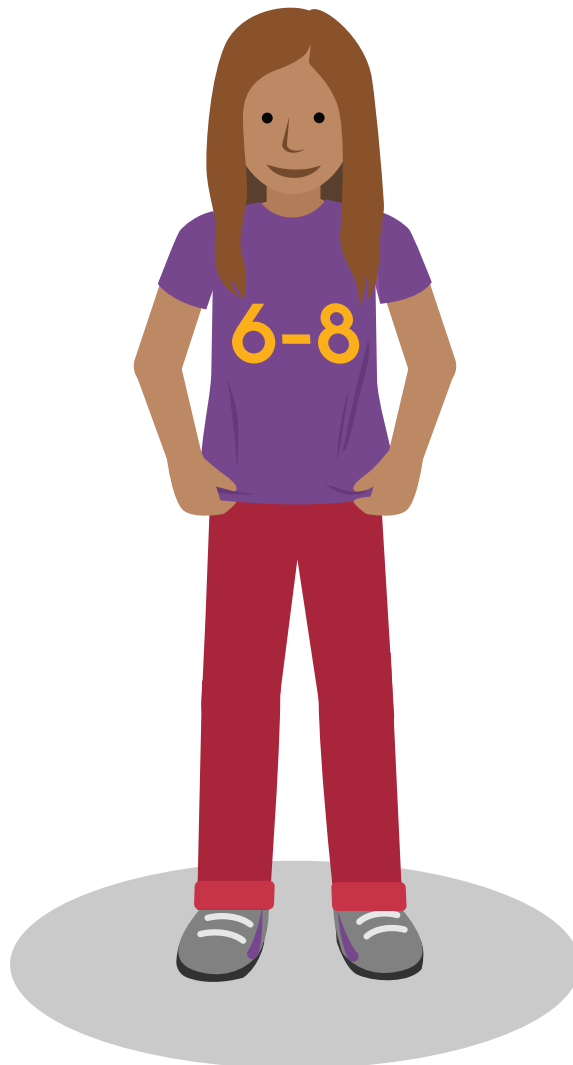
The WIDA ELD Standards Framework is	The WIDA ELD Standards Framework is NOT intended to be
<ul style="list-style-type: none"> <li>• A description of clear and measurable goals for language learning represented by               <ul style="list-style-type: none"> <li>• Language Expectations for interpretive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

# Grade-level Cluster 6-8 Materials

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

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

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





# GRADES 6-8

## Grades 6-8

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

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

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

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

## Key Language Uses

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

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



*Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look, in the complete edition of the WIDA ELD Standards Framework.*

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

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

 Most Prominent  
  Prominent  
  Present

# Language Expectations, Functions, and Features

## Language Expectations

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

## Language Functions

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

## Standard 1 Language Expectations and Language Functions

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

## Language Features

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

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

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

## Grades 6-8 Language Functions and Language Features

GRADES  
**6-8**

### WIDA ELD STANDARD 2 Language for Language Arts

Inform

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

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

Interpret informational texts in language arts by

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

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

Construct informational texts in language arts that

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

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

#### Language Functions and Sample Language Features

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

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

Language  
Features  
(examples  
of language  
resources)  
appear here

GRADES  
**6-8**

**WIDA ELD STANDARD 1**  
Social and Instructional Language

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

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

**Narrate**

**ELD-SI.4-12.Narrate**

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

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

**Inform**

**ELD-SI.4-12.Inform**

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

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

## Explain

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

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

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

## Argue

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

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

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

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

Interpret language arts narratives by

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

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

Construct language arts narratives that

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

**Language Functions and Sample Language Features**

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

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

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

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



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

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

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

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

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

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

Interpret informational texts in language arts by

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

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

Construct informational texts in language arts that

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

**Language Functions and Sample Language Features**

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

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

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

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

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

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

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

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

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

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

Interpret language arts arguments by

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

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

Construct language arts arguments that

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

**Language Functions and Sample Language Features**

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

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

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

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

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

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

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

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

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

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

Interpret mathematical explanations by

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

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

Construct mathematical explanations that

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

**Language Functions and Sample Language Features**

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

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

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

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

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

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

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

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

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

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

Interpret mathematics arguments by

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

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

Construct mathematics arguments that

- Create conjecture, using definitions and previously established results
- Generalize logic across cases
- Justify conclusions with evidence and mathematical facts
- Evaluate and critique others' arguments

**Language Functions and Sample Language Features**

**Create conjecture, using definitions and previously established results through...**

- Conditional conjunctions (*if or when*) to make and justify conjecture (*If I add 4/5 and 3/4, the result will be less than 2 because each fraction is less than a whole number.*)
- Relating verbs (*have, belong to, be*) to define principles, operational theorems, and properties (*for right angled triangles the Pythagorean formula is  $a^2 + b^2 = c^2$* )
- Adverbial phrases (qualities, quantities, frequencies) to add precision related to conjecture (*For all integers, For every vote candidate A received, candidate B received three votes which means...*)

**Generalize logic across cases through...**

- Declarative statements to present generalizable processes (*The expression  $4n-1$  can be used to find any value in the pattern.*)
- Verbs to apply mathematical principles (commands) (*use, do, apply, divide*) across cases (*Use the distributive property when there is no common factor.*)



### Justify conclusions with evidence and mathematical facts through...

- Conditional structures (*if/then, when*) to demonstrate conclusions (*If it's a proportional relationship then the ratio between the 2 variables is always going to be the same thing.*)
- Technical nouns and noun groups to add precision and details (*coordinate plane, one-variable equations, two- and three-dimensional shapes*)
- Models, drawings, graphs to demonstrate principles

### Evaluate and critique others' arguments through...

- Questions (*what, how, why, do*), requests (*could, would*) to request information, clarification, procedure (*Could you show me how you got that answer? Why did you do...instead of...?*)
- Causal connectors (*so, because, therefore*) to identify misconceptions (*The pattern is multiplying by a factor of 2, so it can't be a linear function.*)
- Negation (*don't, doesn't, can't*) and obligation model verbs (*have to, must, should, could, might*) to engage with others (*I don't think you can apply that theorem, I think you have to use this...*)

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

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

Interpret scientific explanations by

- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

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

Construct scientific explanations that

- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

**Language Functions and Sample Language Features**

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

- Abstract nouns to introduce concepts, ideas, and technical terms (*effects, predator-prey relationships, magnetic forces*)
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)
- Relating verb groups to state relationships or attributes (*have, be, belong to*)
- A variety of ways to define phenomenon (relative clauses, declarative statements)

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

- Passive voice and declarative statements (*Indonesia was formed by, tectonic plates have shifted for billions of years*)
- Word choices to moderate stance (hedging) (*could/might, a possibility, usually*)
- Objective and evaluative language to adjust precision and establish shared interest

**Develop reasoning to show relationships among independent and dependent variables in models and simple systems through...**

- Connectors to link clauses and combine ideas into logical relationships (*as a result, therefore*) or order events
- Variety of clause types to express causality (*If magma is thick, gas bubbles cannot easily escape, building pressure as the magma rises.*)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

**Summarize patterns in evidence, making trade-offs, revising, and retesting through...**

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon
- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
- Conditional clauses (*if/then*) to generalize a phenomenon to additional contexts

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

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

Interpret scientific arguments by

- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

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

Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

**Language Functions and Sample Language Features**

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

- A variety of ways to define phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms (*molecules, atoms, reactions, energy, regrouping*)
- A variety of verb groups (past, timeless present, future, conditional) to describe events known or anticipated

**Support or refute a claim based on data and evidence through...**

- Expanded noun groups to classify and/or add details (*energy releasing reactions, reconfigured molecular bonds*)
- Connectors to link clauses and establish logical relationships (*as a result, therefore, to be more precise, instead, however, on the other hand*)
- Variety of clause types to express causality (*If the total number in each type of atom is conserved, there is no change in the atom's mass.*)
- Diagrams, models, data, graphics to add support to claim or evidence

### Establish and maintain a neutral or objective stance through...

- Passive voice and declarative statement to establish a factual stance (*Some chemical reactions release energy, others store it.*)
- Word choices to moderate stance (hedging) (*could/might, a possibility, usually, often*)

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

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Cohesion to reference ideas, concepts, phenomena across text (pronouns, substitutions, renaming subjects, collocations, synonyms)
- Connectors to signal time (*next, at the same time*), causality (*therefore, consequently, as a result, because*), clarification (*for example, this shows how...*)

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

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

Interpret social studies explanations by

- Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for logical relationships among contributing factors or causes
- Evaluating experts' points of agreement, along with strengths and weakness of explanations

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

Construct social studies explanations that

- Introduce and contextualize phenomena or events
- Establish perspective for communicating outcomes, consequences, or documentation
- Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses
- Generalize multiple causes and effects of developments or events

**Language Functions and Sample Language Features**

**Introduce and contextualize phenomena or events through...**

- Prepositional phrases of time, place to contextualize phenomena or events (*a place where tourists already come*)
- A variety of structures (embedded clauses, relating verbs, nominalizations, noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

**Establish perspective for communicating outcomes, consequences, or documentation through...**

- Passive voice to emphasize main topic (*British trade was disrupted by...*)
- Active verbs to highlight agents and recipients (*The colonists disrupted British trade.*)
- Declarative statements to evaluate and interpret events (*Feudalism was the ultimate system of control for medieval society.*)
- Verbs and adjectives to judge behavior or moral character (*rallied, conquered, cruel, compassionate*)

**Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses through...**

- Nominalizations to name abstract concepts, ideas, ideologies (*colonization, feudalism*)
- Dependent clauses to express details as a result of place, manner, duration, extent
- Complex sentences to clarify causal, linked, time-bound, or sequential relationships
- Expanded noun groups to add details (*living standards of 18th century people*)
- Connectors to maintain chronological, causal or logical relationships (*as a result, meanwhile, later, in order to*)

**Generalize multiple causes and effects of events and developments through...**

- Word choices to evaluate, judge, or appreciate significance of events or phenomena
- Nominalizations to summarize events and name abstract phenomena

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

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

Interpret social studies arguments by

- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from multiple sources to support claims
- Evaluating point of view and credibility of source based on relevance and intended use

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

Construct social studies arguments that

- Introduce and contextualize topic
- Select relevant information to support claims with evidence gathered from multiple sources
- Establish perspective
- Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

**Language Functions and Sample Language Features**

**Introduce and contextualize topic through...**

- Generalized nouns and a descriptive title to introduce topic (*empire, excavation, The Cradle of Modern Civilization*)
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details (*Mesopotamia, often referred to as the Cradle of Life, was located between the Tigris and Euphrates Rivers.*)
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Connectors to structure paragraphs (*first, in the beginning, meanwhile, as a result, in conclusion*)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns



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

- A variety of clauses to frame details, examples, quotes, data (*according to, historians dis/agree, several sources suggest, these data suggest*)
- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened (*during the late Neolithic period, the area between...*)
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions (*I contradicted him, we support, they challenged*)

### Establish perspective through...

- Passive voice to keep emphasis on main topic rather than who or what is doing the action (*Soldiers were housed in primitive tents.*) or to keep emphasis on who or what is doing the action
- Objective or emotive language to appeal to logic or feelings (*credited with inventing the wheel versus the greatest inventions of all times*)
- Evaluative verbs, adverbs, and adjectives to add author's perspective (*dominated, absolutely, compelling*)

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


- Connectors to link claims with evidence and reasoning (*because, but, as a result, when, if, although, therefore*)
- Connectors to signal alternate points of view (*on the other hand, contrary to common belief, according to*), show concession or comparison/contrast (*while, although, instead, despite this, however*)
- Modality in summary statements to reiterate position, or create a call to action (*could be argued, undoubtedly, ought to, may*)

# Annotated Language Samples

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

## LEGEND FOR THE ANNOTATED TEXTS

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

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

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

**Annotated Language Sample**

**Context:** This is a mentor text developed by an ELA teacher to apprentice her seventh-grade students to write narratives with a climax and resolution. When she taught her personal narrative unit, the teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the narrative. For example, students learned to identify how writers use language to engage their audience and build tension. Students later were able to use this kind of language in their own writing.

**Language Expectation: ELD-LA.6-8.Narrate.Expressive**

Multilingual learners use language to construct language arts narratives that

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

Functions & Features	Minerva	Functions & Features
<p><b>Orient the reader to the point of view and context through...</b></p> <p>First person signaling this is a personal narrative</p> <ul style="list-style-type: none"> <li>• I</li> <li>• my</li> </ul> <p>Prepositional phrases to establish time and location</p> <ul style="list-style-type: none"> <li>• <u>on the floor of my bedroom</u></li> <li>• <u>for 12 hours</u></li> <li>• <u>to a new house</u></li> </ul> <p>Statement foreshadowing complication</p> <ul style="list-style-type: none"> <li>• <u>She was gone and it was all my fault.</u></li> </ul>	<p>I collapsed <u>on the floor of my bedroom</u>, sobbing. I had been trying not to cry <u>for 12 hours</u>, and I couldn't hold it in any longer.</p> <p><u>She was gone, and it was all my fault.</u> I never should have moved <u>to a new house</u>.</p> <p>The day before, I moved from my apartment to a new house. The house was bigger than my apartment, with more space for my furniture, my piano, and most importantly of all, my two cats. But soon after I moved in, I <u>thought</u> I <u>had made</u> a terrible mistake by bringing my cats here.</p>	<p><b>Engage and adjust for audience through...</b></p> <p>Language to draw the reader in</p> <ul style="list-style-type: none"> <li>• <i>collapsed</i></li> <li>• <i>sobbing</i></li> <li>• <i>never should have</i></li> </ul> <p><b>Develop and describe characters and their relationships through...</b></p> <p>Verbs describing thoughts</p> <ul style="list-style-type: none"> <li>• <u>thought</u></li> <li>• <u>had made</u></li> </ul>

## Functions & Features

### Develop the story with complication through...

Dependent clauses to add details

- fixing the garage door
- what to do out there
- to take my search back outside

A variety of verb tenses

- was
- make
- left...to unpack
- walked
- wouldn't know

Dialog

- "Please make sure you don't let the cats outside"
- "Minerva! Minerva!"

### Develop the story with time and event sequences through...

Connectors to sequence time

- **a little while later**

### Develop the story with complication through...

Prepositional phrases

- around the house
- under and behind anything

## Minerva Continued

A contractor was at the house fixing the garage door. "Please make sure you don't let the cats outside," I told him. "Make sure you don't leave the door open." Then I left the room to unpack - that is where I went wrong.

**A little while later** I walked into the kitchen and I noticed the garage door was wide open. My heart started *pounding*.

My cats had never been outside alone before, and they wouldn't know what to do out there.

I quickly checked outside but I didn't see either cat, so I started to search the house. I found one cat, but not the other.

Minerva was *missing*. I continued to search, getting more and more frantic as I ran around the house looking inside and under and behind anything I could think of.

She was *nowhere to be found*. I knew I had to take my search back outside.

...

"Minerva! Minerva!" I called, my voice shaking as I tried not to cry. With no luck finding her, I went back inside.

## Functions & Features

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

Expanded verb groups

- had never been
- started to search
- continued to search

Saying, thinking, and feeling verbs

- told
- noticed
- called
- tried not to cry

Cohesive devices

- my cats ... they
- ... either cat ...
- one cat ... the other (pronoun referencing)
- Minerva ... she (pronoun referencing)

Expanded noun groups to add description and detail

- one cat, but not the other

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

Descriptive emotive language builds tension

- *pounding*
- *missing*
- *nowhere to be found*

## Functions & Features

### Develop the story with complication through...

Dependent clauses to add details

- *to see if they had found any cats.*
- *that I would probably never see her again.*

### Develop the story with time and event sequences through...

Connectors to sequence time

- **at that point**
- **since 9 o'clock**

Connectors to link ideas

- **that's how**
- **just then**

## Minerva Continued

I called animal control *to see if they had found any cats.* They had not, and they told me to keep looking. They didn't sound optimistic. **At that point** it was almost 9 o'clock at night, and she had been missing **since 9 o'clock** that morning. 12 hours and no sign of Minerva. "How could I let this happen?" I thought to myself. "I can't believe I rescued her from a shelter and then I lost her. She would have been better off if I had never gotten her at all. I let it sink in *that I would probably never see her again.*" **That's how** I *ended up on the floor, crying.*

....

**Just then**, as I started to pack my bag for school, I heard a noise that sounded like a cat's meow. I whipped my head around. "Is that..?" I heard it again. It was so quiet that it had to be coming from outside. I went back out and searched again. I even looked up in the trees this time but she wasn't there. So I went back inside and listened very carefully. I heard the meow again but I still didn't see her.

## Functions & Features

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

Verbs to describe behavior

- called
- had found
- whipped
- heard
- searched

Expanded noun groups to add description and detail

- noise that sounded like a cat's meow

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

Language to address reader/listener and draw them in

- *probably never see her again*
- *ended up on the floor, crying.*

## Functions & Features

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

Prepositional phrases to establish location

- behind the dryer
- in the house
- in a little hole in the wall
- in one of her hiding spots
- up in the ceiling of the garage
- in my lap

Prepositional phrases to establish time

- for at least the fifth time
- the whole time
- all day

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

Statements to provide closure, evaluate experience, or summarize narrative

- Now I call her ... to panic.
- The whole ordeal was exhausting, ... than ever that I adopted her.
- And when she's curled up in my lap, I think she's grateful, too.

## Minerva Continued

Then, as I looked behind the dryer for at least the fifth time, I heard a tiny meow and saw a little bit of fur poking out from a hole in the wall. It looked like a hole where a mouse in a cartoon might live. But it was no mouse - it was Minerva!

I pulled her out of the hole in the wall and hugged her tightly. I kissed her on the head and told her how happy I was to see her. "I'll never lose you again!" I said to her through happy tears. But then I thought, "I never really lost her at all!" She was in the house the whole time, hiding in a little hole in the wall all day. I never knew a cat could do that!

Now I call her my expert hider, and whenever I can't find her, I know not to panic. She's just in one of her hiding spots - most recently it was up in the ceiling of the garage!

More often than not, however, she's in my lap snuggling and purring. The whole ordeal was exhausting, but when it was over, I felt more grateful than ever that I adopted her. And when she's curled up in my lap, I think she's grateful, too.

## Functions & Features

Develop and describe characters and their relationships through...

Expanded noun groups to add description and detail

- a tiny meow
- a little bit of fur
- my expert hider

Saying, thinking, and feeling verbs to add nuance to characters' relationships

- told
- said
- thought

Cohesive devices to reference character across text (repetition)

- her ... her ... her

Engage and adjust for audience through...

Evaluative word choices to describe author's attitudes

- hugged her tightly
- kissed
- how happy
- never lose

**Annotated Language Sample**

**Context:** This text was written by a multilingual 8th grader. As part of the English language arts curriculum, the students had been studying the genre of biography. Students were paired and interviewed each other. Each wrote an “author biography” of a peer. (Kamaly Tineaval is a pseudonym).

**Prompt:** Imagine you are a biographer. Write a biography that tells the story of your subject.

**Language Expectation: ELD-LA.6-8.Inform.Expressive**

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

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

Functions & Features	Kamaly Tineaval	Functions & Features
<p><b>Introduce and define topic and/or entity for audience through...</b></p> <p>Opening statements to identify type of information (describing)</p> <ul style="list-style-type: none"> <li>• Kamaly ... Massachusetts</li> </ul> <p>Relating verbs to link an entity with its attributes</p> <ul style="list-style-type: none"> <li>• is</li> </ul> <p>Expanded noun groups</p> <ul style="list-style-type: none"> <li>• an author/poet ... Massachusetts</li> </ul> <p><b>Develop coherence and cohesion throughout text through...</b></p> <ul style="list-style-type: none"> <li>• Kamaly Tineaval (repetition)</li> <li>• Kamaly Tineaval ... his birth ... his safe spot</li> </ul>	<p>Kamaly Tineaval is an author/poet and student living in Leeds, Massachusetts.</p> <p>Kamaly Tineaval was born on January 8, 2005, in Holyoke, Massachusetts but then moved to PR for nursery school. Since his birth he has explored through, essays, chapter books, coloring books, and so on. And finally found his safe spot in poems.</p>	<p><b>Establish an objective or neutral stance through...</b></p> <p>Generalized nouns</p> <ul style="list-style-type: none"> <li>• essays</li> <li>• chapter books</li> <li>• coloring books</li> </ul> <p><b>Add precision, details, and clarity about complex attributes through...</b></p> <p>Prepositional and adverbial phrases to specify time and duration</p> <ul style="list-style-type: none"> <li>• on January 8, 2005</li> <li>• in Holyoke, Massachusetts</li> <li>• since his birth</li> </ul>

## Functions & Features

## Kamaly Tineaval Continued

## Functions & Features

Develop coherence and cohesion throughout text through...

Referential devices to link ideas across text

- he ... he ... he (repetition)
- Kamaly Tineaval... he's, his (pronoun referencing)
- the teacher ... his English teachers

Topic or headings to serve as openers for sentences or paragraphs

- **Kamaly Tineaval**
- **he**

After moving back from PR to Holyoke and then from Holyoke to Northampton, (he) started new school at Leeds Elementary. When (he) was in elementary school, (he) taught by his teachers how to speak English. Soon, (he) learned to write stories about the worst day of his life and his favorite seasons. (He) also learned from texting his mom that he don't know how to work the machine and keeping up with his Insta followers how to write. After elementary school, (he) moved on to JFK, where he learned new things and is a better writer now.

**Kamaly Tineaval** writes all different kinds of poems to[sic], list poems, similes, utopia poems. Some poems that Kamaly Tineaval has written are called, "I had a Goldfish", "Seasons", and "Things I hear in the morning..." (Kamaly Tineaval) never won an award, but never say never! (He's) very determined to be the best author/poet he can be and make (his) old/new teachers, friends, and family proud.

**He** mostly edits all of his pieces and makes sure they're presentable to the teacher. With the help of his English teachers, he gets his work out there for others to see, admire and to gawk over. Right now Kamaly Tineaval is starting 8th grade and is also working on a new masterpiece called "Kamaly Tineaval's Author bio" (coming out soon).

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

Adverbials and prepositional phrases to specify time and location

- after moving back from Holyoke
- from Northampton
- at Leeds Elementary
- in elementary school
- after elementary school
- on to JFK
- where he ... things
- out there for others to see

Expanded noun groups to add precision

- stories about the worst day of his life
- his Insta followers
- all different kinds ... poems
- the best author/poet he can be
- a new masterpiece called ... bio

Adjectives and adverbs to answer questions about size, shape, manner

- *better*
- *never, never*
- *very determined*
- *old/new*
- *mostly*
- *presentable*



# Proficiency Level Descriptors

## Remember...

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

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

# Grades 6-8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

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

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>DISCOURSE</b> <b>Organization of language</b>	to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic-related sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (orientation and explanation sequence)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)
	<b>Understand how coherent texts (spoken, written, multimodal) are created...</b>					
<b>DISCOURSE</b> <b>Cohesion of language</b>	a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)	cohesive devices and common strategies that connect ideas throughout text (given/new)	various types of cohesive devices and strategies that connect ideas throughout text
	<b>Understand how ideas are connected across a whole text through...</b>					
<b>DISCOURSE</b> <b>Density of language</b>	expanded noun groups with classifiers ( <i>crepuscular moon</i> )	expanded noun groups with prepositional phrases ( <i>waxing crescent moon in the second half of the month</i> )	expanded noun groups with embedded clauses ( <i>waxing crescent moon that was growing each day</i> )	expanded noun groups with a variety of embedded clauses ( <i>predictable and observable moon phases in your particular time zone</i> )	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)	multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas ( <i>the relative positions of the sun, earth, and moon cause these changes</i> )
	<b>Understand how ideas are elaborated or condensed through...</b>					

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	related simple sentences ( <i>African savannas are full of wildlife.</i> )	multiple related simple sentences ( <i>African savannas are full of life. Explore Tanzania.</i> )	simple or compound sentences with familiar ways of combining clauses through (using coordinating conjunctions: <i>African savannas are unique and they have amazing wildlife.</i> )	compound sentences with frequently used ways of combining clauses ( <i>A variety of wildlife live in the savanna such as...</i> )	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area ( <i>Since it's an ecosystem, it has a variety of...</i> )	a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area ( <i>The Black Rhino is at risk of extinction, unless...</i> )
	Understand how meanings are extended or enhanced through...					
WORD, PHRASE Precision of language	an increasing number of words and phrases ( <i>don't be late for class</i> )	a growing number of words and phrases in a variety of contexts ( <i>inside the membrane</i> )	an expanding number of words and phrases including idioms and collocations ( <i>gravity is bringing me down</i> )	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns ( <i>at the speed of light</i> )	a wide variety of words, phrases, and expressions with multiple meanings across content areas	strategic use of various words, phrases, and expressions with shades of meaning across content areas ( <i>trembling in the corner, pounding rain, the whisper of dragonfly wings</i> )
	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					

## Grades 6–8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

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

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
<b>DISCOURSE</b> Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled openers: <i>First... Finally, In 1842, This is how volcanos form</i> )	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text ( <i>the first reason, the second reason, the evidence...</i> )	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
<b>DISCOURSE</b> Cohesion of language	Connect ideas across a whole text through...					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
<b>DISCOURSE</b> Density of language	Elaborate or condense ideas through...					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: the or these clouds)	a variety of types of elaboration (adding classifiers: <i>cumulus and cumulonimbus clouds</i> )	a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>those storm clouds that we saw yesterday</i> )	a flexible range of types of elaboration and some ways to condense ideas ( <i>scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system</i> )	multiple types of elaboration and a growing number of ways to condense ideas throughout a text

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	simple sentences ( <i>The main character is Harry. He is a wizard.</i> )	sentences with emerging use of clauses (no conjunctions: <i>The main character is Harry. His friends are... They go to Hogwarts.</i> )	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>He goes to Hogwarts School and his friends are...</i> )	compound sentences with frequently used ways of combining clauses ( <i>They fight the forces of evil, yet they can't overcome them.</i> )	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <i>Harry has a lightning bolt scar because he was attacked when...</i> )	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area ( <i>When Harry is close to Voldemort, his scar throbs.</i> )
	Extend or enhance meanings through...					
WORD, PHRASE Precision of language	a small repertoire of words and phrases with developing precision ( <i>order of operations, on page 12</i> )	a growing repertoire of words and phrases with growing precision ( <i>kinetic energy, law of motion</i> )	an expanding repertoire of words and phrases including idioms and collocations with expanding precision ( <i>love-hate relationship</i> )	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision ( <i>fill the beaker to the top line</i> )	a variety of words and phrases, including evaluation and obligation, with precision ( <i>stupid test, we should figure this out</i> )	a wide variety of words and phrases with precision ( <i>weighing 4.4 pounds on Earth, wrong answer</i> ) according to the genre, purpose and discipline
	Create precise meanings through everyday, cross-disciplinary, and technical language with...					

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

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

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

## The Destination: Setting Unit-Level Goals

### Steps

1. Locate relevant **WIDA ELD Standards** by examining the unit's content standards



2. Identify the most prominent **Key Language Uses** by analyzing the unit's content standards, summative assessments, essential questions, and main learning events



3. Use **Language Expectations** to create unit language goals



4. Unpack the **Language Expectations, Functions, and Features** in the context of your unit

### Guiding Questions

What content (e.g., disciplinary practices, concepts, topics) are students expected to learn?



- How are students being asked to use language in the unit?
- What **Key Language Uses** best reflect how students will interact with language?



What **Language Expectations** best reflect the language focus of the unit?



What **Language Functions and Features** are essential for meeting content and language goals and the end-of-unit assessment?

### Getting There: Sequencing and Scaffolding Daily Lessons

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







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

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



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