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**GRADES
4-5
Materials**

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

Promote equity for multilingual learners
Teach language and content together

Suggested citation:

WIDA. (2020). *WIDA English language development standards framework, 2020 edition: Kindergarten-grade 12*. Board of Regents of the University of Wisconsin System.



**Wisconsin Center for
Education Research**

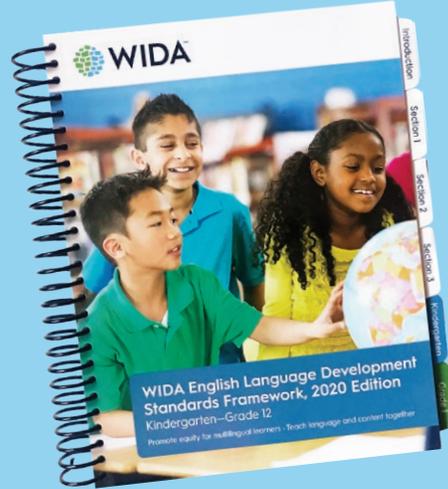
SCHOOL OF EDUCATION
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WIDA English Language Development Standards Framework, 2020 Edition

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. Or, you can buy a print copy from the WIDA Store, at www.wceps.org/Store.



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

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

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

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

WIDA Mission, Vision, and Values

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

Mission

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



From English Language Learners to Multilingual Learners

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

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

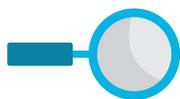
Functional Approach to Language Development

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.

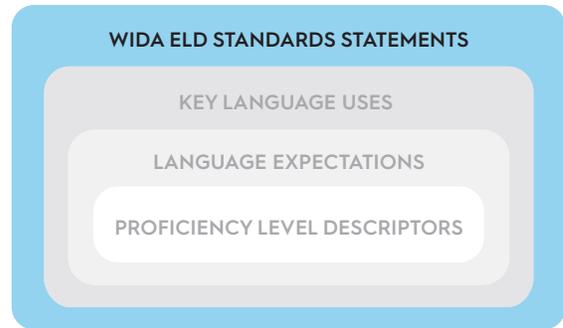
The Components of the WIDA ELD Standards Framework



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

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

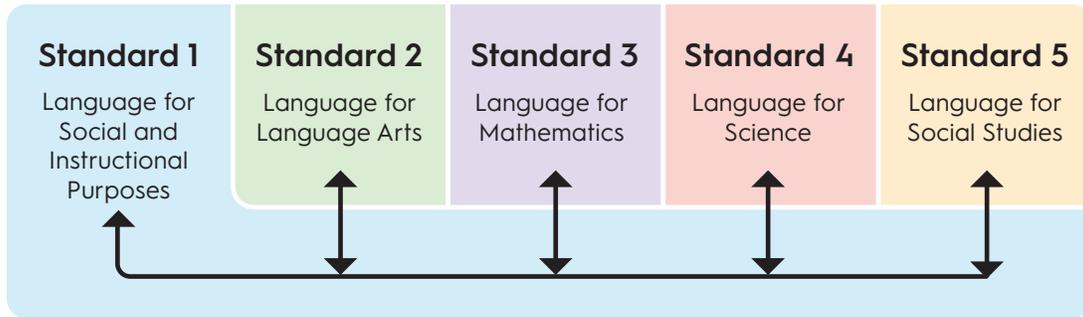
- The dynamic nature of language
- Communicative purposes of the discipline or content area
- The use of language to communicate and make meaning
- Language use in the service of learning—in other words, language for thinking and doing

Standard 1

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

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

Relationship among the WIDA ELD Standards



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

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

Key Language Uses

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

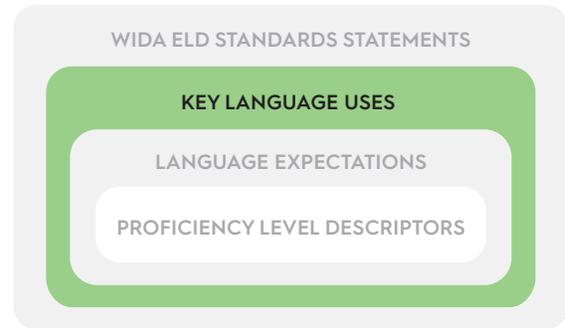
Key Language Uses exemplify the Big Idea: Functional Approach to Language Development. They emphasize language use for particular purposes, with particular audiences, and in particular sociocultural contexts. They

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

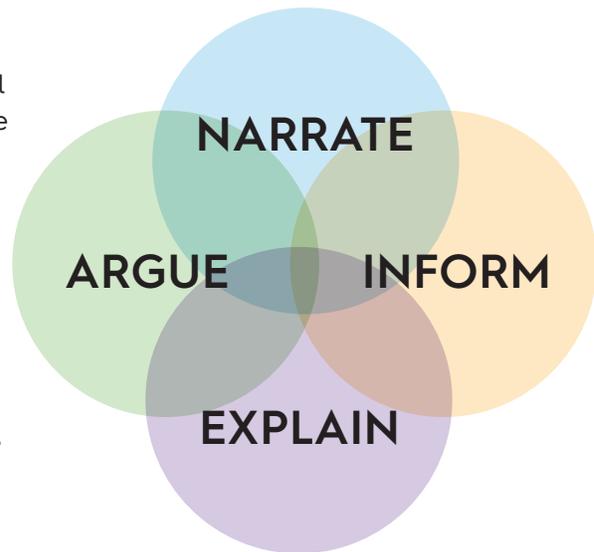
WIDA recognizes that Key Language Uses are one of many different configurations for connecting content to language through standards. The increased emphasis on genre-centered pedagogy (teaching that highlights genres as a way of organizing language use) provides a natural point for collaboration between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

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

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



Four Key Language Uses

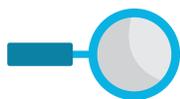


¹ WIDA Key Language Uses have been updated: their definition is refined in the 2020 Edition to mean genre families. “Recount” has been separated into “Narrate” and “Inform.” “Discuss” is not a genre family, but it is threaded throughout all Key Language Uses and applies across all five ELD standards.

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

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

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



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.
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Language Expectations

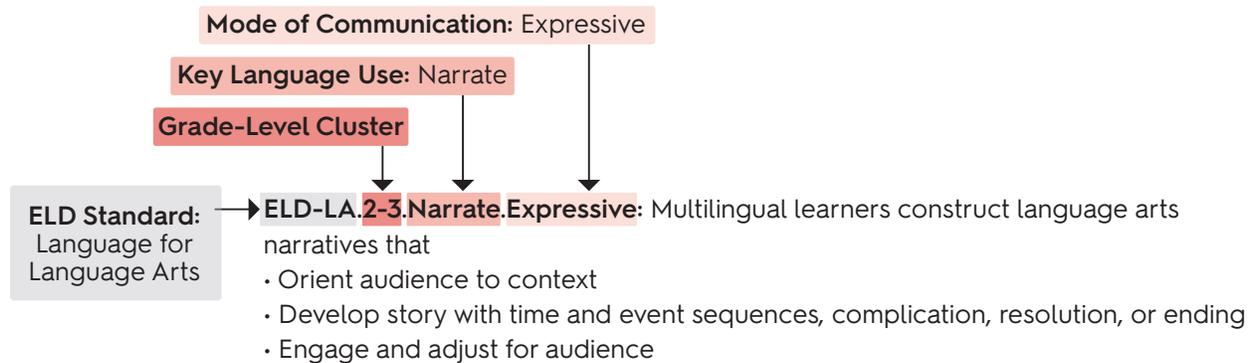
Language Expectations are goals for content-driven language instruction, adding specificity to the ELD Standards Statements and Key Language Uses. They are the statements most similar to what educators generally find in academic content standards. We'd like to call your attention to three aspects of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

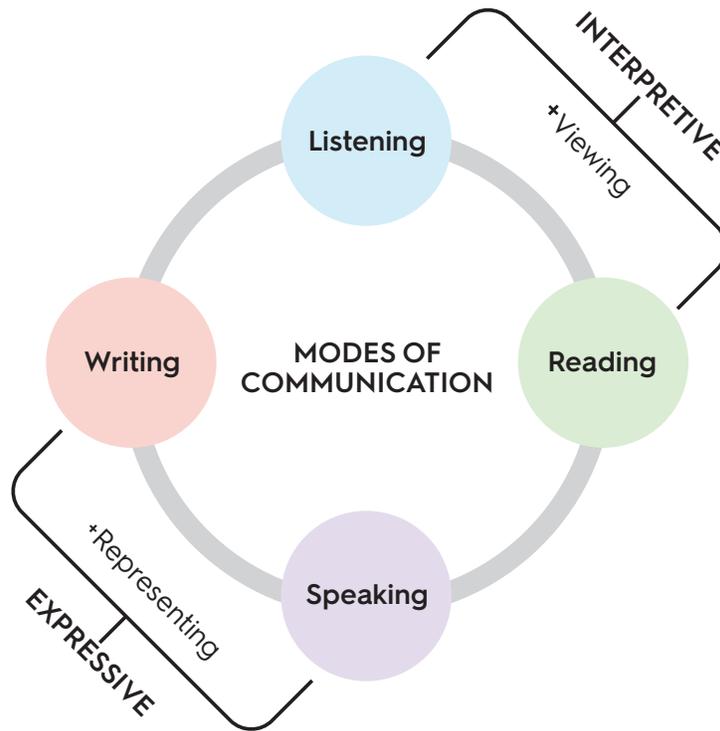


Language Expectations: Communication Modes

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"> • Saying verbs (<i>yelled, said, whispered</i>) to add details about characters in dialogs • Verbs to describe what characters do, think, and feel • Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text (<i>Miguel=my little brother=he; that night=the worst night</i>) • 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>)

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.

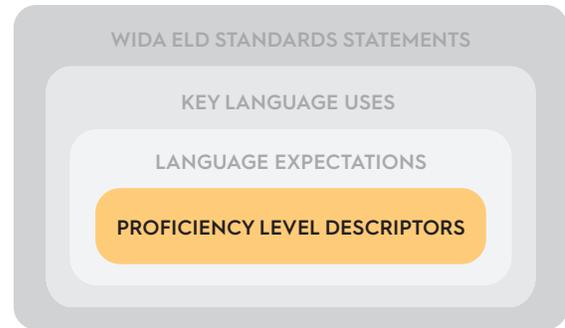
For the purposes of representation and understanding, PLDs describe proficiency in a linear way. However, language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors, including multilingual learners' familiarity with the topic, audience, 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.

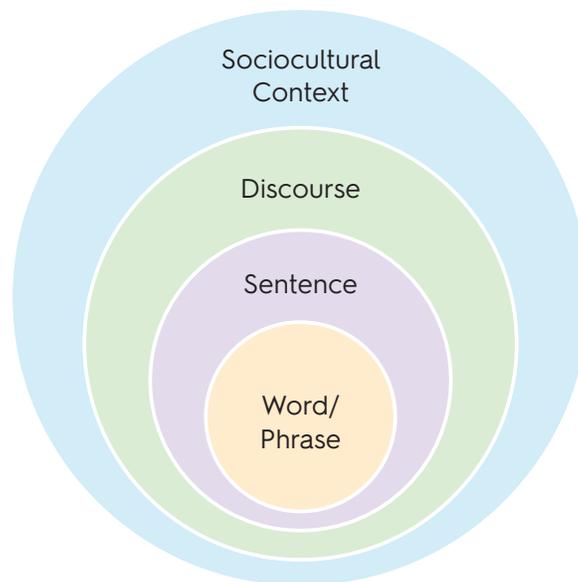
Proficiency Level Descriptors describe how multilingual learners might develop language across levels of English language proficiency as they move toward meeting Language Expectations.

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.

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

Applicable Uses of the WIDA Proficiency Level Descriptors

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

The PLDs might be used during

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

The PLDs might be used to

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

Inapplicable Uses of the WIDA Proficiency Level Descriptors

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

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

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

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

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

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

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

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

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

Grade-level Cluster 4-5 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 4-5

Grades 4-5

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

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

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

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

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 4-5.

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



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

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

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

Language Functions

Language Expectations are built around a set of **Language Functions**. Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In 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 4-5 Language Functions and Language Features

GRADES
4-5

WIDA ELD STANDARD 2 Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Inform.Interpretive

Interpret informational texts in language arts by

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

ELD-LA.4-5.Inform.Expressive

Construct informational texts in language arts that

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

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 through...

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

Establish objective or neutral stance through...

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

Language Features (examples of language resources) appear here

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

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

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

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

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

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

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

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

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

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

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

GRADES
4-5 WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Narrate.Interpretive

Interpret language arts narratives by

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

ELD-LA.4-5.Narrate.Expressive

Construct language arts narratives that

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

Language Functions and Sample Language Features

Orient audience to context through...

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

Develop and describe characters and their relationships through...

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

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

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

Engage and adjust for audience through...

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

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Inform.Interpretive

Interpret informational texts in language arts by

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

ELD-LA.4-5.Inform.Expressive

Construct informational texts in language arts that

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

Language Functions and Sample Language Features

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

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

Establish objective or neutral stance through...

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

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

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

Develop coherence and cohesion throughout text through...

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

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Argue.Interpretive

Interpret language arts arguments by

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

ELD-LA.4-5.Argue.Expressive

Construct language arts arguments that

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

Language Functions and Sample Language Features

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

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

Support opinions with reasons and information through...

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

Use a formal style through...

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

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

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

Language Expectations: Multilingual learners will...

ELD-MA.4-5.Explain.Interpretive

Interpret mathematical explanations by

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

ELD-MA.4-5.Explain.Expressive

Construct mathematical explanations that

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

Language Functions and Sample Language Features

Introduce concept or entity through...

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

Share solution with others through...

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

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

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

State reasoning used to generate solution through...

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

Language Expectations: Multilingual learners will...

ELD-MA.4-5.Argue.Interpretive

Interpret mathematics arguments by

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

ELD-MA.4-5.Argue.Expressive

Construct mathematics arguments that

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

Language Functions and Sample Language Features

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

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

Generalize commonalities and differences across cases through...

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

Justify conclusion with patterns or rules through...

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

Evaluate others' arguments through...

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

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Explain.Interpretive

Interpret scientific explanations by

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

ELD-SC.4-5.Explain.Expressive

Construct scientific explanations that

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

Language Functions and Sample Language Features

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

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

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

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

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

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

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

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

Language Expectations: Multilingual learners will...

ELD-SC.4-5.Argue.Interpretive

Interpret scientific arguments by

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

ELD-SC.4-5.Argue.Expressive

Construct scientific arguments that

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

Language Functions and Sample Language Features

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

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

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

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

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

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

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

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

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Explain.Interpretive

Interpret social studies explanations by

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

ELD-SS.4-5.Explain.Expressive

Construct social studies explanations that

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

Language Functions and Sample Language Features

Introduce phenomena or events through...

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

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

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

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

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

Language Expectations: Multilingual learners will...

ELD-SS.4-5.Argue.Interpretive

Interpret social studies arguments by

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

ELD-SS.4-5.Argue.Expressive

Construct social studies arguments that

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

Language Functions and Sample Language Features

Introduce topic through...

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

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

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

Establish perspective through...

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

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

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

Annotated Language Samples

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

LEGEND FOR THE ANNOTATED TEXTS

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

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

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

Annotated Language Sample

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

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

Multilingual learners use language to construct language arts arguments that

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

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

Functions & Features

School over Summer?
Continued

Functions & Features

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

Pronouns and renaming subject to maintain cohesion

- teachers ... their own ... their time

Use a formal style through...

Third person to present point of view

- teachers
- students

Additionally, teachers work on their own during the summer anyway, and it *would be* a better use of their time to work with students.

As stated above, it is my position that going to school over the summer would benefit students and teachers.

Logically connect opinions to appropriate evidence through...

Connectors to sequence points in the argument

- **additionally**
- **as stated above**

Support opinions with reasons and information through...

Modality to express certainty

- *would be ...*

Summary statement to reiterate opinion

- As stated above, it is my position that... teachers.

Annotated Language Sample

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

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

Multilingual learners use language to construct social studies explanations that

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

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

Functions & Features

Introduce phenomena or events through...

Nouns to represent abstract concepts

- identity
- factors
- homelands

Cohesion to reference ideas, people across text

- the first factor ... this ... it (pronouns)
- they, they, they (repetition)
- had to give up, had to give up (repetition)

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

Nominalizations to summarize event and name abstract phenomenon

- taking their land away
- cutting down their forest
- assimilation

Loss of Identity and the Menominee Continued

When the Europeans arrived in the 1600s, everything changed for the worse. The Menominee people lost their identity, almost forever. **There are three factors** which caused the Menominee to lose their identity. The first is taking their land away, the second is cutting down their forest, the third is assimilation.

The first factor that caused the Menominee people to lose their identity was that the US government forced them to give up their land. **This** happened first in the 1820s. Native peoples from New York were pushed out of their homelands and were trying to find a new place to live. The US government told the Menominee they had to give up 500,000 acres of their land to the Oneida and the Mochican. **It** happened again in 1848, when Wisconsin became a state. **They** had to give up the rest of their land. Without their forests, they couldn't be themselves. **They** lost their identity. *Fortunately*, some of the Menominee leaders fought back. In 1854, **they** got back 276,000 of forest along the Wolf River.

Functions & Features

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

Connectors to order, sequence, show relationships among ideas

- **there are three factors**
- **the first factor**

Noun groups to provide details answering who or what

- the US government
- native peoples from New York
- the Oneida and the Mochican
- 500,000 acres of their land
- some of the Menominee leaders
- 276,000 of forest along the Wolf River

Verbs groups to add accuracy

- caused to lose
- forced ... to give up
- happened
- were pushed out
- were trying to find
- had to give up
- couldn't be ...
- lost

Functions & Features

Loss of Identity and the Menominee Continued

Functions & Features

Introduce phenomena or events through...

Nouns to represent abstract concepts

- tradition
- assimilation

Relating verbs to define phenomenon

- is

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

Word choices to evaluate, judge, or appreciate significance of event

- *unfortunately*
- *destroyed*
- *fortunately*
- *alive*
- *almost lost forever*
- *never do that again*

Declarative statements to evaluate or interpret events

- Unfortunately, the US ... forest.
- Fortunately, ... assimilation.
- We should ... group of people.

The second factor that caused the Menominee to lose their identity was logging. The Menominee tradition was to only cut down mature trees. This is a way to protect the forest. *Unfortunately, the US forest service* put a big sawmill on their land and used it to clear-cut big sections of the forest. Clear-cut is when you cut down everything at once. The forest service also left behind lots of brush which caught fire and *destroyed* more of the forest. The Menominee believe that they are the forest. When you cut down the forest, you cut down the people.

The third factor that led to the Menominee to lose their identity was assimilation.

....

Fortunately, there were enough Menominee people who fought the US government against taking their land, logging, and assimilation. **One time** the Menominee elders lay down on the highway to prevent the land from being sold. In 1969, a law was passed that gave them back their Reservation. **Today** there are many Menominee people who still remember their identity and teach their ways to the children. So the Menominee identity is still *alive*. But because of the bad things the US government did, it was *almost lost forever*.

We should remember what happened and *never do that again* to a group of people.

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

Connectors to order, sequence, show relationships among ideas

- **the second factor**
- **the third factor**
- **one time**
- **today**

Noun groups to provide details about who or what

- the second factor that caused the Menominee to lose their identity
- the Menominee tradition
- the US forest service
- big sections of the forest
- the Menominee elders
- the Menominee identity
- a group of people

Verb groups to add accuracy

- fought
- lay down..to..prevent
- was passed
- teach
- should remember

Proficiency Level Descriptors

Remember...

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

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

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

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

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

Grades 4–5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)
Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will...

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

CONTINUED

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

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

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

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. Or purchase print copies from the WIDA store at www.wceps.org/Store.

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



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