

Table 4-15: Sample Content Unit Architecture

Content Standards	Essential Questions
<ul style="list-style-type: none"> MS-PS1-3: Gather and make sense of information to describe that synthetic materials come from natural resources and impact society. MS-LS1-6: Construct a scientific explanation based on evidence for the role of photosynthesis in the cycling of matter and flow of energy into and out of organisms. MS-LS2-3: Develop a model to describe the cycling of matter and flow of energy among living and nonliving parts of an ecosystem 	<ul style="list-style-type: none"> Where does food come from and where does it go next? How and why do plants have molecules that animals use to make food and energy? How do these molecules move between living and non-living parts of the ecosystem?
	<p>Summary of Major Learning Activities</p> <p>To figure out how plants make food molecules and where plants get the matter and energy to do that, students conduct investigations that help them</p> <ul style="list-style-type: none"> Develop a model to track the inputs and outputs of plants Carry out experiments to figure out how leaves and seeds interact with the gases in the air around them in the light and the dark Develop and evaluate arguments from their evidence to figure out where plants are getting the energy and matter they need to live Construct an explanation for the central role of photosynthesis in all food production, including synthetic foods Obtain and communicate information to explain how matter gets from living things that have died back into the system through processes done by decomposers Develop and use a model to explain that the major atoms that make up food (carbon, hydrogen, and oxygen) are continually recycled between living and nonliving parts of a system.
End of Unit Assessment	
<ol style="list-style-type: none"> Use a model to explain how the snout worms make it possible for the system to access all this new matter and energy from the whale fall. Include inputs and outputs of each component of the system in your model. In the zoom-in, show what changes or processes you would expect to see happening in the water or snout worms that you couldn't see with just your eyes. Complete a table with data and use it to explain what will happen to the system in time. Add words and arrows to the partial food web (representation) below to explain why the whale needs to live in the part of the ocean system near the surface. 	

As the teachers looked through the unit and began to identify language needed to meaningfully engage in the main tasks and assessments, they noticed that some of the more important and recurring tasks included maintaining progress trackers, reading informational texts, developing Driving Question Boards, and having discussions for building understanding (see Table 4-16).

Ms. Khoury and Mr. Renner then looked closely at how students would be using language to engage in these activities and learn.

Figure 4-2: Sample Collaborative Planning Process

The Destination: Setting Unit-Level Goals

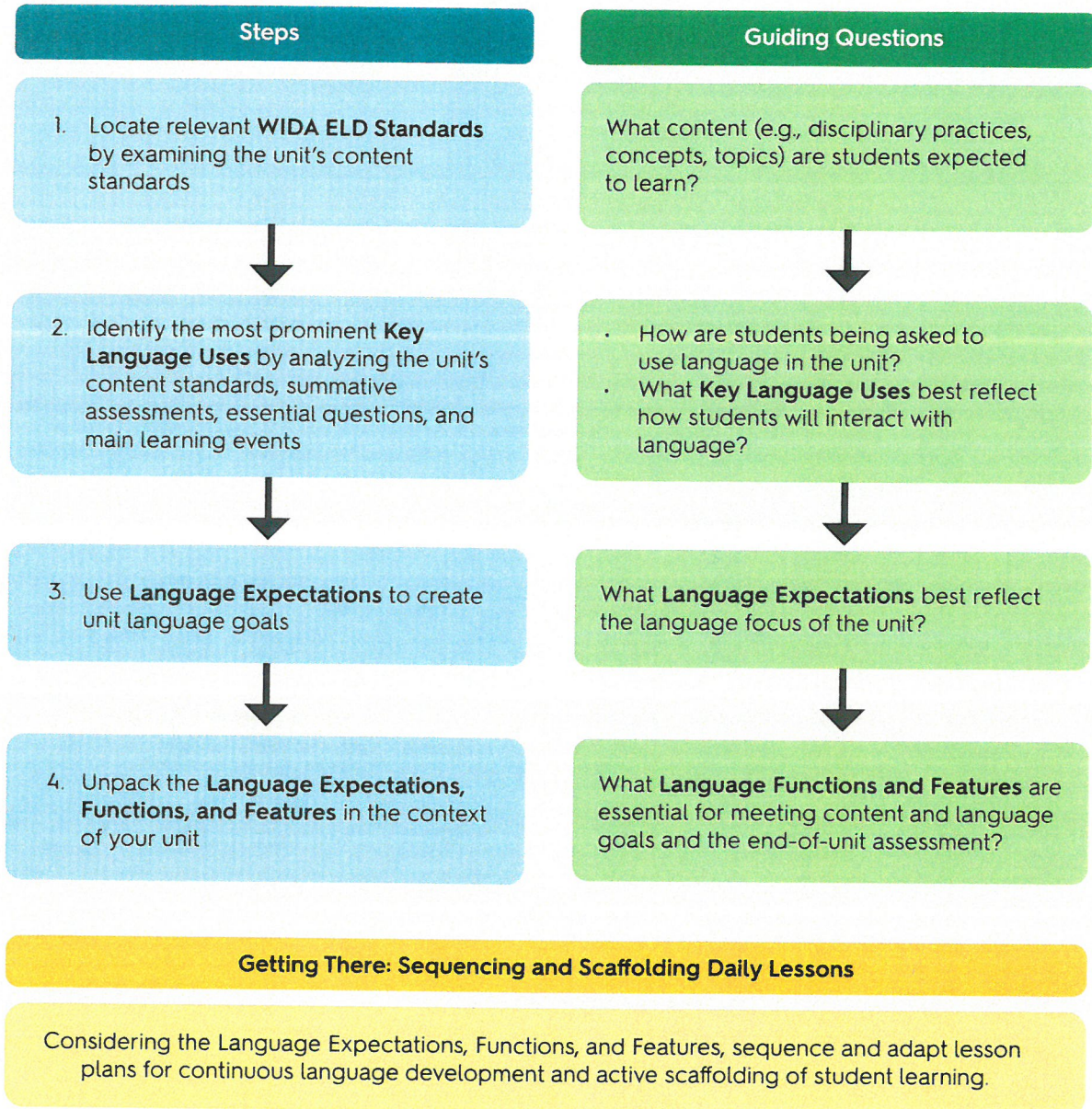
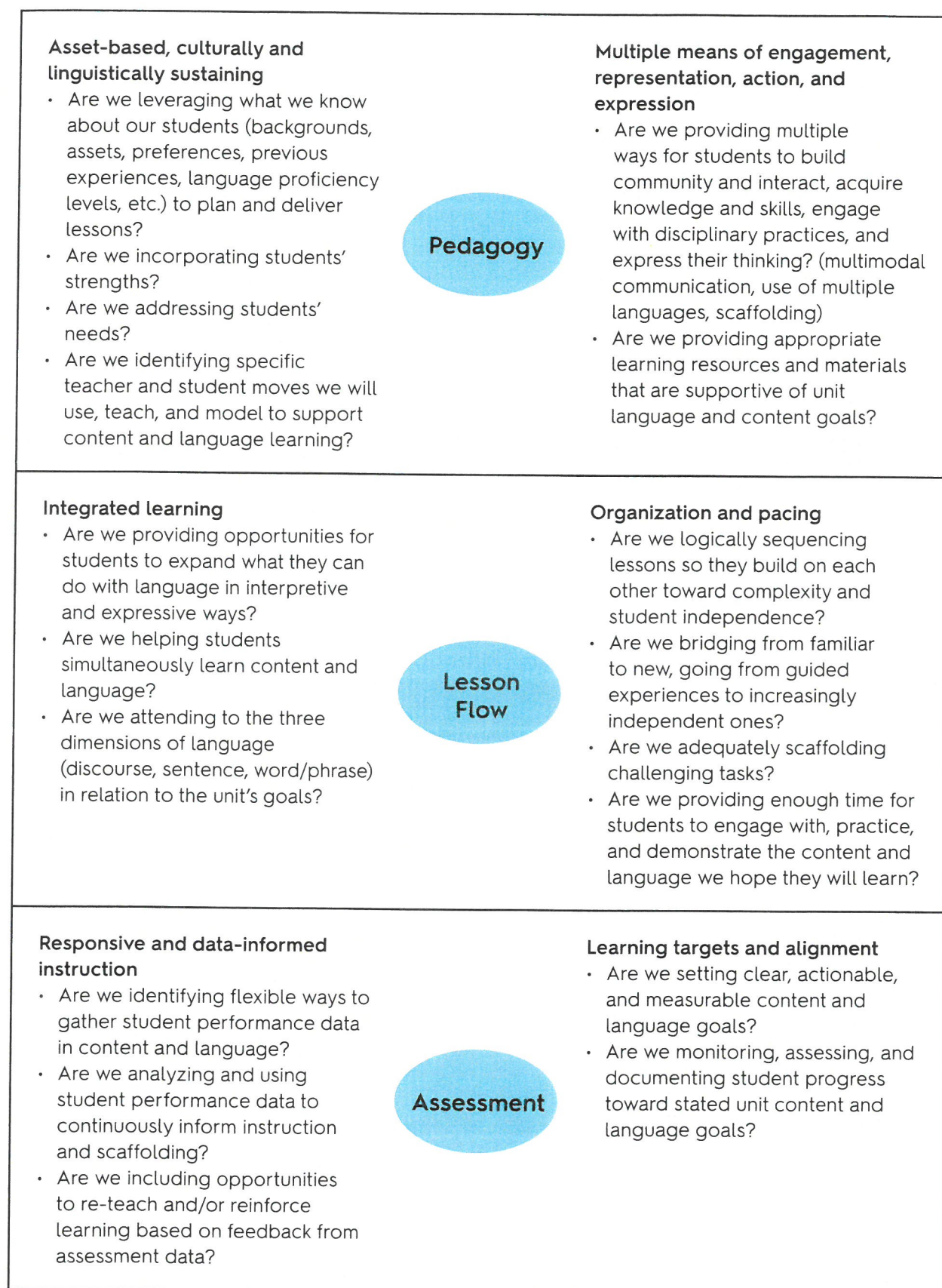


Figure 4-4: Lesson Planning Considerations

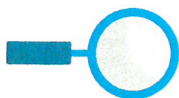


In addition, Ms. Khoury and Mr. Renner developed a common list of classroom supports they could use as needed to help students make meaning and learn language throughout the lesson.

- **Connect** familiar experiences and knowledge to new ones
- **Use home discussion questions** to involve families in discussions of the concepts covered in school
- **Allow multiple options** for students to share their thinking and create their own representations of ideas, including by using other languages, drawing, or using manipulatives
- **List visually-supported key words, cross-disciplinary or technical language**, and their meanings
- **Present sketches, charts, and other visual supports** for students to point to or refer to as needed
- **Prompt students to generate lists** of terms and ideas in English and other relevant languages
- **Continuously revise conceptual webs**, including sketches, graphic supports, and labels in relevant languages
- **Create visual displays/portrayals** of student learning
- **Model language** to communicate ideas more precisely
- **Use chart of language cues** to point to various ways to respond to an idea (elaborate, support, challenge, revise, clarify)
- **Offer sentence frames** that model use of language features needed to accomplish task
- **Cue students to stretch language use** as they share their thinking
- **Provide sufficient wait time** to allow students to formulate ideas in English
- **Purposefully group students** for low-pressure language formulation and peer assistance

As they adapted their daily lesson plans, Ms. Khoury and Mr. Renner reflected on the fluidity of the process of curricular and instructional design. They saw themselves as explorers and learners who benefited from each other's expertise as well as from what they learned from their students. They were committed to continuously learning about best design practices, content and language development, as well as responsive and enriching pedagogies.

This collaborative process helped them understand what language students were really being asked to use in service of content learning. Developing clarity about content and language goals better positioned the teachers to make choices to organize and prioritize instruction, and to expand what students can do with language in different contexts. Making content and language expectations explicit and visible also better positioned the teachers to be more responsive to multilingual learners' strengths and needs, and to strategically guide them toward deepening knowledge, enhancing critical lenses, and increasing independence and agency.



To read more about collaboration, see the WIDA website.

Table 4-1: Definitions of Key Language Uses

Key Language Use (Genre Family)	Genre Examples	Sample Classroom Applications
Narrate Represent experiences through stories and histories	<ul style="list-style-type: none"> • Stories: personal recounts of real experiences or imaginative creative stories (e.g., personal narrative, short stories, novels, mystery, science fiction, fantasy) • Histories: autobiographies, memoirs, biographies, and historical recounts 	<ul style="list-style-type: none"> • My first day of school. • Imagine yourself as a person in a particular historical period. • Who are my heroes?
Inform Communicate factual information on a topic	<ul style="list-style-type: none"> • Descriptive, compositional, classifying, contrastive or comparative reports • Lab reports, investigation reports, design reports, problem-solution reports 	<ul style="list-style-type: none"> • What are environmental disasters? • How are stars and planets different? • How do cells divide?
Explain Give account for how or why things work	<ul style="list-style-type: none"> • Sequential • Causal • Cyclical • Factorial • Consequential • Mathematical explanations 	<ul style="list-style-type: none"> • How does a bill become a law? • Why do I have hiccups? • How does a caterpillar become a butterfly? • How are tornadoes formed?
Argue Justify one's claims using evidence and reasoning	<ul style="list-style-type: none"> • Exposition (one side) • Discussion (both sides) • Challenge • Critical response • Book, film, videogame reviews • Mathematical arguments • Scientific arguments 	<ul style="list-style-type: none"> • Should plastic straws be banned? • Defend, challenge, or qualify a character's view of the relationship between wealth and justice. • A response to immigration policy. • Should masks be required in a global pandemic? • Develop mathematical proofs.

(de Oliveira, 2016; Derewianka & Jones, 2018)

Unique Linguistic and Organizational Features of Key Language Uses

Narrate: Represent Experiences Through Stories and Histories

The Key Language Use **Narrate** refers to the way students use language to represent experience—real or imaginary. This genre family has the function of engaging and/or informing the reader or audience. (See Table 4-2 for examples.) The many genres that come under the umbrella of Narrate serve purposes including to convey what one imagines, to share an experience, to entertain, to inform, and to persuade. Narratives can take the form of stories, such as fictional creative short stories and novels, or nonfiction news stories and anecdotes. They can also take the form of histories, such as chronicles, biographies, and historical recounts.

Narratives tend to follow cultural story-telling patterns, and cultural norms for narratives can affect students' interpretations. It is important to be mindful that multilingual learners from different backgrounds may approach aspects of narrative such as truth, identity, and themes according to their cultural norms.

Table 4-2: Narrate Genre Family

Sample Genres	Purpose	Sample Classroom Applications
Personal recount	Reflect on experience by giving details of an incident	<ul style="list-style-type: none"> How I came to this country Our class field trip to the virtual museum
Short stories	Engage, encourage reflection, entertain, or teach a moral lesson	<ul style="list-style-type: none"> The Rabbit and the Fox Finding Helena
Anecdotes	Share a short and amusing episode about a real person	You won't believe what happened!
News stories	Inform about newsworthy events in a compelling way	Writing a story or blog for a school newspaper: Safety in School
Autobiographies	Recount episodes in someone's life as told by that person	<ul style="list-style-type: none"> <i>A Long Walk to Here and Now</i> <i>Hard Lessons Learned</i>
Biographies	Recount episodes from another person's life	<i>A Biography of Nelson Mandela</i>
Historical recounts and accounts	<ul style="list-style-type: none"> Recount historical periods Recount and explain historical stages 	<ul style="list-style-type: none"> The Ming Dynasty The Victorian Era U.S. Immigration History

Narrate Through the Years of Schooling

As students move through school, what they are expected to be able to do with Narrate changes (see Table 4-3). Students are always expected to express their ideas, interact with others, and create multimodal texts (written, oral, visual), but the resources they are expected to use become more sophisticated and often build upon previously acquired ways of using language. As such, when a multilingual learner arrives any time after early elementary school, they may need a great deal of support in building up their resources for Narrate.

Table 4-3: Narrate Through the Years of Schooling

Early Elementary	Upper Elementary and Middle	Middle and High School
<p>Young learners come to school with experience and skill in telling stories. They use language to narrate when they</p> <ul style="list-style-type: none">• Share and reflect on lived experiences• Retell or create imaginative stories that rely on shared understanding with their audience• Create multimodal texts that include drawings and spelling approximations	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none">• Add details about people, characters, scenes, settings, and actions• Create images in the reader's mind through richly descriptive language• Interpret and develop more complicated plots• Move back and forth between spoken and written modes as they create increasingly coherent multimodal narratives for a variety of contexts and purposes	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none">• Add nuance to how they describe people, objects, scenes, and actions• Use dialogue to provide insight into character's motives and personalities• Underscore the significance of events• Manipulate pace to bring attention to key points in the narrative• Create tension and suspense• Draw on a range of language resources to make narratives flow well and hang together coherently

Narrate Across Content Areas

Narratives as a genre family are generally associated with literature or language arts; however, narratives are present in all disciplines, as shown in Table 4-4.

Table 4-4: Narrate Across Content Areas

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce narratives to</p> <ul style="list-style-type: none">• Convey real or imaginary experience through short stories, novels, anecdotes, memoirs, and autobiographies• Develop and process their own identities	<p>In mathematics, students process and produce narratives to</p> <ul style="list-style-type: none">• Illustrate mathematical concepts• Contextualize and build stronger connections to the applications of math, bringing them to life in story forms	<p>In science, students process and produce narratives to</p> <ul style="list-style-type: none">• Tell stories that add meaning to technical and abstract scientific phenomena• Share observations of how things work and evolve, and of how humans become interested in science	<p>In social studies, students process and produce narratives to</p> <ul style="list-style-type: none">• Communicate their perspective on what happened, who was involved, and where and when it took place (settings, epochs)• Paint a larger picture of a particular event or social phenomenon

How Narrate Interacts with other Key Language Uses

As a genre family that allows students to create real or imaginary stories and recount histories, the Key Language Use Narrate relies largely on descriptions and sequencing of events. This way of using language underlies the other Key Language Uses as well. It is typical, for example, for arguments to include a personal story to connect with the audience, or for a science explanation to use a narrative to illustrate a phenomenon.

Inform: Communicate Factual Information on a Topic

The Key Language Use **Inform** allows students to observe, record, and describe information about the natural world around them. (See Table 4-5 for examples.) This genre family consists of texts that convey facts in nonfiction contexts as students define, describe, compare, contrast, organize, categorize, or classify something (for example, a favorite animal, a musical instrument, a planet, an epoch, or other newly researched knowledge). Informational texts are often multimodal: they tend to include pictures, symbols, charts, diagrams, illustrations, and other means that help to show relationships like parts to whole, or classes/subclasses of things.

Table 4-5: Inform Genre Family

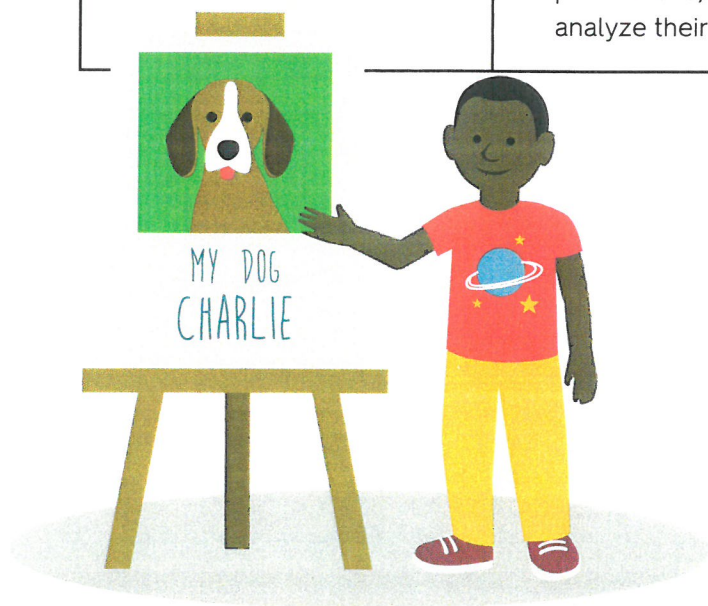
Sample Genres	Purpose	Sample Classroom Applications
Descriptive report	Give information about an entity by describing its uses, characteristics, physical attributes, behavior, or other features	<ul style="list-style-type: none">• Dolphins• Magnets• Stages of cell division
Classifying report	Organize and describe a field or topic into class and subclass hierarchies	<ul style="list-style-type: none">• Classes of environmental disasters• Types of software
Comparative report	Identify similarities and differences between two or more things	<ul style="list-style-type: none">• Stars and planets• Mitosis and meiosis
Compositional report	Describe parts and wholes	<ul style="list-style-type: none">• Layers of the rainforest• The acoustic guitar
Lab report	Describe experiments using the scientific method	Types of techniques to separate mixtures
Investigation report	Research a topic using a variety of sources	The impact of COVID-19 on school learning
Design report	Design and create a product, service, performance, or artwork	Designing and constructing multimedia compositions
Problem-solution report	Devise a solution to a problem	Solutions report: robot arm designs for trash pick up

Inform Through the Years of Schooling

The language demands required for students through the Key Language Use Inform change significantly throughout the years of schooling. The language for observing and describing information shifts from describing people, places, and objects in the immediate environment to classifying and categorizing more abstract phenomena involving deeper taxonomies. What students can demonstrate with the language for informing depends on their knowledge of the topic; therefore, students need support to research topics before reporting on them. Because linguistic demands of Inform increase through the years of schooling, multilingual learners need ongoing explicit support with Inform across the grades. The progression is shown here in Table 4-6.

Table 4-6: Inform Through the Years of Schooling

Early Elementary	Upper Elementary and Middle	Middle and High School
<p>Young learners use language for informing when they</p> <ul style="list-style-type: none"> • Report on topics they know well • Discuss or write about people, places, or familiar things in their environment, such as “My dog Charlie” 	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none"> • Report on their researched topics at a distance and in general terms such as “Canine species” or “Dogs” in general • Manage information about entities according to their composition and classifications, to compare and contrast phenomena, and to analyze their features 	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none"> • Provide extended scientific classifications or technical information with much more detail, precision, and sophistication • Share their research findings through different kinds of reports (e.g., more complex problem-solution reports and lab reports)



Inform Across Content Areas

Because information reports are used to describe phenomena and entities, these texts are more prevalent in science and social studies; however, they are also present in mathematics and language arts. (See Table 4-7 for examples.)

Table 4-7: Inform Across Content Areas

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce information to</p> <ul style="list-style-type: none">• Ask and answer questions about local and global issues• Compare and contrast themes in various works• Research, summarize, draw conclusions, and report findings	<p>In mathematics, students process and produce information to</p> <ul style="list-style-type: none">• Ask and answer questions, explore, model, conjecture, test, and prove• Define and represent concepts• Engage in problem-solving	<p>In science, students process and produce information to</p> <ul style="list-style-type: none">• Ask and answer questions about phenomena• Explore solutions to problems• Elaborate on concepts and processes	<p>In social studies, students process and produce information to</p> <ul style="list-style-type: none">• Ask and answer questions about past and present events• Pursue investigations through the tools and lenses of geography, history, economics, and political science

How Inform Interacts with other Key Language Uses

When students research a topic, the newfound knowledge can inform the basis for evidence in arguments. The researched material can also inform the background of a narrative short story. When students explain a phenomenon with a poster, they might need to inform by providing a definition of key concepts, such as magnetism. When asked to explain how energy flows through an ecosystem, they may need to inform by classifying the components of an ecosystem.

Notice that information reports are different from explanations because, for example, while the former describes or classifies such phenomena as clouds, explanations are concerned with how clouds are formed or why it rains.

Explain: Give Account for How or Why Things Work

The Key Language Use **Explain** centers on locating and substantiating the inner workings of natural, artificial, and social phenomena (see Table 4-8). Explanations are more than descriptions or recounts—they ask not only about the “what,” but the “how,” thus searching for causal relationships and overarching theories to construct deeper understandings. As they grow in complexity, explanations often draw on the unobservable or underlying concepts or mechanisms for how something works.

Table 4-8: Explain Genre Family

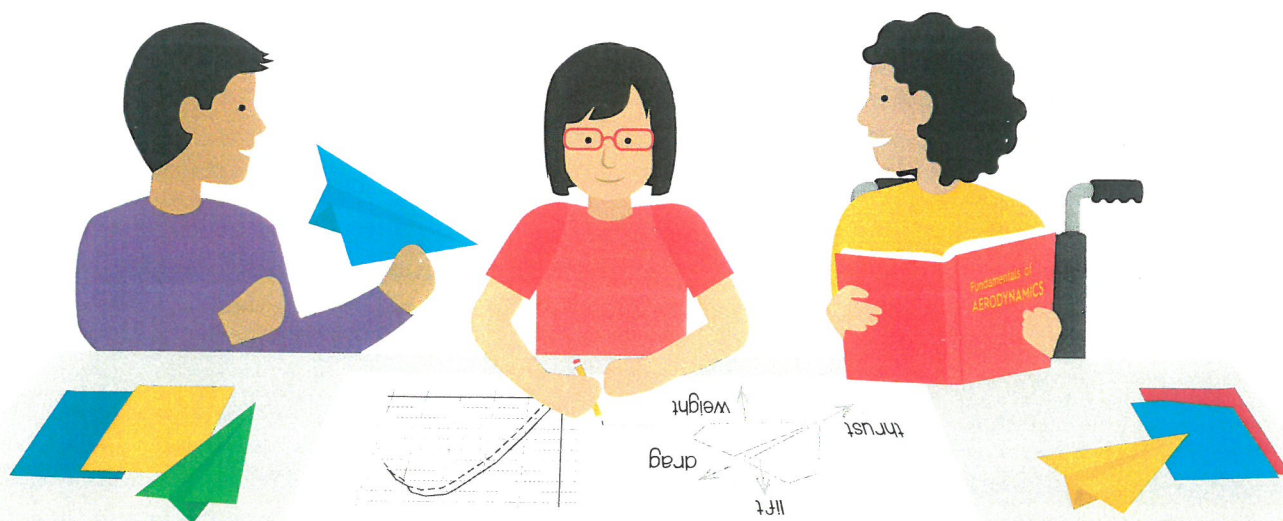
Sample Genres	Purpose	Sample Classroom Applications
Sequential explanation	Explain phenomena in a linear sequence	<ul style="list-style-type: none"> • How recycled paper is made • How a bill becomes a law
Causal explanation	Explain phenomena in a linear sequence showing how one step causes the next	<ul style="list-style-type: none"> • How a volcano erupts • How a solar eclipse occurs • How we get hiccups
Cyclical explanation	Explain phenomena in a way that the last step is also the beginning of the cycle	<ul style="list-style-type: none"> • The life cycle of a frog • The water cycle
Systems explanation	Explain how a system works. Includes a description of the components and how they relate and interact with one each other.	<ul style="list-style-type: none"> • How the desert works as an ecosystem • How the branches of the government work • How school or local community works as a system
Factorial explanation	Explain factors (multiple causes) that contribute to an event or outcome	<ul style="list-style-type: none"> • Factors that create the conditions for a tornado • Factors that led to World War II
Consequential explanation	Explain consequences (multiple effects) of an event	<ul style="list-style-type: none"> • What are the consequences of not following our classroom community rules? • What happened as a result of Westward Expansion in the U.S.? • What were the consequences on Native people?

Explain Through the Years of Schooling

The language demands required for students through the Key Language Use Explain change significantly throughout the years of schooling. The language for explaining how or why things work shifts from explaining observable phenomena in early years to explaining the underlying causes and the inner workings of natural, built, or social phenomena in later ones. Explanations take on a more multifaceted nature because they deal with complex phenomena involving multiple causes and multiple effects. Because linguistic demands of Explain increase through the years of schooling, multilingual learners need ongoing explicit support with Explain across grade levels. The progression is shown in Figure 4-9.

Table 4-9: Explain Through the Years of Schooling

Early Elementary	Upper Elementary and Middle	Middle and High School
<p>Young learners use language for explaining when they</p> <ul style="list-style-type: none"> • Share their observations of the how and why of observable and familiar phenomena (life cycle of a butterfly) • Use diagrams, drawings, speech, and some writing to process and produce multimodal texts that are sequential (from farm to table) or cyclical (how a caterpillar becomes a butterfly) 	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none"> • Convey the underlying causes of phenomena (how magnets work) • Identify consequences of events or actions (what happens as a result) • Establish connections and relationships between different ideas 	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none"> • Establish more complex connections between causes and effects • Convey more abstract concepts and relationships among ideas (how aerodynamics or electromagnetism work) • Use multiple sources of empirical evidence to locate and substantiate underlying causes for phenomena



Explain Across Content Areas

Explain features prominently in the fields of science and social studies, as these two disciplines exist to explain natural, artificial, and social phenomena. However, it is also present in other content areas, as shown in Table 4-10.

Table 4-10: Explain Across Content Areas

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce explanations to</p> <ul style="list-style-type: none">• Account for how ideas, characters, and themes develop in various literary and informational works	<p>In mathematics, students process and produce explanations to</p> <ul style="list-style-type: none">• Account for how something was done (how students determined a solution or came to a conclusion)• Convey flaws in the chain of mathematical reasoning	<p>In science, students process and produce explanations to</p> <ul style="list-style-type: none">• Account for the underlying causes or principles of phenomena• Draw on scientific models, principles, and ideas that are based on evidence	<p>In social studies, students process and produce explanations to</p> <ul style="list-style-type: none">• Account for causal and consequential relationships among events and outcomes• Foreground reasons that contribute to outcomes• Account for the effects or consequences of something• Account for how political, economic, or cultural systems work

How Explain Interacts with other Key Language Uses

As students develop complex explanations, they may Inform (e.g., by naming, defining, describing, or comparing and contrasting something), Narrate (e.g., include an anecdote), and Argue (e.g., make a claim) as they work to help their audiences accurately understand the how or why of a concept.

Explanations share some features with the Key Language Use Inform. Yet, while Inform is concerned with describing, classifying, or categorizing things, explanations ask students to substantiate the inner workings, the how and why of phenomena or issues. For example, instead of merely describing types of precipitation, explanations require that students convey why it rains or snows. Argue also shares similarities and differences with Explain. Whereas Explain starts with the assumption of truthfulness as it proceeds to answer questions about the why or how of something, Argue is concerned with making others believe that something is true or persuading people to change their beliefs or behavior.

Argue: Justify One's Claims Using Evidence and Reasoning

The Key Language Use **Argue** refers to the way students use language to change the audience's point of view, to bring about action, or to ask the audience to accept one's position or evaluation of a concept, issue, or problem. Argue has the function of validating, evaluating, and persuading by supporting or challenging points of view, advocating for particular approaches, convincing based on the merits of a proposed solution, interpreting messages in a text, or analyzing various aspects of a literary work. The practice of constructing convincing arguments propels student thinking and learning, develops critical judgement, and enhances oral language, writing, and research skills. (Table 4-11 shows examples.)

Table 4-11: Argue Genre Family

Sample Genres	Purpose	Sample Classroom Applications
Persuasion	Convince an audience to act in a particular way	<ul style="list-style-type: none">• Plastic straws should be banned!• Save the rainforests!
Discussion	Discuss two or more sides of an issue	<ul style="list-style-type: none">• Nuclear power, for or against?• Online learning, pros and cons
Challenge	Rebut a position on an issue	<ul style="list-style-type: none">• Graffiti is art• A response to immigration policy
Review	Assess the value of a work	Reviews of books, films, videogames
Interpretation	Interpret message in a work, usually a literary text or art form	<ul style="list-style-type: none">• What is the message/theme in <i>The House on Mango Street</i>?• Literary elements in <i>Bless Me Ultima</i>
Critical response	Analyze and evaluate various aspects of a texts, including ideas, themes, messages, and symbols	<ul style="list-style-type: none">• Analyze the representation of Mexicans in <i>American Dirt</i>

Argue Through the Years of Schooling

The language demands required for students to argue change significantly throughout the years of schooling (see Table 4-12). The expression and elaboration of ideas shifts from describing personal opinions about everyday topics to using research, data, and textual evidence to engage with abstract concepts. Interacting with and convincing an audience requires increasing control over language resources that express attitude and engage with possibilities. For example, creating coherent and logical texts through textual organization, connectives, and reference becomes increasingly sophisticated and varied. Multilingual learners need ongoing explicit support with Argue across the grades.

Table 4-12: Argue Through the Years of Schooling

Early Elementary	Upper Elementary	Middle and High School
<p>Young learners use language for arguing to</p> <ul style="list-style-type: none">• Express emotions, likes, and dislikes on familiar topics such as food and games• Formulate and share opinions through short multimodal texts about familiar issues	<p>In upper elementary school students expand their use of language to</p> <ul style="list-style-type: none">• Substantiate claims with evidence and reasoning on topics outside their realm of personal experience• Elaborate on ideas from research, data derived from experiments, or citations from literary texts• Engage with other voices, possibilities, and perspectives	<p>Middle and high schoolers use language in increasingly strategic ways to</p> <ul style="list-style-type: none">• Express attitudes, adjust the strength of feelings and opinions, refer to other perspectives, and engage the audience• Sustain claims and reasoning by weighing evidence, evaluating data sources, and connecting evidence to claims• Contextualize and evaluate primary and secondary sources• Conduct and present research• Analyze sophisticated literary texts

Argue Across Content Areas

The Key Language Use Argue is relevant to every content area. Students are expected to engage in evaluation and persuasion in each discipline. Some distinctive features of Argue across the disciplines are highlighted in Table 4-13.

Table 4-13: Argue Across Content Areas

Language Arts	Mathematics	Science	Social Studies
<p>In language arts, students process and produce arguments to</p> <ul style="list-style-type: none">• Determine the validity of a claim, position, belief, or conclusion• Offer reasons and evidence from multiple sources to support an opinion or claim• Convince someone to believe or do something• Respond to, interpret, and evaluate literary and informational works	<p>In math, students process and produce arguments to</p> <ul style="list-style-type: none">• Examine and evaluate the validity of conjectures (explanations)• Distinguish correct from flawed reasoning• Examine connections to mathematical principles or previously accepted ideas	<p>In science, students process and produce arguments to</p> <ul style="list-style-type: none">• Test out claims about the world• Evaluate the limitations of a claim• Design solutions• Engage in a process of reasoning that is grounded in evidence• Reach agreements	<p>In social studies, students process and produce arguments to</p> <ul style="list-style-type: none">• Interpret and analyze the nature of historical understandings• Evaluate and communicate understandings through political, historical, geographic, and economic lenses• Discuss and evaluate sources that are grounded in evidence

How Argue Interacts with Other Key Language Uses

Argue incorporates elements of other Key Language Uses as it seeks to show an audience the validity of a position. For example, an anecdote Narrate may introduce the background of an argument, definitions and facts Inform may frame the evidence to defend a claim, and an explanation Explain may be the basis for evidence.

In science, in particular, there is an overlap between the Key Language Uses of Argue and Explain. Explanations account for how or why things work (e.g., how energy flows through an ecosystem), and arguments seek to use data as evidence for their claims.

Kindergarten

English Language Arts.Narrate

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.K.R.L.2 Key Ideas and Details: With prompting and support, retell familiar stories, including key details.</p> <p>ELA.K.R.L.3 Key Ideas and Details: With prompting and support, identify characters, settings, and major events in a story.</p> <p>ELA.K.R.L.4 Craft and Structure: Ask and answer questions about unknown words in a text.</p>	<p>ELD-LA.K.Narrate.Interpretive</p> <p>Interpret language arts narratives (with prompting and support) by...</p> <ul style="list-style-type: none"> • Identifying key details • Identifying characters, settings, and major events • Asking and answering questions about unknown words in a text
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.K.W.3 Text Types and Purposes: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.</p>	<p>ELD-LA.K.Narrate.Expressive</p> <p>Construct language arts narratives (with prompting and support) that...</p> <ul style="list-style-type: none"> • Orient audience to story • Describe story events

Science.Inform

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), K-2</p> <p>SEP 4: Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> • Use observations (firsthand or from media) to describe patterns and/or relationships in the natural and designed world(s) in order to answer scientific questions and solve problems. • Compare predictions (based on prior experiences) to what occurred (observable events). <p>SEP 8: Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> • Read grade-appropriate texts and/or use media to obtain scientific and/or technical information to determine patterns in and/or evidence about the natural and designed world(s). 	<p>ELD-SC.K.Inform.Interpretive</p> <p>Interpret scientific informational texts by...</p> <ul style="list-style-type: none"> • Determining what text is about • Defining or classifying a concept or entity

Science.Inform, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP)</p> <p>SEP 4: Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> Record information (observations, thoughts, and ideas). Use and share pictures, drawings, and/or writings of observations. Use counting and numbers to identify and describe patterns in the natural and designed world(s). Compare predictions (based on prior experiences) to what occurred (observable events). <p>SEP 5: Using Mathematical and Computational Thinking</p> <ul style="list-style-type: none"> Describe, measure, and/or compare quantitative attributes of different objects and display the data using simple graphs. Use quantitative data to compare two alternative solutions to a problem. <p>SEP 8: Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> Describe how specific images (e.g., a diagram showing how a machine works) support a scientific or engineering idea. Communicate information or design ideas and/or solutions with others in oral and/or written forms using models, drawings, writing, or numbers that provide detail about scientific ideas, practices, and/or design ideas. 	<p>ELD-SC.K.Inform.Expressive</p> <p>Construct scientific informational texts that...</p> <ul style="list-style-type: none"> Introduce others to a topic or entity Provide details about an entity

Grade 1

Mathematics.Inform

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: Standards for Mathematical Practices (MP)</p> <p>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them</p> <p>In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They are willing to try other approaches.</p> <p>CCSS.MATH.PRACTICE.MP4 Model with mathematics</p> <p>In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.</p> <p>CCSS.MATH.PRACTICE.MP7 Look for and make use of structure</p> <p>Mathematically proficient students look closely to discern a pattern or structure. First graders begin to discern a number pattern or structure. For instance, if students recognize $12 + 3 = 15$, then they also know $3 + 12 = 15$. (Commutative property of addition.) To add $4 + 6 + 4$, the first two numbers can be added to make a ten, so $4 + 6 + 4 = 10 + 4 = 14$.</p>	<p>ELD-MA.1.Inform.Interpretive</p> <p>Interpret mathematical informational texts by...</p> <ul style="list-style-type: none"> • Identifying concept or entity • Describing attributes and characteristics

Mathematics.Inform, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: Standards for Mathematical Practices (MP)</p> <p>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them</p> <p>In first grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Younger students may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They are willing to try other approaches.</p> <p>CCSS.MATH.PRACTICE.MP4 Model with mathematics</p> <p>In early grades, students experiment with representing problem situations in multiple ways including numbers, words (mathematical language), drawing pictures, using objects, acting out, making a chart or list, creating equations, etc. Students need opportunities to connect the different representations and explain the connections. They should be able to use all of these representations as needed.</p> <p>CCSS.MATH.PRACTICE.MP7 Look for and make use of structure</p> <p>Mathematically proficient students look closely to discern a pattern or structure. First graders begin to discern a number pattern or structure. For instance, if students recognize $12 + 3 = 15$, then they also know $3 + 12 = 15$. (Commutative property of addition.) To add $4 + 6 + 4$, the first two numbers can be added to make a ten, so $4 + 6 + 4 = 10 + 4 = 14$.</p>	<p>ELD-MA.1.Inform.Expressive</p> <p>Construct mathematical informational texts that...</p> <ul style="list-style-type: none"> • Define or classify concept or entity • Describe a concept or entity • Compare/contrast concepts or entities

Social Studies.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: College, Career, & Civic Life (C3) Framework</p> <p>D3.1.K-2. Gather relevant information from one or two sources while using the origin and structure to guide the selection.</p> <p>D3.2.K-2. Evaluate a source by distinguishing between fact and opinion.</p>	<p>ELD-SS.1.Argue.Interpretive</p> <p>Interpret social studies arguments by...</p> <ul style="list-style-type: none"> • Identifying topic • Analyzing evidence gathered from source • Evaluating source based on distinctions between fact and opinion
Expressive Communication Mode	
<p>Source: College, Career, & Civic Life (C3) Framework</p> <p>D4.1.K-2. Construct an argument with reasons.</p> <p>D4.2.K-2. Construct explanations using correct sequence and relevant information.</p>	<p>ELD-SS.1.Argue.Expressive</p> <p>Construct social studies arguments that...</p> <ul style="list-style-type: none"> • Introduce topic • Select relevant information to support claim with evidence • Show relationship between claim, evidence and reasoning

Grades 2-3

English Language Arts.Narrate

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.2.R.L.1 Key Ideas and Details: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.</p> <p>ELA.2.R.L.2 Key Ideas and Details: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p> <p>ELA.2.R.L.3 Key Ideas and Details: Describe how characters in a story respond to major events and challenges.</p> <p>ELA.2.R.L.4 Craft and Structure: Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p> <p>ELA.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p> <p>ELA.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.</p> <p>ELA.3.R.L.3 Key Ideas and Details: Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p> <p>ELA.3.R.L.4 Craft and Structure: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	<p>ELD-LA.2-3.Narrate.Interpretive</p> <p>Interpret language arts narratives by...</p> <ul style="list-style-type: none"> Identifying a central message from key details Identifying how character attributes and actions contribute to event sequences Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

English Language Arts.Narrate, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.2.W.3 Text Types and Purposes: Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p> <p>ELA.3.W.3 Text Types and Purposes: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p>	<p>ELD-LA.2-3.Narrate.Expressive</p> <p>Construct language arts narratives that...</p> <ul style="list-style-type: none"> • Orient audience to context • Develop story with time and event sequences, complication, resolution or ending • Engage and adjust for audience

Mathematics.Explain

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: Standards for Mathematical Practices</p> <p>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.</p> <p>In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They make conjectures about the solution and plan out a problem-solving approach.</p> <p>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.</p> <p>In third grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.</p>	<p>ELD-MA.2-3.Explain.Interpretive</p> <p>Interpret mathematical explanations by...</p> <ul style="list-style-type: none"> • Identifying concept or entity • Analyzing plan for problem-solving steps • Evaluating simple pattern or structure

Mathematics.Explain, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: Standards for Mathematical Practices</p> <p>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.</p> <p>In second grade, students realize that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. They may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They make conjectures about the solution and plan out a problem-solving approach.</p> <p>CCSS.MATH.PRACTICE.MP1 Make sense of problems and persevere in solving them.</p> <p>In third grade, students know that doing mathematics involves solving problems and discussing how they solved them. Students explain to themselves the meaning of a problem and look for ways to solve it. Third graders may use concrete objects or pictures to help them conceptualize and solve problems. They may check their thinking by asking themselves, "Does this make sense?" They listen to the strategies of others and will try different approaches. They often will use another method to check their answers.</p>	<p>ELD-MA.2-3.Explain.Expressive</p> <p>Construct mathematical explanations that...</p> <ul style="list-style-type: none"> • Introduce concept or entity • Describe solution and steps used to solve problem with others • State reasoning used to generate solution

Grades 4-5

English Language Arts.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.4.R.I.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p>ELA.4.R.I.6 Craft and Structure: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.</p> <p>ELA.4.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text.</p> <p>ELA.5.R.I.2 Key Ideas and Details: Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.</p> <p>ELA.5.R.I.6 Craft and Structure: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.</p> <p>ELA.5.R.I.8 Integration of Knowledge and Ideas: Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).</p>	<p>ELD-LA.4-5.Argue.Interpretive</p> <p>Interpret language arts arguments by...</p> <ul style="list-style-type: none"> • Identifying main ideas • Analyzing points of view about same event or topic • Evaluating how details, reasons and evidence support particular points in a text

English Language Arts.Argue, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.4.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELA.4.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>ELA.5.SL.4 Presentation of Knowledge and Ideas: Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p>ELA.5.W.1 Text Types and Purposes: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p>	<p>ELD-LA.4-5.Argue.Expressive</p> <p>Construct language arts arguments that...</p> <ul style="list-style-type: none"> • Introduce and develop a topic clearly and state an opinion • Support opinions with reasons and information • Use a formal style • Logically connect opinions to appropriate supporting evidence, facts, and details, and offer a concluding statement or section

Science.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 3-5</p> <p>SEP 7: Engaging in Argument from Evidence</p> <ul style="list-style-type: none"> • Compare and refine arguments based on an evaluation of the evidence presented. • Distinguish among facts, reasoned judgment based on research findings, and speculation in an explanation. 	<p>ELD-SC.4-5.Argue.Interpretive</p> <p>Interpret scientific arguments by...</p> <ul style="list-style-type: none"> • 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
Expressive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 3-5</p> <p>SEP 7: Engaging in Argument from Evidence</p> <ul style="list-style-type: none"> • Construct and/or support an argument with evidence, data, and/or a model. • Use data to evaluate claims about cause and effect. • Make a claim about the merit of a solution to a problem by citing relevant evidence about how it meets the criteria and constraints of the problem. 	<p>ELD-SC.4-5.Argue.Expressive</p> <p>Construct scientific arguments that...</p> <ul style="list-style-type: none"> • 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 between claim, evidence, and reasoning

Grades 6-8

Mathematics.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: Standards for Mathematical Practice</p> <p>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</p> <p>In grade 6, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p> <p>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</p> <p>In grade 7, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p> <p>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</p> <p>In grade 8, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p>	<p>ELD-MA.6-8.Argue.Interpretive</p> <p>Interpret mathematics arguments by...</p> <ul style="list-style-type: none"> • Comparing conjectures with previously established results • Distinguishing commonalities among strategies used • Evaluating relationships between evidence and mathematical facts to create generalizations

Mathematics.Argue, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: Standards for Mathematical Practice</p> <p>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</p> <p>In grade 6, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p> <p>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</p> <p>In grade 7, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p> <p>CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.</p> <p>In grade 8, students construct arguments using verbal or written explanations accompanied by expressions, equations, inequalities, models, and graphs, tables, and other data displays (i.e. box plots, dot plots, histograms, etc.). They further refine their mathematical communication skills through mathematical discussions in which they critically evaluate their own thinking and the thinking of other students. They pose questions like, "How did you get that?" "Why is that true?" "Does that always work?" They explain their thinking to others and respond to others' thinking.</p>	<p>ELD-MA.6-8.Argue.Expressive</p> <p>Construct mathematics arguments that...</p> <ul style="list-style-type: none"> • Create conjecture, using definitions and previously established results • Generalize logic across cases • Justify conclusions with evidence and mathematical facts • Evaluate and critique others' arguments

Social Studies.Argue

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: College, Career, & Civic Life (C3) Framework</p> <p>D3.1.6-8. Gather relevant information from multiple sources while using the origin, authority, structure, context, and corroborative value of the sources to guide the selection.</p> <p>D3.2.6-8. Evaluate the credibility of a source by determining its relevance and intended use.</p> <p>D3.3.6-8. Identify evidence that draws information from multiple sources to support claims, noting evidentiary limitations.</p> <p>D3.4.6-8. Develop claims and counterclaims while pointing out the strengths and limitations of both.</p>	<p>ELD-SS.6-8.Argue.Interpretive</p> <p>Interpret social studies arguments by...</p> <ul style="list-style-type: none"> Identifying topic and purpose (e.g., argue in favor or against a position, present a balanced interpretation, challenge perspective) Analyzing relevant information from multiple sources to support claims Evaluating point of view and credibility of source based on relevance and intended use
Expressive Communication Mode	
<p>Source: College, Career, & Civic Life (C3) Framework</p> <p>D4.1.6-8. Construct arguments using claims and evidence from multiple sources, while acknowledging the strengths and limitations of the arguments.</p> <p>D4.2.6-8. Construct explanations using reasoning, correct sequence, examples, and details with relevant information and data, while acknowledging the strengths and weaknesses of the explanations.</p> <p>CCSS.ELA-LITERACY.RH.6-8.1 Cite specific textual evidence to support analysis of primary and secondary sources.</p> <p>CCSS.ELA-LITERACY.RH.6-8.8 Distinguish among fact, opinion, and reasoned judgment in a text.</p>	<p>ELD-SS.6-8.Argue.Expressive</p> <p>Construct social studies arguments that..</p> <ul style="list-style-type: none"> Introduce and contextualize topic Select relevant information to support claims with evidence from multiple sources Establish perspective Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

Grades 9-12

English Language Arts.Inform

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.9-10.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>ELA.9-10.R.I.2 Key Ideas and Details: Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p>ELA.11-12.R.I.1 Key Ideas and Details: Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p>ELA.11-12.R.I.2 Key Ideas and Details: Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p>	<p>ELD-LA.9-12.Inform.Interpretive</p> <p>Interpret informational texts in language arts by...</p> <ul style="list-style-type: none"> • Identifying and/or summarizing central ideas • Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships • Evaluating cumulative impact and refinement of author's key word choices over the course of a text

English Language Arts.Inform, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: State Academic Content Standards for English Language Arts</p> <p>ELA.9-10.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>ELA.9-10.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>ELA.11-12.W.2 Text Types and Purposes: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p>ELA.11-12.W.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p>ELA.11-12.W.HST.2 Text Types and Purposes: Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>ELA.11-12.W.HST.7 Research to Build and Present Knowledge: Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>ELD-LA.9-12.Inform.Expressive</p> <p>Construct informational texts in language arts that...</p> <ul style="list-style-type: none"> • Introduce and define topic and/or entity for audience • Establish an objective or neutral stance • Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships • Develop coherence and cohesion throughout text

Science.Explain

Content Area Standards Sampling	WIDA Language Expectations
Interpretive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 9-12</p> <p>SEP 1: Asking Questions and Defining Problems</p> <ul style="list-style-type: none"> Define a design problem that involves the development of a process or system with interacting components and criteria and constraints that may include social, technical and/or environmental considerations. <p>SEP 6: Constructing Explanations (for Science) and Designing Solutions (for Engineering)</p> <ul style="list-style-type: none"> Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. <p>SEP 8: Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. Compare, integrate and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a scientific question or solve a problem. Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible. 	<p>ELD-SC.9-12.Explain.Interpretive</p> <p>Interpret scientific explanations by...</p> <ul style="list-style-type: none"> Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

Science.Explain, continued

Content Area Standards Sampling	WIDA Language Expectations
Expressive Communication Mode	
<p>Source: National Science Teaching Association (NSTA) Matrix of Science and Engineering Practices (SEP), 9-12</p> <p>SEP 6: Constructing Explanations (for Science) and Designing Solutions (for Engineering)</p> <ul style="list-style-type: none"> • Construct and revise an explanation based on valid and reliable evidence obtained from a variety of sources (including students' own investigations, models, theories, simulations, peer review) and the assumption that theories and laws that describe the natural world operate today as they did in the past and will continue to do so in the future. • Apply scientific ideas, principles, and/or evidence to provide an explanation of phenomena and solve design problems, taking into account possible unanticipated effects. • Apply scientific reasoning, theory, and/or models to link evidence to the claims to assess the extent to which the reasoning and data support the explanation or conclusion. • Design, evaluate, and/or refine a solution to a complex real-world problem, based on scientific knowledge, student-generated sources of evidence, prioritized criteria, and tradeoff considerations. <p>SEP 8: Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> • Communicate scientific and/or technical information or ideas (e.g., about phenomena and/or the process of development and the design and performance of a proposed process or system) in multiple formats (including orally, graphically, textually, and mathematically). • Evaluate the validity and reliability of and/or synthesize multiple claims, methods, and/or designs that appear in scientific and technical texts or media reports, verifying the data when possible 	<p>ELD-SC.9-12.Explain.Expressive</p> <p>Construct scientific explanations that...</p> <ul style="list-style-type: none"> • Describe valid and reliable evidence (from multiple sources) about a phenomenon • Establish neutral or objective stance in how results are communicated • Develop reasoning to illustrate and/or predict relationships between variables in a system or between components of a system • Summarize and refine solutions referencing evidence, criteria, and/or trade-offs