WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are 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 are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

Language Expectations: Multilingual learners will...

Inform

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

Language Expectations: Multilingual learners will...

Argue

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.1.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrate.Expressive
Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to story through...

- Pictures, words, title, statements or common story expressions *(Once upon a time)* to introduce context
- Noun groups to state who or what the story is about *(the white swans, Joey's big family)*
- Simple statements to introduce the problem *(They got lost.)*
- Prepositional phrases to specify location and time *(by the river, in the barn, during the summer, last year, every night)*

Develop story events through...

- Verbs to describe what characters do, think, feel, and say
- Connectors to sequence time *(first, next, and then)*, and events *(before, after, later)*, and to combine and link event details *(and, but, so)*
- Pronouns, renaming, and synonyms to reference a character or idea across the text *(my neighbor=Bob, the tree fort=my special place)*
- Simple statement to provide closure *(The End, And then we went home.)*

Engage and adjust for audience through...

- Pictures and other graphics to complement the storyline
- Word choices to convey attitudes, develop suspense, share excitement *(my best friend, really scary, wonderful!)*
- Literary and familiar expressions *(big, ugly monster; run, run as fast as you can!)*, sensory language *(yucky)* onomatopoeia *(BOOM! CRASH!)* to add interest; tone of voice and gesturing to tell a story

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.1.Inform.Interpretive
Interpret informational texts in language arts by

- Identifying main topic and/or entity and key details

- Asking and answering questions about descriptions of attributes and characteristics

- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive
Construct informational texts in language arts that

- Introduce and define topic and/or entity for audience

- Describe attributes and characteristics with facts, definitions, and relevant details

Language Functions and Sample Language Features

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

- Title, generalized nouns to introduce topic *(The Desert, Lizards)*

- Relating verbs *(have, be, belong to)* to define the topic *(Lizards are reptiles.)* or state of entity *(The river is long.)*

- Pronouns *(it, they)*, demonstratives *(this, these, that, those)*, renaming *(lizard=it)* to reference topic across text

Describe attributes and characteristics with facts, definitions, and relevant details through...

- Noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size *(red and yellow feathers)*

- Prepositional phrases to describe place or location *(on the ground, in Antarctica)*

- Compound sentences to add details *(Birds like fruit and seeds. The river is long and deep.)*

- Doing verbs to describe actions *(eats, lives)*

- Visuals (labeled drawings) to support information

WIDA ELD STANDARD 3
Language for Mathematics

Inform

Language Expectations: Multilingual learners will...

ELD-MA.1.Inform.Interpretive
Interpret mathematical informational texts by

- Identifying concept or entity
- Describing attributes and characteristics

ELD-MA.1.Inform.Expressive
Construct mathematical informational texts that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

Language Functions and Sample Language Features

Define or classify concept or entity through...

- Generalized nouns to identify class of things (*shapes, patterns, properties*)

- Relating verbs (*be, have*) to define, describe, or classify (*Rectangles have four sides. This is a closed shape.*)

Describe a concept or entity through...

- Expanded noun groups to add specificity (*this has three equal sides*)

- Technical word choices to add precision and detail (*flat or solid shapes*)

- Common phrasal verbs (*part of, put together*) to describe concepts (*These two halves are part of the whole triangle.*)

- Conditional clauses (*if/then*) to demonstrate relationships (*If I put these shapes together then I can make a rectangle.*)

Compare/contrast concepts or entities through...

- Compare/contrast signals (*both, same, different, but*) to differentiate attributes of objects (*They are both solids but this one is a triangle and this one is a cube.*)

- Causal connectors (*because, so*) to link ideas and provide reasoning (*These two shapes are the same kind because they both have four sides.*)

WIDA ELD STANDARD 4
Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.1.Inform.Interpretive
Interpret scientific informational texts by

- Determining what text is about

- Defining or classifying concept or entity

ELD-SC.1.Inform.Expressive
Construct scientific informational texts that

- Introduce others to topic or entity

- Define, describe, and classify concept, topic, or entity

- Summarize observations or factual information

Language Functions and Sample Language Features

Introduce others to the topic or entity through...

- Generalized nouns to introduce topic or idea (*Whales, Sound, Patterns*)

- Openers to address audience (*Have you ever wondered about? Did you know?*)

- Relating verbs (*belong to, have, be*) to define or present state of entity (*Whales are mammals.*)

- Pronouns (*it, they*) and demonstratives (*this, that, these, those*) to reference entity or concept across text (*Paper vibrates. It makes a sound.*)

Define, describe, and classify concept, topic, or entity through...

- Noun groups to add details that answer questions about what something is like, its qualities, and descriptions (*floating objects, long, brown fur*)

- Visuals (labeled drawings, graphs, tables) to support information

- Timeless present verbs to indicate generalizable nature of action (*floats, sinks, eats, swims, turns*)

- Qualifiers (*some, all, many*) to describe observation or fact (*some things float, all sound is vibration, many dolphins hunt together*)

- Sequence words (*first, and, then, next, last*) to clarify order or sequence of events (*First whales swim to cold water, then...*)

Summarize observations or factual information through...

- Compare/contrast signals (*-er, -est, bigger than, more, both, but, different*) to differentiate or summarize attributes, details or behaviors (*Feathers float better than paper.*)

- Declarative statements to present conclusions (*Some objects float and some sink.*)

- Speculation to hypothesize to additional contexts (*I think, I wonder if...*)

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.1.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon

- Analyzing several events and observations to help explain how or why a phenomenon occurs

- Identifying information from observations (that supports particular points in explanations)

ELD-SC.1.Explain.Expressive
Construct scientific explanations that

- Describe observations and/or data about a phenomenon

- Relate how a series of events causes something to happen

- Compare multiple solutions to a problem

Language Functions and Sample Language Features

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

- Openers to engage audience *(Did you know how frogs change?)*

- Abstract and technical terms to add precision *(tadpole, adapt, life cycle)*

- Pictures, diagrams, graphs to add information or illustrate content

- Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives such as *this, that*)

Relate how a series of events causes something to happen through...

- Timeless verbs to state on-going facts about phenomenon *(Tadpoles change into frogs)*

- Prepositional phrases to provide details *(where, when, how; Tadpoles live in the water.)*

- Relating verbs *(have, be, belong to)* and conjunctions to state relationships or compare attributes *(Tadpoles have gills but frogs have lungs.)*

- Connectors to express sequences in time *(first, next, last)*

Compare multiple solutions to a problem through...

- Visual data displays (charts, graphs) to support explanations

- Declarative statements to present conclusions *(Living things grow and change.)*

- Speculation to hypothesize to additional contexts *(I think, I wonder if...)*

WIDA ELD STANDARD 5
Language for Social Studies

Language Expectations: Multilingual learners will...

ELD-SS.1.Inform.Interpretive
Interpret informational texts in social studies by

- Determining topic associated with compelling or supporting questions
- Defining and classifying attributes, characteristics, and qualities in relevant information

ELD-SS.1.Inform.Expressive
Construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Language Functions and Sample Language Features

Introduce topic associated with compelling or supporting questions through...

- Generalized nouns to introduce topic (*weather, maps, environment*)

- Pronouns (*it, they*), demonstratives (*this, these, that, those*), to reference topic or ideas across text

- Relating verbs (*have, be, belong*) to define topic or type of information (*There are seven continents.*)

- Verbs (*are going to, will,*) to link compelling questions with topic (*We're going to learn about what people do in different places.*)

Provide details about disciplinary ideas through...

- Noun groups to describe and add precision to answer questions about what something is like, its quantity, qualities (*hot places, many countries, lots of rain*)

- Prepositional phrases to describe place or location (*below the Equator, on the corner, underground, in the desert*)

- Adverbials to specify periods of time, duration, specific points in time (*last year, long ago, August 12, in the future, everyday*)

- Visuals, labeled drawings to support ideas and information

- Compound sentences to add details (*Rice grows in hot and wet places.*)

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will…

ELD-SS.1.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic
- Analyzing evidence gathered from source
- Evaluating source based on distinctions between fact and opinion

ELD-SS.1.Argue.Expressive
Construct social studies arguments that

- Introduce topic
- Select relevant information to support claim with evidence
- Show relationship between claim, evidence and reasoning

Language Functions and Sample Language Features

Introduce topic through…

- Title, generalized nouns to introduce topic *(Fresh fruit for lunch)*

- Declarative statements to identify position *(School lunch should have fresh fruit.)* and/or provide background information *(Fruit is good for children to eat.)*

- Pronouns *(it, they, we, our)*, demonstratives *(these, this, that, those)*, and renaming subject *(food=it; students=we=children)* to reference topic across text

Select relevant information to support claim with evidence through…

- Relating verbs *(have, be)* to identify topic *(Fruit is part of the food pyramid. Children need fruit every day.)*

- Prepositional phrases to identify time and place (every day, at lunch, in school)

- Visuals (labeled drawings) to support purpose

- Expanded noun phrases to add details *(fresh fruit, healthy food)*

Show relationship between claim and evidence, and reasoning through…

- Connectors (because, so, and) to link claims with evidence and reasoning *(We should eat fruit every day because it has vitamins to help us grow.)*

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 green background)**

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

- Nouns and noun groups (in red with dashed underline)

- Verbs and verb groups (in green with dotted underline)

- Prepositional and adverbial phrases (in blue with diamond underline)

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

- Cohesive devices (circles and arrows within the text)

- *Clauses (underlined and italics)*

- Sentences (highlighted with boxes around them)

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

WIDA ELD STANDARD 2
Language for Language Arts

Explain

Annotated Language Sample

Context: This text was written by a first-grader as part of a lesson on how to write procedural texts. This student chose to write about making an edible spider out of Rice Krispie treats (cereal with marshmallows). The teacher guided the students to sequence the steps in the procedure using connectors (e.g., first, next, then, lastly).

Prompt: Write a paragraph that tells someone how to make something.

Language Expectation: ELD-LA.1.Inform.Expressive
Multilingual learners use language to construct informational texts in language arts that
- Introduce and define topic and/or entity for audience
- Describe attributes and characteristics with facts, definitions, and relevant details

Functions & Features	How to Make a Spider Treat	Functions & Features
Introduce and define topic and/or entity for audience through... Title **Describe attributes and characteristics with facts, definitions and relevant details through...** Doing verbs to describe actions · sceesd [squeezed] · to mack [make] · use · pushd [pushed] · put	First, I sceesd [squeezed] a Rice krispy treat to mack [make] the body. Next, I use 8 pretzels for the legs and 2 for the fangs. Then, I pushd [pushed] 2 penusts [peanuts] in thet back as the spinnert [spinneret] lastly, I put 3 raisins for the eyes.	**Describe attributes and characteristics with facts, definitions and relevant details through...** Noun groups to add description and precision · Rice krispy treat · 8 pretzels · 2 penusts [peanuts] · the spinnert [spinneret] · 3 raisins Prepositional phrases · for the fangs · in thet back · for the eyes

WIDA ELD STANDARD 4
Language for Science

Explain

Annotated Language Sample

Context: This text was written by first grade teacher modeling the writing of sequential explanations about observed phenomena. Together, the class deconstructed the text, examined its language and stages, and then jointly constructed a similar text about the life cycle of a butterfly.

Language Expectation ELD-SC.1.Explain.Expressive
Multilingual learners use language to construct scientific explanations that
- Describe observations and/or data about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Functions & Features	The Life Cycle of a Frog	Functions & Features
Describe observations and/or data about a phenomenon through...	The life cycle of a frog has several stages.	**Relate how a series of events causes something to happen through...**
Cohesion to reference ideas across a text • a tadpole ... it (pronoun referencing) • the tadpole ... it (pronoun referencing) Abstract and technical terms • the life cycle of a frog • stages • tadpole • froglet • adult frogs • the life cycle	**First,** a tadpole hatches out of an egg. It looks like a little fish. **Next,** the tadpole grows two back legs and its tail gets smaller. It is now called a "froglet." **Then,** it grows two front legs and the tail gets even smaller. **Finally,** it is a full-grown adult frog with four legs and no tail. Adult frogs can lay more eggs and the life cycle starts again.	Relating verbs • has • is Timeless verbs • hatches • grows Prepositional phrases to provide details about where or when • out of an egg Connectors • **first** • **next** • **then** • **finally**

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Annotated Language Sample

Context: This text comes from a first grade interdisciplinary unit. It was jointly written by a first grader and his teacher, who scribed for him. The student dictated the words and the teacher wrote them down. The teacher had been reading aloud informational texts on animals. The teacher had pointed out that in the texts, the authors write about what animals eat, their habitat, and where they live. Then each student chose an animal and made their own information booklet.

Prompt: Write an information report on an animal: tell your reader what type of animal it is, what it eats, and describe its habitat.

Language Expectation: ELD-SS.1.Inform.Expressive
Multilingual learners use language to construct informational texts in social studies that
- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Functions & Features	Pandas	Functions & Features
Introduce topic associated with compelling or supporting questions through… Generalized nouns • pandas • habitat • a panda Relating verbs • are • should have	Pandas eat bamboo to stay alive. Pandas need a habitat to have food. Pandas are a type of animal. Pandas are a type of bear. A panda should have a type of habitat or a home. A panda lives in China. Pandas also have to drink fresh water.	**Provide details about disciplinary ideas through…** Noun groups to describe and add precision • a type of animal • a type of bear • a type of habitat or a home • fresh water Prepositional phrases to describe place or location • in China