

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

Language Expectations: Multilingual learners will...

ELD-LA.K.Narrate.Interpretive

Interpret language arts narratives (with prompting and support) by

- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

ELD-LA.K.Narrate.Expressive

Construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

Language Functions and Sample Language Features

Orient audience to story through...

- Pictures, words, title, simple statements, or common story expressions to introduce context
- Noun groups to state who or what the story is about (*tall man, baby bear*)
- Prepositional phrases to specify location and time (*at Grandma's house, by the river; in the winter, at night*)

Describe story events through...

- Verbs to describe character actions (*jumped*), feelings (*was sad*), behaviors (*eating*)
- Connectors to establish sequence (*then, after, and*)
- Pronouns and renaming to reference a character across the text (*the girl=she=Nancy*)

Language Expectations: Multilingual learners will...

ELD-LA.K.Inform.Interpretive

Interpret informational texts in language arts (with prompting and support) by

- Identifying main topic and key details
- Asking and answering questions about descriptions of familiar attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.K.Inform.Expressive

Construct informational texts in language arts (with prompting and support) that

- Introduce topic for audience
- Describe details and facts

Language Functions and Sample Language Features

Introduce topic for audience through...

- Pictures, words, title to identify topic
- Pronouns to reference entity (*farmers=they*)
- Oral recounting to share information (*The farmers grow food.*)

Describe details and facts through...

- Nouns to label visuals (*fruit, oranges*)
- Verbs to label actions (*farming*)
- Prepositional phrases to tell about where (*on the farm, in the trees*)
- Visuals (labeled drawings) to support information

Language Expectations: Multilingual learners will...

ELD-MA.K.Inform.Interpretive

Interpret mathematical informational texts (with prompting and support) by

- Identifying concept or object
- Describing quantities and attributes

ELD-MA.K.Inform.Expressive

Construct mathematical informational texts (with prompting and support) 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...

- Single nouns to represent class of things (*colors, shapes, patterns*)
- Relating verbs (*be, have*) to define, describe, or classify (*The pattern is red, blue, red, blue.*)

Describe a concept or entity through...

- Expanded noun groups to add specificity (*The red star has five points.*)
- Sequential signals (*first, second, then, last*) to describe patterns (*First is a green bear, then two blue bears.*)
- Prepositional phrases (*behind, on top of, under, next to, below, above*) to specify location (*The blue star is next to the green triangle.*)

Compare/contrast concepts or entities through...

- Comparison/contrast language (*both, same, different*) and pointing to differentiate between entities (*This pattern is different than that one.*)
- Causal language (*because, so*) and demonstration to provide reasoning (*I can make a triangle because I have three sticks.*)

Language Expectations: Multilingual learners will...

ELD-SC.K.Inform.Interpretive

Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying a concept or entity

ELD-SC.K.Inform.Expressive

Construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity

Language Functions and Sample Language Features

Introduce others to a topic or entity through...

- Pictures, words, drawings to introduce others to the topic
- Generalized nouns to identify class of things (*pollinators, insects*)
- Pronouns (*it, they*) to reference entity or idea (*insects=they*) (demonstratives identify that this is a plant)
- Oral recounting to share information (*The butterflies fly for a really long time.*)

Provide details about an entity through...

- Prepositional phrases to tell about where (*in the trees, on the flowers, next to, above, below*)
- Verbs to label actions (*fly, grow, eat*)
- Relating verbs (*be, have*) to define entity (*Butterflies are pollinators. Butterflies have antennae.*)
- Adjectives to add details (*red and black wings*)
- Pictures, labeled drawings, words to categorize, compare, and contrast information (*moths=night, butterflies=day*)

Language Expectations: Multilingual learners will...

ELD-SC.K.Explain.Interpretive

Interpret scientific explanations by

- Defining investigable questions or simple design problems based on observations and data about a phenomenon
- Using information from observations to find patterns and to explain how or why a phenomenon occurs

ELD-SC.K.Explain.Expressive

Construct scientific explanations that

- Describe information from observations 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 information from observations about a phenomenon through...

- Single words to identify context (*floating, sinking*)
- Relating verbs (*have, be*) to state relationships or attributes
- Pictures, diagrams, to add information or illustrate phenomenon

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

- Nouns to represent concepts (*investigation*)
- Simple sentences to describe the phenomenon (*A feather floats.*)
- Cohesion to reference ideas, people across text, including pronouns, articles, demonstratives (*it, a, the, this, that*)
- Causal connectors to combine ideas into logical relationships (*so, because, when/then*)
- Connectors to link or compare observations (*Paper floats but rocks sink.*)

Compare multiple solutions to a problem through...

- Simple statements to represent conclusions (*Heavy things float.*)

Language Expectations: Multilingual learners will...

ELD-SS.K.Inform.Interpretive

Interpret informational texts in social studies by

- Determining topic associated with a compelling or supporting question
- Defining attributes and characteristics in relevant information

ELD-SS.K.Inform.Expressive

Construct informational texts in social studies that

- Introduce topic associated with a compelling or supporting question
- Provide a detail about relevant information

Language Functions and Sample Language Features

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

- Pictures, words, title to identify topic or concept (*My Neighborhood, Activities*)
- Visuals (labeled drawings, diagrams) to share information about topic attributes

Provide a detail about relevant information through...


- Nouns to label visuals or cultural items (*family members, weather words, food, events*)
- Verbs to label actions and activities (*dancing, cooking*)
- Prepositional phrases to tell about location (*on the block, in the house, next to the store, at Grandma's house, on the bus*)
- Adjectives to add description to labeled nouns and simple sentences (*It is a sunny day.*)

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

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

Annotated Language Sample

Context: This text was written by a multilingual kindergartner. At this time, students were writing every day about their lives or about books they were reading. This is the first of two texts presented here, written by the same kindergartner on two consecutive days. Both are modeled after a book the learner was reading.

Prompt: It's story writing time!

Language Expectation: ELD-LA.K.Narrate.Expressive

Multilingual learners use language to construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

Functions & Features		Functions & Features
<p>Orient audience to story through...</p> <p>Simple statements</p> <ul style="list-style-type: none"> • Brather ... hopey <p>Noun groups to introduce context</p> <ul style="list-style-type: none"> • Brather [brother] • Mother 	<p>Brather [Brother] is hopey [hoping].</p> <p>Mother is hoee [home].</p> <p>He will wear boots and a scarf.</p>	<p>Describe story events through...</p> <p>Verbs (and verb groups)</p> <ul style="list-style-type: none"> • is hopey [hoping] • will wear <p>Pronoun to reference characters</p> <ul style="list-style-type: none"> • Brather ... he

Example of Student Writing

Brather is hopey.
Mother is hopey.
He will wear boots and a scarf.

Annotated Language Sample

Context: This is the second text written by the same multilingual kindergartner (the first is on the previous page). The student had been reading informational books about animals.

Prompt: "Ok friends, it's writing time! Get out your notebooks and pencils. Remember you can write about books you are reading."

Language Expectation: ELD-SC.K.Inform.Expressive

Multilingual learners use language to construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity

Functions & Features		Functions & Features
<p>Introduce others to the topic through...</p> <p>Generalized nouns</p> <ul style="list-style-type: none"> • <u>a gosling</u> • <u>a piglet</u> • <u>a calf</u> • <u>a wing</u> • <u>a tail</u> • <u>a nose</u> 	<p><u>A gosling has a wing.</u></p> <p><u>A piglet has a tail.</u></p> <p><u>A calf has a nose.</u></p> <p>...</p> <p>This horse <u>is fast</u>. This duck and this pig <u>are slow</u>.</p>	<p>Provide details about an entity through...</p> <p>Relational verbs</p> <ul style="list-style-type: none"> • <u>has, is, are</u> <p>Adjectives to add details</p> <ul style="list-style-type: none"> • <u>fast</u> • <u>slow</u> <p>Noun groups to add details</p> <ul style="list-style-type: none"> • <u>a wing</u> • <u>a tail</u>

Example of Student Writing

A gosling has a wing.
A piglet has a tail.
A calf has a nose.

This horse is fast.
This duck and this pig are slow.