

GRADES
6-8

WIDA ELD STANDARD 1

Social and Instructional Language

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

Language Expectations: Multilingual learners will...

Narrate

ELD-SI.4-12.Narrate

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

Language Expectations: Multilingual learners will...

Inform

ELD-SI.4-12.Inform

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

GRADES

6-8

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

ELD-SI.4-12.Explain

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

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

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

GRADES

6-8

WIDA ELD STANDARD 1

Social and Instructional Language

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- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Narrate.Interpretive

Interpret language arts narratives by

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

ELD-LA.6-8.Narrate.Expressive

Construct language arts narratives that

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

Language Functions and Sample Language Features

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

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

Develop and describe characters and their relationships through...

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

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

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

Engage and adjust for audience through...

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

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Inform.Interpretive

Interpret informational texts in language arts by

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

ELD-LA.6-8.Inform.Expressive

Construct informational texts in language arts that

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

Language Functions and Sample Language Features

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

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

Establish objective or neutral stance through...

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

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

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

Develop coherence and cohesion throughout text through...

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

Language Expectations: Multilingual learners will...

ELD-LA.6-8.Argue.Interpretive

Interpret language arts arguments by

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

ELD-LA.6-8.Argue.Expressive

Construct language arts arguments that

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

Language Functions and Sample Language Features

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

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

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

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

Establish and maintain formal style through...

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

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

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

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Explain.Interpretive

Interpret mathematical explanations by

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

ELD-MA.6-8.Explain.Expressive

Construct mathematical explanations that

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

Language Functions and Sample Language Features

Introduce concept or entity through...

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

Share solution with others through...

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

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

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

State reasoning used to generate solution through...

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

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Argue.Interpretive

Interpret mathematics arguments by

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

ELD-MA.6-8.Argue.Expressive

Construct mathematics arguments that

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

Language Functions and Sample Language Features

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

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

Generalize logic across cases through...

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

Justify conclusions with evidence and mathematical facts through...

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

Evaluate and critique others' arguments through...

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

Language Expectations: Multilingual learners will...

ELD-SC.6-8.Explain.Interpretive

Interpret scientific explanations by

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

ELD-SC.6-8.Explain.Expressive

Construct scientific explanations that

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

Language Functions and Sample Language Features

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

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

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

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

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

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

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

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

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Language Expectations: Multilingual learners will...

ELD-SC.6-8.Argue.Interpretive

Interpret scientific arguments by

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

ELD-SC.6-8.Argue.Expressive

Construct scientific arguments that

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

Language Functions and Sample Language Features

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

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

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

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

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

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

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

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

Language Expectations: Multilingual learners will...

ELD-SS.6-8.Explain.Interpretive

Interpret social studies explanations by

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

ELD-SS.6-8.Explain.Expressive

Construct social studies explanations that

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

Language Functions and Sample Language Features

Introduce and contextualize phenomena or events through...

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

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

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

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

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

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

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

Language Expectations: Multilingual learners will...

ELD-SS.6-8.Argue.Interpretive

Interpret social studies arguments by

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

ELD-SS.6-8.Argue.Expressive

Construct social studies arguments that

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

Language Functions and Sample Language Features

Introduce and contextualize topic through...

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

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

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

Establish perspective through...

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

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


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

Annotated Language Samples

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

LEGEND FOR THE ANNOTATED TEXTS

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

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

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

Annotated Language Sample

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

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

Multilingual learners use language to construct language arts narratives that

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

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

Functions & Features

Develop the story with complication through...

Dependent clauses to add details

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

A variety of verb tenses

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

Dialog

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

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

Connectors to sequence time

- **a little while later**

Develop the story with complication through...

Prepositional phrases

- around the house
- under and behind anything

Minerva Continued

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

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

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

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

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

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

...

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

Functions & Features

Develop and describe characters and their relationships through...

Expanded verb groups

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

Saying, thinking, and feeling verbs

- told
- noticed
- called
- tried not to cry

Cohesive devices

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

Expanded noun groups to add description and detail

- one cat, but not the other

Engage and adjust for audience through...

Descriptive emotive language builds tension

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

Functions & Features

Develop the story with complication through...

Dependent clauses to add details

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

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

Connectors to sequence time

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

Connectors to link ideas

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

Minerva Continued

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

....

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

Functions & Features

Develop and describe characters and their relationships through...

Verbs to describe behavior

- **called**
- **had found**
- **whipped**
- **heard**
- **searched**

Expanded noun groups to add description and detail

- noise that sounded like a cat's meow

Engage and adjust for audience through...

Language to address reader/listener and draw them in

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

Functions & Features

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

Prepositional phrases to establish location

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

Prepositional phrases to establish time

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

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

Statements to provide closure, evaluate experience, or summarize narrative

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

Minerva Continued

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

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

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

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

Functions & Features

Develop and describe characters and their relationships through...

Expanded noun groups to add description and detail

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

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

- told
- said
- thought

Cohesive devices to reference character across text (repetition)

- her ... her ... her

Engage and adjust for audience through...

Evaluative word choices to describe author's attitudes

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

Annotated Language Sample

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

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

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

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

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

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

Functions & Features

Develop coherence and cohesion throughout text through...

Referential devices to link ideas across text

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

Topic or headings to serve as openers for sentences or paragraphs

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

Kamaly Tineaval Continued

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

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

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

Functions & Features

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

Adverbials and prepositional phrases to specify time and location

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

Expanded noun groups to add precision

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

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

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