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

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

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Narrate.Interpretive
Interpret language arts narratives by

- Identifying themes or central ideas that develop over the course of a text

- Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)

- Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

ELD-LA.9-12.Narrate.Expressive
Construct language arts narratives that

- Orient audience to context and one or multiple point(s) of view

- Develop and describe characters and their relationships over a progression of experiences or events

- Develop story, advancing the plot and themes with complications and resolutions, time and event sequences

- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to context and one or multiple point(s) of view through...

- Title, heading, opening statements to capture readers' interest (*March. Two people, a man and a woman, are walking along the corridor.*)

- Expanded noun groups to introduce the setting (*the sands stretch into the distance, bands of yellow, and grey and gold*)

- A variety of sentence types to introduce the context (rhetorical and other questions, statements, points of view) (*One good deed to set against other, darker, actions. What did it matter?*)

- Statements and questions to foreshadow or introduce complications (*Where the road led, he didn't know, but he was determined to leave David behind before the morning came.*)

Develop and describe characters and their relationships over a progression of experiences or events through...

- Action verbs to describe character behaviors *(Joe leaps into action, grabs his phone and dives for the door, yelling for Julie to follow him.)*

- Complex sentences to establish context and characters *(He stayed with the job because the merchant, although he was an old grouch, treated him fairly.)*

- Attitudinal word choices to express character's feelings, *(very upset)*, appreciation *(lovely, fascinating),* or judgment/evaluation *(intricate, grossly incompetent)*

- Cohesive devices (pronouns, demonstratives, renaming, synonyms, collocation, deletion) *(They told us to sit, and we did.)* to reference characters or ideas across the text

Develop story, advancing the plot and themes with complications and resolutions, time and event sequences through...

- A variety of verb tenses to pace the narrative and locate events in time, including dialog *(The wind told me you would be coming and that you would need help.)*

- Dependent clauses to add details *(Village children scampered out the door, which left the room strangely quiet.)*

- A variety of short and complex sentence structures to pace the narrative *(The door flung open. The snow spat at him, sleet slashed his face, winds whistled down the hall.)*

- Connectors to develop and link sections of text as in time, sequence, clarifying *(for instance),* adding information *(likewise, furthermore),* contrast *(on the other hand, even so, at least)*

- Statements to provide closure, evaluate experience, or summarize narrative

Engage and adjust for audience through...

- Word choices to advance mood (surprise, tension, humor, reflection) and to describe author's purpose *(contemptuous eyes, his voice softened)*

- Literary devices to enrich the narrative as in similes and metaphors, alliteration, idioms *(butterflies in her stomach),* figurative and sensory words/phrases, collocation, multilingual words/phrases *(he ate like a burro, focused and intentional)*

- Tone of voice, gesturing, acting behaviors to adjust for audience

- Language to address reader/listener and draw them in *(Instantly, the tension in the room lessened.)*

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Inform.Interpretive
Interpret informational texts in language arts by

- 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 text

ELD-LA.9-12.Inform.Expressive
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 complex attributes, qualities, characteristics, activities, and conceptual relationships

- Develop coherence and cohesion throughout text

Language Functions and Sample Language Features

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

- Generalized nouns, descriptive titles, and headings to introduce topic and/or entity (*Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change*)

- Opening statements to identify type of information (describing, comparing/contrasting, classifying)

- Relating verbs (*have, be, belong to, consist of*) to link and define entity by its attributes (*The Harlem Renaissance was the development of...*)

- Expanded noun groups to define key concepts, add details or classify information (*economic development that changed a nation, 200 years of occupation, extinct species*)

Establish an objective or neutral stance through...

- Generalized nouns to maintain neutral voice of authority (*artists, scientists, prominent figures*)

- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)

- Reporting devices to acknowledge outside sources and integrate information into report as in saying verbs and direct quotes (*said, reported, claimed, predicted; expressions according to, as mentioned by*)

Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through...

- Adverbial and prepositional phrases to specify point in time or duration (*on Sept 12, from 1910 to 1920, during World War II*), location (*in a NYC neighborhood*), and manner (*in a calculated movement*)

- Technical word choices to define and classify entity (*Jazz, characterized by polyrhythms and improvisation was...*)

- Verb structures to present information in a variety of ways: timeless present indicates generalizable nature (*It chases and scavenges for food*); passive voice focuses attention on action (*when the food is prepared*)

- Adjectives and adverbs to answer questions about quantity, size, shape, manner (*abundant, colossal, amorphous, rightfully*)

- Comparing/contrasting connectors to entities or components (*unlike, as opposed to, contrasted with, conversely, similarly, in spite of that*)

- Visual representations (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through...

- Referential devices (pronoun reference, synonyms, renaming) (*the subsequent social and artistic explosion=the Harlem Renaissance*) to link ideas across sections of text

- Topic and/or entity, headings to serve as openers for sentences and paragraphs

- Single technical nouns and collocations (*improvisation, blues, piano, double bass*) to define class/subclass (*jazz/New Orleans, West African*), general/specific (*musician/Louis Armstrong*), whole/part relationships (*historical influences on jazz*)

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

ELD-LA.9-12.Argue.Interpretive
Interpret language arts arguments by

- Identifying and summarizing central ideas of primary or secondary sources

- Analyzing use of rhetoric and details to advance point of view or purpose

- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive
Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims

- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence

- Establish and maintain a formal style and objective tone

- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Language Functions and Sample Language Features

Introduce and develop precise claims and address counterclaims through...

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim (*In "Tongue Tied" Maxine Hong Kingston captures her experience of growing up as a Chinese American woman.*)

- Noun groups to provide details (*The Harlem Renaissance's intellectual, social, and artistic explosion*)

- 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 (*someone=character=s/he=teenager*)

Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through...

- A variety of clauses (adverbial, embedded) to support claim (quotes, references, detailed descriptions, examples or other sources and data) and provide detail about issue/ literary technique (*In "Letter from Birmingham Jail," King's extended allusions to multiple philosophers...*)

- Connectors to elaborate an idea/interpretation (*so, this means, therefore, leading one to believe, a way to think about this*)

- 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*), to open up to other possibilities (*possibly, apparently, perhaps, definitely, absolutely*), or to temper space for negotiation (*most would agree, could be a consideration*)

Establish and maintain a formal style and objective tone through...

- First, second, or third person to connect with reader, build alliance, or maintain neutrality (*as teenagers, we...*)

- Authoritative declarative sentences to evaluate and interpret events (*Anzaldúa's interweaving of literary genres, languages, cultures, and identities in "Borderlands" is highly innovative.*)

- Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence (*a toxic perspective, contradictory information, impressive presentation, successful outcome*)

Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through...

- A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning (embedded clauses, active and passive voice, nominalizations, given/new patterns)

- Comparing/contrasting connectors to differentiate between claims and counterclaims (*unlike, as opposed to, contrasted with, conversely, similarly, in spite of that*)

- If/then clauses to support inferential conclusions (*If these studies are accurate, then it is reasonable to expect*)

- Cohesive devices (deletions, substitutions, ellipsis) to reduce repetition, redundancy (*Teens were told to stop and they did. Teens use social media as a substitute for in-person socializing...if they do that...*)

- Connectors to sequence points in the argument and maintain logical progression (*one way, another point, as mentioned previously, in addition, it is clear then*)

- Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps

Language Expectations: Multilingual learners will...

ELD-MA.9-12.Explain.Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA.9-12.Explain.Expressive
Construct mathematical explanations that

- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

Language Functions and Sample Language Features

Introduce a concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose (*the sum of the angles of a triangle is 180°*)
- Relating verbs (*belong to, are part of, be, have*) to define or describe concept

Share solutions with others through...

- Generalized nouns to add precision to discussion (*congruence, theorems, bisector*)
- 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, that's definitely wrong, we need to*)

Describe data and/or approach to solve a problem through...

■ Abstract, generalized, or multi-meaning noun groups to provide precision to mathematical descriptions *(theorems, transformations, plane, translation, reflection)*

■ Imperative verbs *(factor, solve, invert, simplify, apply)* to establish a process or approach

■ Visual data displays (drawings, software, demonstrations, reflective devices, tables, charts) to clarify approach(es) and solution(s)

■ 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).*

■ Reference devices (personal and demonstrative pronouns, articles, text reference) to create cohesion

State reasoning used to generate own or alternate solutions through...

■ Causal connectors to establish or refute relationship, solution, validity *(the relationship is not a function because a function is...)*

■ Conditional conjunctions to propose future options *(if/so, if/then)* and generalized relationships *(if/will; if a transversal crosses parallel lines, then the alternate interior angles are congruent)*

WIDA ELD STANDARD 3
Language for Mathematics

Language Expectations: Multilingual learners will...

ELD-MA.9-12.Argue.Interpretive
Interpret concepts in arguments by

- Comparing conjectures with previously established results and stated assumptions

- Distinguishing correct from flawed logic

- Evaluating relationships among evidence and mathematical principles to create generalizations

ELD-MA.9-12.Argue.Expressive
Construct mathematics arguments that

- Create precise conjecture, using definitions, previously established results, and stated assumptions

- Generalize logical relationships across cases

- Justify (and refute) conclusions with evidence and mathematical principles

- Evaluate and extend others' arguments

Language Functions and Sample Language Features

Create precise conjecture, using definitions, previously established results, and stated assumptions through...

- Verb groups and sequential connectors *(first, then)* to recount and explain steps in solving problems assumed to be solvable

- Conditional *(if, when)* to make and justify conjecture *(If a population doubles each week, then it will always be 16 times the original population after 4 weeks.)*

- Adverbial phrases *(qualities, quantities, frequencies)* to add precision related to conjecture *(Lines with equivalent slopes will never intersect.)*

- Relating verbs *(have, belong to, be)* to define principles, operational theorems and properties *(an inscribed angle is the angle formed when... A rhombus is a parallelogram with perpendicular diagonals.)*

Generalize logical relationships across cases through...

- Declarative statements to present generalizable processes *(We don't have outliers in our data. We can use a dot plot or histogram.)*

- Verbs to apply mathematical principles, as in commands *(use, do, apply)* across cases *(We need to rewrite the equation to see if we can use factors to solve it.)*

Justify (and refute) conclusions with evidence and mathematical principles through...

- Conditional structures *(if/then, when, given)* to demonstrate conclusions *(Given all the sides of a cube are the same, take the length and raise it to the third power to find the volume.)*

- Technical nouns and noun groups to add precision and details *(inscribed and circumscribed circles, quadratic equations, recursive definition)*

- Models, drawings, graphs to demonstrate principles

Evaluate and extend other's arguments through...

- Questions *(what, how, why, do)*, requests *(could, would)* to ask for 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 *(These two figures have to have the same volume because they have the same height and area even when you change the shape; it's Cavalieri's principle.)*

- Negation *(don't, doesn't, can't)* and obligation modal 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, I found a counterexample.)*

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Explain.Interpretive
Interpret scientific explanations by

- Defining investigable questions or 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

ELD-SC.9-12.Explain.Expressive
Construct scientific explanations that

- Describe reliable and valid evidence from multiple sources about a phenomenon

- Establish neutral or objective stance in how results are communicated

- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system

- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

Language Functions and Sample Language Features

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

- Abstract nouns to introduce concepts, ideas, and technical terms (*effects, impairment, perception, antioxidants*)

- Cohesion to reference ideas, information across text (pronouns, substitutions, renaming, synonyms, collocations)

- Relating verb groups to state relationships or attributes (*have, be, belong to*)

- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define a phenomenon

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

- Passive voice and declarative statements (*The heat within the earth is transmitted. Disease spreads through human contact.*)

- Word choices to moderate stance, such as hedging (*could/might, a possibility, usually*)

- Objective and evaluative language to adjust precision, soften tone, acknowledge others

Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system through...

- ■ Nominalizations to represent abstract concepts

- ■ Connectors to link clauses and combine ideas into logical relationships *(as a result, therefore)*

- ■ Variety of clause types to express causality *(Unable to grow or repair themselves, the corals eventually die.)*

- ■ Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs 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

WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

ELD-SC.9-12.Argue.Interpretive
Interpret scientific arguments by

- Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions

- Comparing reasoning and claims based on evidence from competing arguments or design solutions

- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

ELD-SC.9-12.Argue.Expressive
Construct scientific arguments that

- Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science

- Defend or refute a claim based on data and evidence

- Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)

- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

Language Functions and Sample Language Features

Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science through...

- A variety of ways to define a phenomenon (relative clauses, declarative statements, relational verbs)

- Abstract nouns to introduce concepts, ideas, and technical terms (*atmosphere, organisms, carbon dioxide, noble gases*)

- A variety of verb groups (past, timeless present, future, conditional) to describe and/or extrapolate events known or anticipated

Defend or refute claim based on data and evidence through...

- Expanded noun groups to classify and/or add details (*greenhouse gasses, gradual atmospheric changes, irrevocable damage*)

- Connectors to link clauses and establish logical relationships (*as a result, therefore, to be more precise, instead, however, on the other hand*)

- Clauses to link claim with evidence and reasoning (*based on these data, the scientific principle here is...*)

- Diagrams, models, projections, data, graphics to add support to claim or evidence

Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective) through...

- Passive voice and declarative statements to establish a factual stance *(Elliptical paths around the sun are formed by orbiting objects. The sun's radiation varies due to sudden solar flares.)*

- Word choice to moderate stance, i.e., hedging *(undoubtedly, is likely, probable, a possibility, usually, arguably)*

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

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

- Cohesion to reference ideas, concepts, phenomena across text, using pronouns, substitutions, renaming subjects, collocations, synonym *(fusion-radiation-energy)*

- Connectors to signal time *(next, at the same time)*, causality *(therefore, consequently, as a result, because)*, clarification *(for example, this shows how...)*

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Explain.Interpretive
Interpret social studies explanations by

- Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events

- Analyzing sources for logical relationships among contributing factors, causes, or related concepts

- Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose

ELD-SS.9-12.Explain.Expressive
Construct social studies explanations that

- Introduce and contextualize multiple phenomena or events

- Establish perspective for communicating intended and unintended outcomes, consequences, or documentation

- Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses

- Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events

Language Functions and Sample Language Features

Introduce and contextualize multiple phenomena or events through...

- Prepositional phrases to establish conditions, time, place *(during the Industrial Revolution)*

- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events

- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through...

- Passive voice to keep emphasis on main topic *(Farm policies were enforced by regulatory agents.)*

- Verbs to highlight agents and recipients *(Migrant workers challenged farm policies.)*

- Declarative statements to evaluate and interpret events *(Impressionist artists showcased a new way to observe and depict the world.)*

- Evaluative verbs and adjectives to judge behavior or moral character *(dominated, succumbed to; ineffective, powerful)*

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

- Nominalizations to name abstract concepts, ideas, ideologies *(racism, reunification, criminalization)*

- Dependent clauses to express details that occur 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 *(One young girl lives in the urban streets of Chicago.)*

- Connectors to maintain chronological, causal or logical relationships *(as a result, meanwhile, therefore)*

Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through...

- Word choices to evaluate, judge, or appreciate significance of events or phenomena

- Nominalizations to summarize event and name abstract phenomena

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

ELD-SS.9-12.Argue.Interpretive
Interpret social studies arguments by

- Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective)

- Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources

- Evaluating credibility, accuracy, and relevancy of source based on expert perspectives

ELD-SS.9-12.Argue.Expressive
Construct social studies arguments that

- Introduce and contextualize topic

- Select relevant information to support precise and knowledgeable claims with evidence from multiple sources

- Establish perspective

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

Language Functions and Sample Language Features

Introduce and contextualize topic through...

- Generalized nouns and descriptive title to introduce topic (*occupation, reunification, The Allied and Axis forces*)

- 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 (*Germany's growing domination, which expanded into...*)

- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Select relevant information to support precise and knowledgeable claims with evidence 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

- A variety of verb forms to express agency in doing, thinking, saying, feeling actions *(they decreed, she conspired, children were playing when)*

Establish perspective through...

- Passive voice to keep emphasis on main topic rather than who or what is doing the action *(Those who resisted were rounded up and sent to work camps.)* or to use active voice to keep emphasis on who or what is doing the action.

- Objective or emotive language to appeal to logic or feelings *(forces, versus brave, focused fighters)*

- Evaluative verbs, adverbs, and adjectives to add author's perspective *(tormented, bravely, substantial)*

Show relationships between claims and counterclaims, differences in perspectives, 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)*

- 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 an orange 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

Argue

Annotated Language Sample

Context: This essay *draft* was written by an 11th grader from Vietnam. Students had been defending their textual interpretations and the validity of their analyses of authors' uses of rhetorical strategies and their effects. This assignment was completed after the class and the teacher had jointly deconstructed and analyzed similar rhetorical strategies, both from published authors and from other students.

Prompt: Carefully read the first five paragraphs from Alice Walker's "Everyday Use." In the beginning of the story, the narrator describes the idealistic world of television in juxtaposition to her "real life." Consider Walker's rhetorical strategy in the context of this juxtaposition, and describe the effects.

Language Expectation: ELD-LA.9-12.Argue.Expressive
Multilingual learners use language to construct language arts arguments that
- Introduce and develop precise claim(s) and address counterclaim(s)
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

Functions & Features	"Everyday Use"	Functions & Features
Introduce and develop precise claims through... Declarative statements to frame topic, provide background information, state claim - In "Everyday Use" ... invisible conflict. Noun groups to provide details - unique organization - an almost invisible conflict. - the opposing views in content of adjacent paragraphs - the continuing subject of division.	In "Everyday Use" Alice Walker intertwines context, unique organization and juxtaposition to subtely shine a light on an almost invisible conflict. Juxtaposition is the opposing views in content of adjacent paragraphs is used to show the continuing subject of division. The introduction of Dee is begun with *what Mama wanted with a T.V. show providing the dream setting* and *what Dee actually is in real life.*	**Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through...** A variety of clauses to support claim - *what Mama wanted with a T.V. show providing the dream setting* - *what Dee actually is in real life.*

Functions & Features	"Everyday Use" Continued	Functions & Features
Introduce and develop precise claims through...	(The contrast) Dee shows to Mama's hopes and dreams build slight negative tension to her arrival. The meek resentment the reader initially has is superficial as the standard Mama set was fantasy but, *the prescence of the emotion set the stage for the conflict* (The issue) expands with comparisons between Maggie and Dee *to show the many differences between the two*. **Later in the story** Maggie and Dee end up arguing over a quilt. The literal argument itself is unremarkable and one-sided as Mama has to defend Maggie; (the true conflict) was in the idea of sentimental value. Dee puts value in the quilt and not in the memory of the quilt. She sees the quilt or any heirloom *as something to be collected or chosen.* Maggie and Mama cherish memories and knowledge in their entirety; (it cannot be denied or rejected) (This) mirrors the context and contributes to the message of different ways *people remember not only the past but also their bloodline.*	**Support claims with valid reasoning and relevant and sufficient evidence through...**
Noun groups to provide details		A variety of clauses (adverbial, embedded) to support claim
· slight negative tension to her arrival		· *the prescence of the emotion set the stage for the conflict*
· the meek resentment the reader initially has		· *to show the many differences between the two*
· the idea of sentimenal value		· *as something to be collected or chosen*
· the memory of the quilt.		· *people remember not only the past but also their bloodline*
Pronouns and renaming subjects to maintain cohesion		Connectors to elaborate on an idea/interpretation
· the contrast ... the conflict ... the issue ... the true conflict (renaming)		· **later in the story**
· this (pronoun)		

Functions & Features	"Everyday Use" Continued	Functions & Features

Establish and maintain a formal style and objective tone through...

Third person to maintain neutrality
- the "Everyday Use"
- Maggie
- Dee

Authoritative declarative sentences to evaluate and interpret events
- Such a massive ... population.
- Mama and Maggie's...which they are rising up against.

Nouns, adjectives, verbs, and adverbs to evaluate the positive/ negative qualities of topic, position, or evidence
- took the nation by storm
- Such a massive and sudden surge
- the loud and proud
- the new outspoken group
- did little to recognize
- a form of ignorance
- mean little
- has no significance

The "Everyday Use" is set in an era where a new wave African-Americans took the nation by storm. Such a massive and sudden surge of cultural created a schism within the population. Maggie represents the old generation, characterized by her shy and nervous persona. While Dee is the new breed of the loud and proud. The new outspoken group Dee symbolises created the back to Africa movement and revived African pride yet did little to recognize the history of slavery and subsequent liberation. Mama and Maggie's generation consider that to be a form of ignorance and that they are no better than the people which they are rising up against. The quilt, names, arguments mean little without the context as the family would have no background with which to draw the real issues from. The differences between Maggie and Dee would be comparable to a sitcom as neither person represent anything. The fight over the quilt has no significance without the backdrop of the civil rights movement.

Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through...

A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning
- the "Everyday Use" is set in an era where (passive voice)
- the old generation, characterized by her shy and nervous persona (expanded noun group)
- the back to Africa movement (noun group and nominalization)
- with which to draw the real issues from (subordinate clause)
- as neither person represent anything (causal)
- the fight over the quilt (nominalization)
- represents,
- characterized,
- created,
- symbolizes (verbs)

Functions & Features	"Everyday Use" Continued	Functions & Features

Establish and maintain a formal style and objective tone through...

Authoritative declarative sentences to evaluate and interpret events

- Had Dee and Maggie ... less pronounce.
- Today ... not just in race.

Nouns, adjectives, verbs, and adverbs to evaluate the positive/ negative qualities of topic, position, or evidence

- *pervades*
- *identity crises*
- *has many confused*

In the same vein the meaning of the essay would be difficult to convey without the constant separation in character personalities. Had Dee and Maggie been more similar the representations of generations would have been less pronounce.

Context and juxtaposition work in unison to focus on the issue of personal identity. The 70's had half the African-American population declaring their nationality and half wondering about what their ancestors would say Today the same issue still persists but not just in race. It also *pervades* the culture of our people and what it means to be anything, from gender roles to sexual orientation, *identity crises has many confused*. "Everyday Use" does not offer a solution or point to what is right, instead it sends the message that there are many ways to belong to the same group and yet, at the same time be very different.

Cohesive devices
- personalities .... had Dee and Maggie been more similar (whole/part)
- context ... the 70's (renaming)
- juxtaposition ... declaring their nationality .... say (renaming)
- has many [people] confused (omission)

Connectors to sequence points in the argument and maintain logical progression
- **In the same vein**
- **The 70's**
- **Today**

Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps
- "Everyday Use" does not offer a ... different

WIDA ELD STANDARD 3
Language for Mathematics

Explain

Annotated Language Sample

Context: This mentor explanation text was developed by a teacher to illustrate the language required for students to answer this type of Algebra 1 problem they might encounter on a final exam or standardized test. The teacher read, deconstructed, and analyzed the mentor text with 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 explanation.

Prompt: Give the domain and range of the relationship. Then tell whether the relation is a function. Explain your answer. $Y = X^2 - 5$

Language Expectation: ELD-MA.9-12.Explain.Expressive
Multilingual learners use language to construct mathematical explanations that
- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

Functions & Features	Grade 10 Algebra	Functions & Features
Introduce a concept through...	I explain that this equation is a function by providing a definition of the equation's domain and range and graphing what it looks like. This helps me see if the equation passes the vertical line test.	**Share solutions with others through..**
Relating verbs to define or describe concept • is, is, is.		Generalized nouns to add precision • equation • function • domain • range
Mathematical terms and phrases to describe concept, process • the equation's domain and range • the vertical line test • X • Y	The domain is the set of all numbers that can be substituted for X in the equation. X can be any real number, so the domain is all real numbers. The range is all the possible numbers that can be Y.	First person to describe approach • I • me Third person to describe approach with neutral stance of authority • the domain • the range

Functions & Features

Grade 10 Algebra
Continued

Functions & Features

Describe data and/ or approach to solve a problem through...

Connectors to link sentences and longer stretches of text signaling
- **one way** (clarification)
- **as shown below** (clarification)

Verbs to establish a process or approach
- to graph
- intersect

Multi-meaning noun groups to provide precision to mathematical descriptions
- positive
- the range
- function
- every possible value

Reference devices to create cohesion
- the equation ... the equation (repetition)
- this ... this (repetition)
- X^2-5 ... X^2-5 (repetition)
- $Y \geq -5$ ... Y (renaming)

Visual data displays to clarify approach (es) and solution(s)

Because X^2 is positive or at a minimum 0, X^2-5 could be -5 or greater. This means that the range is $Y \geq -5$. Therefore, the equation, $Y = X^2-5$, is a function **because** fo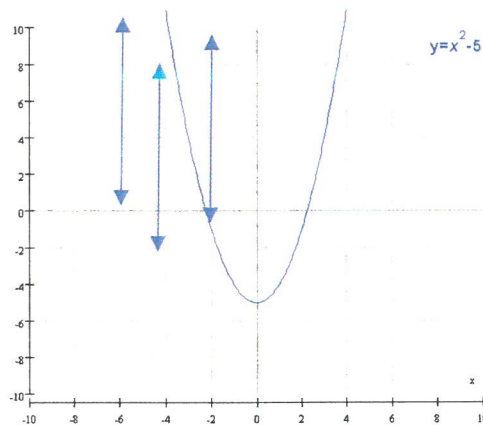r every possible value for X, there is only one value of Y. **One way** to show that this is true, is to graph the equation and use the vertical line test. If vertical lines intersect the graph at a single point, **then** the equation is a function, **as shown below**.

$$y = x^2 - 5$$

State reasoning used to generate own or alternate solutions through...

Causal connectors to establish or refute relationship, solution, validity
- **because**
- **therefore**
- **because**

Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships (if/will)
- **if ... then**