NC ELD Standard Course of Study Crosswalk of 2012 Adopted Standards & 2020 Adopted Standards

On March 4, 2021, the State Board of Education unanimously approved the 2020 Edition of the WIDA English Language Development (ELD) Standards as the North Carolina ELD Standard Course of Study (NC ELD SCOS) for implementation in the 2022-2023 school year. To assist Public School Units (PSU) in successfully implementing the 2020 NC ELD Standard Course of Study, NCDPI has created a crosswalk document to illustrate the variance between the 2012 NC ELD Standard Course of Study and the adopted 2020 NC ELD Standard Course of Study.

Appearing before the grade-level cluster specific crosswalks are: 1) a High-Level Crosswalk of 2012 Adopted Standards and 2020 Adopted Standards; and 2) a High-Level Crosswalk of 2012 Key Uses and 2020 Key Language Uses. Following these high-level crosswalks are grade-level cluster specific crosswalks. These grade-level cluster specific crosswalks are divided into two sections:

<u>Section I of the Crosswalk</u> is formatted into two columns: the 2012 NC ELD Standard Course of Study is shown in the left-hand column and the 2020 NC ELD Standard Course of Study is shown in the right-hand column. See the annotated format below.

<u>Section II of the Crosswalk</u> is formatted into two columns: the 2012 K-12 Performance Definitions is shown in the left-hand column and the 2020 NC ELD Standard Course of Study Proficiency Level Descriptors are shown in the right-hand column. See the annotated format below.

These standards will be implemented in all North Carolina Public Schools beginning in the 2022-2023 school year.



Standard 1: Social and English language learners communicate for Social a	
Language E	xpectations
2012	2020
Sample of Standard and Matrices for Kindergarten, Grade 1, Grade 2, and Grade 3 ELD Standard 1: Social and Instructional Language (<u>WIDA, 2012, Pages 44, 50, 56, 62</u>) Kindergarten WIDA Can-Do Descriptor: Key Use of Recount Process recounts by: Level 1 Listening:	 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
 Pointing to pictures described orally in context (e.g., "the big dog") Finding familiar people, places, or objects named orally (e.g., "Where's a chair?") Level 1 Reading: Matching icons and symbols to corresponding pictures Identifying labeled real-life classroom objects (e.g., tables, books, door) Level 2 Listening: Responding with gestures to songs, chants, or stories modeled by teachers Matching familiar pictures, objects, or movements to oral statements (e.g., "Clap your hands.") Level 2 Reading: Reproducing content-related information in oral text through drawings Acting out familiar rhymes from text read aloud or chanted in small groups 	 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

2012 Performance Definitions, Can Do Descriptors, and Standards & Matrices

2020 ELD Standards Statements, Key Language Uses, & Language Expectations

(annotated format of section I)



2012	2020
K-12 Performance Definitions	Proficiency Level Descriptors
Listening and Reading	Interpretive Communication Mode (Listening, Reading, and Viewing)
Discourse Linguistic Complexity	DISCOURSE Organization of language Understand how coherent texts (spoken, written, multimodal) are created
 End of Level 1 Entering: Single statements or questions An idea within words, phrases, or chunks of language 	End of Level 1: around general topics (continents, shapes, animals) with short sentences
 End of Level 2 Emerging: Multiple related simple sentences An idea with details 	End of Level 2: around specific topics (habitats, diet, behavior) with multiple related simple sentences
 End of Level 3 Developing: Discourse with a series of extended sentences Related ideas specific to particular content areas 	End of Level 3: to meet a purpose (to inform, narrate, argue, or explain) in a series of extended sentences
 End of Level 4 Expanding: Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	End of Level 4: to meet a purpose in a short text
 End of Level 5 Bridging: Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas 	End of Level 5: to meet a purpose through generic (no genre-specific) organizational patterns in texts (introduction, body, conclusion)

2012 K-12 Performance Definitions

2020 Proficiency Level Descriptors

(annotated format of section II)



2012	2020
No Revision	The WIDA Can-Do Philosophy and the Five ELD Standards Statements
Language Domains: Listening, Speaking, Reading, Writing	Interpretive (Listening, Reading, Viewing) and Expressive (Speaking, Writing, Representing) Modes of Communication
Language Supports through Level 4	Multimodal communication infused throughout the document
Functional View of Language: Wide Range of Language Functions within Model Performance Indicators	Functional View of Language: Key Language Uses (Narrate, Inform, Explain, Argue), the organizing frame for the standards statements, gain specificity in Language Expectations with supporting Language Functions and Features
K-12 Performance Definitions for Receptive and Productive Language address three dimensions— discourse, sentence, and word/ phrase—within a sociocultural context	Grade-level Cluster Proficiency Level Descriptors (K, 1, 2-3, 4-5, 6-8, & 9-12) for interpretive and expressive modes are aligned to the 2012 K-12 Performance Definitions and address three dimensions of language—discourse, sentence, and word/phrase— within a sociocultural context
Standards Framework: Guiding Principles Exemplifying the WIDA Can Do Philosophy, Developmentally Appropriate Academic Language in Sociocultural Contexts, Performance Definitions, Can Do Descriptors, and Standards & their Matrices	Standards Framework: ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors
Content Connections to Academic Content Standards along with content topics in strands of Model Performance Indicators	Concepts derived from Academic Content Standards and Disciplinary Practices tied to Language Expectations

High-Level Crosswalk of 2012 Adopted Standards and 2020 Adopted Standards

Adapted from WIDA Appendix E: High-Level Comparison of WIDA Standards Editions from 2004 to 2020 ©



High-Level Crosswalk of 2012 Key Uses and 2020 Key Language Uses

2012	2020
Key Uses	Key Language Uses
Recount	Narrate and Inform
Explain	Explain
Argue	Argue



Grade-Level Cluster Specific Crosswalk of 2012 Adopted Standards and 2020 Adopted Standards Section I

Standard 1: Social and English language learners communicate for Social a	
Language E	xpectations
2012	2020
 Sample of Standard and Matrices for Kindergarten, Grade 1, Grade 2, and Grade 3 ELD Standard 1: Social and Instructional Language (WIDA, 2012, Pages 44, 50, 56, 62) Kindergarten WIDA Can-Do Descriptor: Key Use of Recount Process recounts by: Level 1 Listening: Pointing to pictures described orally in context (e.g., "the big dog") Finding familiar people, places, or objects named orally (e.g., "Where's a chair?") Level 1 Reading: Matching icons and symbols to corresponding pictures Identifying labeled real-life classroom objects (e.g., tables, books, door) Level 2 Listening: Responding with gestures to songs, chants, or stories modeled by teachers Matching familiar pictures, objects, or movements to oral statements (e.g., "Clap your hands.") 	 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



- Reproducing content-related information in oral text through drawings
- Acting out familiar rhymes from text read aloud or chanted in small groups

Level 3 Listening:

- Acting out songs, chants, stories and poems with gestures as a whole group
- Following sequential language for oral directions one step at a time (e.g., "Walk to the door. Now, come to the circle.")

Level 3 Reading:

- Identifying familiar words in context (e.g., in Big Books or wall charts) in small groups
- Recognizing persons and settings in illustrated text read aloud

Level 4 Listening:

- Role playing in response to illustrated stories read aloud
- Matching extended oral descriptions of content related topics to illustrations or graphics (e.g., "The bright yellow ball is shining in the sky.")

Level 4 Reading:

- Identifying words in picture dictionaries (e.g., in multiple languages)
- Recognizing common types of text (e.g., storybooks, poems) read aloud

Level 5 Listening:

- Arranging content related objects or illustrations according to oral discourse with a partner
- Making patterns from real objects or pictures based on detailed oral descriptions from a model (e.g., "Follow me. Put two blue crayons on your table. Then put two red



crayons. Now put two more crayons of another color.")

Level 5 Reading:

- Ordering words to form short sentences from oral models (e.g., using pocket charts, cards)
- Identifying language related to spatial relations (e.g., in front of, next to, in between)

Level 6 Listening:

- Identifying drawings or other visual displays from elaborate descriptions with details
- Identifying detailed information in oral discourse or through multimedia

Level 6: Reading:

- Identifying major events in stories with prompting and support
- Identifying main ideas and details in common types of illustrated text (e.g., trade books, rhymes)

Kindergarten WIDA Can-Do Descriptor: Key Use of Recount Recount by:

Level 1 Speaking:

- Repeating words, simple phrases or expressions from familiar stories as a whole class
- Participating in group songs, chants, or poems using gestures or physical movement

Level 1 Writing:

- Dictating personal information scribed by adults (e.g., about self and family members)
- Reproducing icons or environmental print related to self from models

Level 2 Speaking:



 Restating some language associated with illustrated short stories or informational text (e.g., "I see." "I hear." Re-enacting various roles when interacting in pairs or in small groups 	
 Level 2 Writing: Reproducing symbols, numbers, and illustrated words from models in context Drawing and labeling familiar people, objects, or events from models (e.g., word walls, posters, cards) 	
 Level 3 Speaking: Retelling main events in short narrative stories to peers using pictures Describing attributes of familiar objects, people, and places 	
 Level 3 Writing: Reproducing familiar words from labeled models or illustrations (e.g., labeled dioramas) Restating facts about personal experiences shared with classmates (e.g., through illustrated text) 	
 Level 4 Speaking: Retelling familiar stories through a series of pictures Sharing personal stories or experiences with others (e.g., in multiple languages) 	
 Level 4 Writing: Producing familiar words and phrases from environmental print and illustrated text Drawing and describing different parts of stories, personal experiences, or events (e.g., written conversations) with a peer 	
Level 5 Speaking:	

Level 5 Speaking:



 with peers and adults Rephrasing events from stories or information with a partner (e.g., class rules or routines)
 Level 5 Writing: Describing everyday experiences using illustrated phrases and short sentences Producing illustrated stories about self or family (e.g., using one or more languages)
 Level 6 Speaking: Retelling familiar stories, including key details with prompting and support Describing details about characters, settings, and major events in illustrated stories with prompting and support
 Level 6 Writing: Stating information to answer modeled questions about experiences with guidance Using new words and phrases acquired through conversations or oral reading in short illustrated sentences
Grade 1 WIDA Can-Do Descriptor: Key Use of Recount Process recounts by:
 Level 1 Listening: Mimicking gestures or movement associated with oral commands Matching key words or expressions in songs, chants, and poems to illustrations
 Level 1 Reading: Using pictures and illustrations to identify themes or storylines

Relating school-based content and personal experiences



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Matching vocabulary to illustrated stories	
 Level 2 Listening: Acting out oral statements using manipulatives or real-life objects Pointing to objects, characters or places from oral descriptions 	
 Level 2 Reading: Pointing to icons, letters, or illustrated words that represent ideas Identifying repetitive words and phrases in texts 	
 Level 3 Listening: Sequencing pictures of stories read aloud (e.g., beginning, middle, end) Following modeled oral instructions related to content 	
 Level 3 Reading: Identifying Wh-words in questions (e.g., who, what, when) Recalling content-related information from illustrated texts read aloud 	
 Level 4 Listening: Identifying characters, plots, and settings from oral stories Finding details in illustrated narrative or informational text read aloud 	
 Level 4 Reading: Identifying the main topic of texts Ordering illustrations based on sequence of events from texts read aloud 	
Level 5 Listening:	



•	Constructing models based on instructions from
	extended oral discourse with a partner

• Following multi-step oral directions during content-related activities

Level 5 Reading:

- Distinguishing among characters, settings, and events in narratives
- Reconstructing texts read orally using drawings or reenacting text with performances

Level 6 Listening:

- Matching relevant details to main ideas presented in oral discourse
- Identifying different genres through multiple readings of text by adults (e.g., rhymes, stories, informational text)

Level 6 Reading:

- Identifying who is telling the story at various points in texts
- Matching original text to paraphrased versions

Grade 1 WIDA Can-Do Descriptor: Key Use of Recount Recount by:

Level 1 Speaking:

- Repeating words, phrases and memorized chunks of language related to different topics
- Answering yes or no questions about stories or experiences

Level 1 Writing:

- Forming words using a variety of strategies
- Answering Wh- oral questions or using icons to plan stories



Level 2 Speaking:

- Stating content-related facts in context (e.g., playing telephone)
- Describing characters or places in picture books
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Level 2 Writing:

- Providing information in graphic organizers
- Presenting content-related information labeling visuals or graphics

Level 3 Speaking:

- Retelling simple stories from picture cues
- Participating in dialog with peers on familiar topics

Level 3 Writing:

- Describing feelings or reactions to personal events or situations
- Recalling information from events or experiences

Level 4 Speaking:

- Restating information with some details
- Summarizing a series of familiar events or routines

Level 4 Writing:

- Producing a series of related sentences from transition word starters (e.g., first, next, last)
- Describing observations firsthand or from media

Level 5 Speaking:

- Presenting information on content-related topics
- Sharing details about personal experiences with peers and adults

Level 5 Writing:

• Composing stories or narratives using sequential language



Level 6 Speaking:

- Producing discourse appropriate to task and situation
- Rehearsing content-related presentations with peers

Level 6 Writing:

- Producing narratives with at least two sequential events
- Producing narrative sequences from timelines and labeled drawings

Grade 2-3 WIDA Can-Do Descriptor: Key Use of Recount Process recounts by:

Level 1 Listening:

- Showing what happens next based on familiar oral stories (e.g., by pointing or drawing)
- Drawing or providing other visual displays of people, animals, or objects in response to oral prompts

Level 1 Reading:

- Identifying key words and phrases in illustrated text
- Signaling language associated with content-related information (e.g., during preview, view, & review)

Level 2 Listening:

- Identifying the "who," "where" and "when" of illustrated statements
- Identifying main materials or resources from oral descriptions

Level 2 Reading:

- Identifying timerelated language in context (e.g., in biographies)
- Illustrating experiences of characters in illustrated statements



 Level 3 Listening: Identifying linking words or phrases related to passage of time in speech (e.g., "on Monday" "the next day") Illustrating events in response to audio recordings of stories or poems 	
 Level 3 Reading: Creating timelines or graphic organizers from illustrated related statements or paragraphs Identifying temporal-related words that signal order of events (e.g., "In the beginning") 	
 Level 4 Listening: Re-enacting content-related situations or events from oral descriptions Identifying content-related ideas from oral discourse using multi-media (e.g., retracing steps of a process) 	
 Level 4 Reading: Ordering a series of events based on familiar texts Identifying main ideas and details in illustrated texts 	
 Level 5 Listening: Identifying details of content-related topics from oral discourse Making designs or models following oral directions and specifications (e.g., maps, origami) 	
 Level 5 Reading: Paraphrasing narratives or informational text with support (e.g., arranging paragraph strips) Highlighting relevant information in grade-level texts to produce summaries 	
Level 6 Listening:	



- Identifying key ideas or details from texts read aloud or information presented orally
- Determining the main ideas and supporting details of texts read aloud or information in diverse media and formats

Level 6 Reading:

- Identifying setting and character details from grade-level text
- Determining the central messages, lessons, or morals of fables and folktales from diverse cultures

Grade 2-3 WIDA Can-Do Descriptor: Key Use of Recount Recount by:

Level 1 Speaking:

- Responding to questions related to stories or experiences (e.g., "Who came to the door?")
- Acting out and naming events or experiences throughout the school day

Level 1 Writing:

- Labeling images that illustrate the steps for different processes (e.g., writing workshop)
- Creating visual representations of ideas or stories

Level 2 Speaking:

- Reproducing facts or statements in context
- Participating in multi-media presentations based on research

Level 2 Writing:

- Listing ideas using graphic organizers
- Describing visual information

Level 3 Speaking:



•	Retelling simple stories from picture cues
•	Stating information from personal or school-related experiences
	Writing:
	Retelling past experiences
	Expressing ideas in various genres (e.g., poetry, interactive journals)
Level 4	Speaking:
	Sequencing events in stories with temporal transitions
•	(e.g., "After the sunset") Describing situations and events from school and the
	community
	Writing:
	Describing a series of events or procedures Creating stories with details about characters and events
	,
	Speaking: Describing main ideas of content-related information
•	Asking and answering questions about information from
	speakers
	Writing:
	Describing the sequence of content-related ideas Providing details and examples about narratives
•	Speaking: Providing descriptive details of content-related
	information or activities
	Naming the steps for producing multimedia presentations with some detail
Level 6	Writing:
	Signaling order of events using temporal words and



phrasesRelating real or imagined experiences or events	
Same as above.	 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
 Kindergarten WIDA Can-Do Descriptor: Key Use of Explain Process explanations by: Level 1 Listening: Identifying illustrated activities described orally Following modeled actions to show likes or dislikes (e.g., using "or" words and phrases, "read" or "write") Level 1 Reading: Matching illustrations with modeled language with a partner Identifying steps in procedures from illustrations and icons (e.g., "It goes up. It comes down.") Level 2 Listening: Matching real-life objects to illustrations about their use based on oral statements Identifying people and places associated with everyday events described orally (e.g., "It is Monday. You are at school.") Level 2 Reading: Identifying illustrated words or icons to show why (e.g., in play-based activities) Following illustrated directions with a peer (e.g., to form 	 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



Level 3 Listening:

- Identifying language associated with features of objects or print (e.g., "Show me a word in the title.")
- Following peer-modeled oral commands with a partner

Level 3 Reading:

- Pointing out causes or motives in illustrated stories read aloud
- Showing relationships depicted in informational text with real-life objects (e.g., "5 is more than 3.")

Level 4 Listening:

- Drawing individual phases or steps to "how" questions (e.g., "How does a caterpillar change into a butterfly?")
- Pointing out illustrated details that match oral descriptions of cycles or procedures

Level 4 Reading:

- Demonstrating the relationship between objects, people, or animals from detailed descriptions read aloud using gestures (e.g., "the big tall giraffe and the teeny tiny mouse")
- Classifying how to resolve situations faced by characters or in content-related text using graphic organizers

Level 5 Listening:

- Identifying illustrations related to cause and effect from oral information
- Reenacting procedural information obtained from videos or other media (e.g., "Show me how to make day and night.")

Level 5 Reading:

Matching familiar descriptive phrases to objects or



illustrations with a partner (e.g., steps in morning routines)

• Comparing how to do something in different ways from illustrated stories (e.g., making fruit salad)

Level 6 Listening:

- Recognizing language related to scientific or mathematical processes
- Identifying patterns in procedures or natural phenomena in illustrated stories read aloud

Level 6 Reading:

- Drawing sketches or models to show how to solve problems read from illustrated informational text
- Locating descriptive language related to "how" or "why" in illustrated text in small groups

Kindergarten WIDA Can-Do Descriptor: Key Use of Explain Explain by:

Level 1 Speaking:

- Identifying familiar objects used in everyday routines and activities with a partner (e.g., in the home language and English)
- Rehearsing and acting out key steps in procedures or classroom routines following models (e.g., "Put away toys. Get in line.")

Level 1 Writing:

- Describing familiar routines by drawing pictures and dictating to adults (e.g., in one or more languages)
- Drawing what comes next (e.g., in stories or experiments)

Level 2 Speaking:

• Describing uses of everyday objects or roles of familiar



people (e.g., "Teacher reads.")

• Stating attributes and classifying objects into illustrated categories to show how they go together (e.g., shapes, colors, sizes)

Level 2 Writing:

- Connecting oral language to print (e.g., through language experience)
- Reproducing labeled pictures or photographs to describe processes or procedures (e.g., producing an album)

Level 3 Speaking:

- Comparing sizes of familiar phenomena (e.g., bigger than/ smaller than, longer/ wider)
- Stating reasons for classroom routines or procedures with a partner (e.g., expected behaviors)

Level 3 Writing:

- Describing familiar events or phenomena using sentence starters and drawings
- Identifying self as an author through pictures and invented words (e.g., by keeping a journal)

Level 4 Speaking:

- Describing classroom routines (e.g., putting away puzzles)
- Comparing and contrasting placement of real-life objects and phenomena (e.g., "on the table" v. "under the table")

Level 4 Writing:

- Describing how to do something through a sequence of pictures and words
- Composing group drafts on different processes based on oral input or experiences modeled by teachers

Level 5 Speaking:



tasks • Descr	ling details related to classroom activities and in small groups (e.g., how we work together) ibing steps in familiar cycles and processes (e.g., g in a circle to play a game)	
illustra • Seque	ng: ibing uses of tools or objects with a peer (e.g., from ated phrase walls) encing content-related processes by drawing and bing objects (e.g., from seeds to plants)	
(e.g., ' ● Descr	aring two objects using measurable attributes "The table is higher than the chair.") ibing the causes or effects of different phenomena on observations and experiences (e.g., pull/push,	
dictati • Respo	ng: g steps of familiar routines or events by drawing, ng, and writing onding to "how" questions and suggestions from , with guidance from adults, to add details to text	
Grade 1 WID Process expla	A Can-Do Descriptor: Key Use of Explain anations by:	
phrase Pointin	hing: fying real-life objects based on descriptive oral es or short sentences ng to objects or people reflective of content-related ulary (e.g., family members)	
Level 1 Read • Identif partne	fying icons from illustrated texts or media with a	



• Sorting objects according to their use based on labeled illustrations

Level 2 Listening:

- Classifying real-life objects according to their function based on oral directions
- Interpreting oral descriptions and matching them to illustrations

Level 2 Reading:

- Matching descriptive labels or headings to illustrated text
- Identifying labeled illustrations signaled by Whquestions

Level 3 Listening:

- Following peer statements to create projects
- Identifying illustrated cycles or processes described orally

Level 3 Reading:

- Sorting illustrated content words and phrases into categories
- Matching labeled illustrations to "how" or "why" questions

Level 4 Listening:

- Following illustrated content-related procedures shared orally
- Organizing real-life objects based on oral comparisons

Level 4 Reading:

- Finding details in illustrated narrative or informational texts read aloud
- Identifying what authors say in oral stories

Level 5 Listening:

• Organizing causes and effects of various phenomena



presented orally

• Using strategies and procedures shared by peers

Level 5 Reading:

- Ordering content-related events according to information in illustrated texts
- Identifying steps or stages of content-related processes or events from informational or explanatory texts

Level 6 Listening:

- Identifying details from oral descriptions of processes or procedures
- Representing ideas from oral discussions or multimedia

Level 6 Reading:

- Identifying words and phrases related to cause and effect
- Identifying reasons for actions in stories, songs, and poems

Grade 1 WIDA Can-Do Descriptor: Key Use of Explain Explain by:

Level 1 Speaking:

- Answering questions with words or phrases (e.g., "Go washroom.")
- Describing pictures or classroom objects

Level 1 Writing:

- Designing, drawing and labeling content-specific models
- Identifying topics through photographs, illustrated word walls, or software

Level 2 Speaking:

• Demonstrating how to do something using gestures or real-life objects (e.g., tie a bow)



• Describing what people do from action pictures (e.g., jobs of community workers)

Level 2 Writing:

- Labeling and illustrating observations over time (e.g., growing plants)
- Describing people, places, or objects from illustrated examples

Level 3 Speaking:

- Stating associations between two objects, people, or events (e.g., "Lidia is my sister and Lisa is my sister.")
- Telling why something happened

Level 3 Writing:

- Classifying illustrated words and phrases into groups (e.g., "Animals that fly. Animals that swim.")
- Comparing real-life objects, numbers, or animals using models

Level 4 Speaking:

- Connecting ideas by building on guided conversations with peers
- Describing in detail the function of objects or roles of people

Level 4 Writing:

- Describing models related to content-related phenomena in pictures or real life
- Expressing feelings and a reason related to situations or events

Level 5 Speaking:

- Stating conditions for cause and effect (e.g., "If it rains, I play inside.")
- Elaborating on details of content-related procedures



Level 5 Writing:

- Describing causes and effects of actions and strategies
- Sequencing steps in solving problems using short sentences, illustrations, and symbols

Level 6 Speaking:

- Asking and answering content-related "how" and "why" questions
- Expressing connected ideas with supporting details

Level 6 Writing:

- Predicting how stories, events, or situations might end
- Producing texts that can name a topic and supply topic-related facts

Grade 2-3 WIDA Can-Do Descriptor: Key Use of Explain Process explanations by:

Level 1 Listening:

- Pointing to visual characteristics of models or real-life objects from oral clues
- Pairing objects, pictures, or equations as directed by a partner

Level 1 Reading:

- Identifying words and phrases in titles and highlighted texts
- Matching pictures with graphic information from illustrated texts

Level 2 Listening:

- Matching oral descriptions to photos, pictures, or icons
- Following simple sequences presented orally to create patterns or sequences

Level 2 Reading:



- Interpreting images, illustrations, and graphics
- Identifying elements of expository texts (e.g., graphs, captions) in illustrated texts

Level 3 Listening:

- Carrying out steps described orally to solve problems
- Completing graphic organizers or representations from oral comparisons

Level 3 Reading:

- Sequencing sentences descriptive of processes or procedures in informational texts
- Locating details in content area texts or media

Level 4 Listening:

- Identifying connectors in speech or text read aloud
- Identifying content-related ideas and details in oral discourse

Level 4 Reading:

- Illustrating cause/ effect relationships in content area texts
- Classifying main ideas and details in informational or explanatory texts

Level 5 Listening:

- Identifying the purpose of language/the message in each content area
- Following a series of short oral directions to create models of content-area phenomena or processes

Level 5 Reading:

- Identifying relevant information from texts on the same content area topic (e.g., in open sorts)
- Identifying the main purpose of texts



Level 6 Listening:

- Distinguishing shades of meaning among closely related words in oral discourse (e.g., jump/leap, huge/ enormous)
- Comparing strategies from extended oral discourse

Level 6 Reading:

- Describing the connection between a series of historical events, scientific ideas, or steps in technical procedures in texts
- Connecting ideas with details in extended content area texts

Grade 2-3 WIDA Can-Do Descriptor: Key Use of Explain Explain by:

Level 1 Speaking:

- Describing the outcomes of experiments or stories with guidance and visual support
- Naming or answering Wh-questions related to classroom routines (e.g., "What do we do now?")

Level 1 Writing:

- Listing and illustrating ideas
- Stating facts associated with images or illustrations

Level 2 Speaking:

- Naming steps in processes or procedures
- Describing familiar phenomena in words or phrases

Level 2 Writing:

- Describing elements of processes or procedures
- Stating how something happens using illustrations and sequential language (e.g., eruption of volcanoes)

Level 3 Speaking:



- Describe relationships between objects or uses for tools
- Expressing cause and effect of behaviors or events

Level 3 Writing:

- Comparing causes of different phenomena
- Stating ideas about content-related topics

Level 4 Speaking:

- Stating details of processes or procedures
- Describing consequences of behaviors or occurrences

Level 4 Writing:

- Relating details and illustrating stages of different cycles (e.g. frogs, plants)
- Describing strategies to solve problems

Level 5 Speaking:

- Connecting ideas in content-related presentations
- Elaborating on the cause of various phenomena (e.g., shooting stars, sunsets)

Level 5 Writing:

- Describing details of processes, procedures, and events
- Producing "how to" manuals based on personal experiences or scientific experiments

Level 6 Speaking:

- Elaborating on ideas in light of conversations among students
- Synthesizing main ideas from supporting details of text read aloud or information obtained from diverse media

Level 6 Writing:

- Elaborating topics with facts, definitions, and details
- Comparing different strategies related to procedures or problem-solving



 Kindergarten WIDA Can-Do Descriptor: Key Use of Argue Process arguments by: Level 1 Listening: Identifying personal choices (e.g., "Show me your favorite") from different examples Classifying everyday objects by descriptive features (e.g., red ones, blue ones) 	 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
 Level 1 Reading: Pointing to labeled pictures or objects of personal preferences Matching illustrations to words of personal interest as modeled 	
 Level 2 Listening: Discriminating between words and phrases related to personal choices (e.g., "The park or the zoo?") Identifying oral preferences stated by others (e.g., choosing pictures or objects) 	
 Level 2 Reading: Classifying labeled pictures of personal choices from stories according to different character traits Making choices from illustrated descriptions read aloud and sharing with peers (e.g., based on "or" phrases) 	
 Level 3 Listening: Acting out opposites using gestures (e.g., through songs or chants) Responding nonverbally to show agreement or disagreement with opinions of others (e.g., thumbs up, thumbs down) 	
Level 3 Reading:Predicting next steps, actions, or events in informational	



•	text and stories read aloud (e.g., by pointing to pictures) Indicating agreement or disagreement with authors' points of view of text read aloud with a partner	
•	Listening: Drawing to make predictions from illustrated stories read aloud (e.g., "What happens next?") Classifying fact from fiction in oral discourse (e.g., through physical responses or sorting pictures)	
•	Reading: Interpreting pictures in informational text as true or false in small groups Comparing choices of different characters in illustrated text read aloud (e.g., using T charts)	
•	Listening: Agreeing or disagreeing with oral claims using gestures (e.g., "Tomorrow will be hotter than today.") Identifying reasons for choices in real life scenarios read aloud (e.g., by circling pictures)	
•	Reading: Evaluating situations in picture books and matching them to related reasons for choices Agreeing or disagreeing with actions of characters in illustrated text read aloud	
•	Listening: Interpreting which side to take and why from dialogs or short conversations Identifying details of stories or scenarios read aloud that represent different points of view	
	Reading: Identifying different points of view from illustrated text	



 with prompting and support Identifying similarities in and differences between two texts on the same topic (e.g., pasting or matching words found in both sources) 	
Kindergarten WIDA Can-Do Descriptor: Key Use of Argue Argue by:	
 Level 1 Speaking: Stating personal likes from oral prompts (e.g., sports, food, animals) Naming choices from models (e.g., "Apple or banana?") 	
 Level 1 Writing: Illustrating likes or dislikes from real-life objects or pictures Drawing or making collages about personal interests or content-related topics in small groups 	
 Level 2 Speaking: Stating personal preferences (e.g., "I like this.") Agreeing or disagreeing with familiar questions (e.g., "Are you ready?" "Yes I am.") 	
 Level 2 Writing: Drawing and reproducing words about preferences (e.g., from charts or posters) Stating personal choices from models (e.g., labeling photos or drawings of self) 	
 Level 3 Speaking: Stating personal preferences or opinions (e.g., "Recess is best.") Predicting everyday situations or events from illustrations Level 3 Writing: Agreeing or disagreeing with choices (e.g., producing 	



"yes" or "no")	from models
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Completing text about personal opinions on different topics (e.g., "I like ____.")

Level 4 Speaking:

- Expressing likes, dislikes, or preferences with reasons (e.g., "I like <u>because</u>.")
- Giving reasons for classifying familiar objects with classmates (e.g., in open sorts)

Level 4 Writing:

- Producing statements about choices using different models as examples (e.g., "I want to _____.")
- Building short sentences from personal preferences using pictures or photos with partners

Level 5 Speaking:

- Offering personal opinions about content-related ideas in small groups
- Giving reasons for content-related information when modeled (e.g., "These animals go together because they have spots.")

Level 5 Writing:

- Making requests to indicate preferences (e.g., "Can I have ...?")
- Listing reasons for content-related choices with guidance and support (e.g., "Why do you like number 5?")

Level 6 Speaking:

- Agreeing or disagreeing with reasons for categorizing content-related information with a partner
- Stating personal opinions with justification for content-related ideas or topics

Level 6 Writing:

• Composing opinion pieces using content-related



 language with prompting and support Making claims using content-related language about topics or books (e.g., dictated to adults)
Grade 1 WIDA Can-Do Descriptor: Key Use of Argue Process arguments by:
 Level 1 Listening: Answering questions about likes and preferences Identifying words or phrases that express opinions
 Level 1 Reading: Categorizing labeled pictures or photographs Identifying opinions from illustrated statements (e.g., likes and dislikes)
 Level 2 Listening: Evaluating options to make personal choices from oral simple sentences Signaling agreement or disagreement with short oral statements using gestures (e.g., "Today is Monday." "Clap one time for yes. Clap two times for no.")
 Level 2 Reading: Identifying information related to events from graphics (e.g., birthday charts, weather calendars) Sharing likes and dislikes using environmental print
 Level 3 Listening: Classifying objects according to descriptive oral statements Following conditional directions (e.g., "Raise two hands if you like ice cream.")
Level 3 Reading: Identifying persuasive words in written phrases or



 statements in context (e.g., "have to," "must") Identifying language of wants and needs in illustrated short stories read aloud
 Level 4 Listening: Organizing information from oral comparisons of people or objects Identifying claims about real-life objects or events based on observations or experiences
 Level 4 Reading: Distinguishing characters' opinions or preferences from illustrated text read aloud Determining the author's point of view from illustrated texts
 Level 5 Listening: Identifying claims and reasons from oral discourse Identifying reasons for choices from oral stories
 Level 5 Reading: Determining what happens next from illustrated observations Identifying evidence or reasons in peers' written text
 Level 6 Listening: Identifying reasons authors give to support points in text read aloud Distinguishing opinions from reasons in oral discourse
 Level 6 Reading: Predicting meaning of words based on clues from sentence-level context Identifying similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures)



Grade 1 WIDA Can-Do Descriptor: Key Use of Argue Argue by:

Level 1 Speaking:

- Expressing preferences in naming and pointing to objects
- Repeating language to express agreement or disagreement

Level 1 Writing:

- Indicating agreement with opinions of others using labeled drawings
- Drawing icons or symbols to represent preferences

Level 2 Speaking:

- Responding to short statements or questions about choices (e.g., "I am sure." "I am not sure.")
- Stating likes and dislikes to participate in conversations with peers

Level 2 Writing:

- Producing simple sentences from models about likes, wants, and needs (e.g., "I like..., I don't like...")
- Supplying facts about topics

Level 3 Speaking:

- Describing characters or objects using pictures or actions
- Stating choices of materials or supplies and reasons for their selection

Level 3 Writing:

- Participating in interactive journals with peers
- Stating preferences related to social and academic topics (e.g., "I want to go...")


Level 4 Speaking:

- Justifying the use of objects for particular purposes
- Supporting content-related ideas with examples

Level 4 Writing:

- Describing patterns in processes and stories to use as evidence
- Stating reasons for particular claims or opinions in content-related topics

Level 5 Speaking:

- Comparing and contrasting content-related ideas (e.g., "Winter is hot in Hawaii. Winter is cold in Alaska.")
- Providing evidence for specific claims

Level 5 Writing:

- Providing simple edits to peers' writing
- Elaborating content-related claims with examples

Level 6 Speaking:

- Defending solutions to simple problems
- Elaborating reasons to justify content-related ideas

Level 6 Writing:

- Using persuasive language in a variety of sentences
- Producing opinion pieces by stating an opinion and providing a connected reason

Grade 2-3 WIDA Can-Do Descriptor: Key Use of Argue Process arguments by:

Level 1 Listening:

 Indicating personal points of view in response to oral phrases or short sentences (e.g., by thumbs up/thumbs down; agree/disagree cards)



Identifying preferences from short oral statements	
 Level 1 Reading: Identifying facts in illustrated informational text read orally Identifying language related to likes, needs, and wants in labeled illustrations 	
 Level 2 Listening: Distinguishing opinions from facts from peers' oral presentations Categorizing content-based pictures or objects from oral descriptions (e.g., "animals that form groups to help members survive") 	
 Level 2 Reading: Distinguishing fact from fiction (e.g., using sentence strips or highlighting texts) Identifying claims or opinions in illustrated texts 	
 Level 3 Listening: Identifying similarities and differences from oral content-related materials or equipment Identifying different points of view in short oral dialogues 	
 Level 3 Reading: Identifying different ideas or opinions in written texts Identifying general academic and content-related words and phrases in text relevant to the genre/key use (e.g., "once upon a time" indicates a fairy tale) 	
 Level 4 Listening: Interpreting oral information from different sides Identifying opposing sides of arguments in dialogues Level 4 Reading: Sorting content-related information according to specific 	



criteria (e.g., pros and cons)

Identifying reasons to strengthen arguments

Level 5 Listening:

- Comparing oral arguments with representations and models
- Identifying claims in oral presentations

Level 5 Reading:

- Identifying data from written sources to support positions
- Matching opinions to reasons in informational texts and literature

Level 6 Listening:

- Identifying evidence to support claims/ opinions from multimedia
- Following agreed-upon rules for discussions around differing opinions

Level 6 Reading:

- Identifying authors' point of view in texts
- Evaluating characters, settings, and events from a variety of media

Grade 2-3 WIDA Can-Do Descriptor: Key Use of Argue Argue by:

Level 1 Speaking:

- Stating a claim or position from models or examples
- Sharing facts as evidence using sentence starters or sentence frames

Level 1 Writing:

- Indicating decisions or preferences through labeled pictures, words, or phrases
- Providing evidence of natural phenomena or opinions



Level 2 Speaking: • Telling what comes next and showing why • Sharing reasons for opinions or claims (e.g., science experiments) Level 2 Writing: • Participating in shared opinion writing experiences Connecting preferences, choices, or opinions to reasons Level 3 Speaking: • Describing organizing categories for content-related information (e.g., fish/birds, forests/ deserts) Asking and answering guestions in collaborative groups Level 3 Writing: Communicating different content-related ideas or opinions Describing pros and cons related to social issues or familiar topics Level 4 Speaking: • Defend claims or opinions to content-related topics • Posing different solutions to content-related issues or problems

Level 4 Writing:

- Supporting main ideas or opinions with evidence from texts
- Providing evidence to support or refute peers' ideas

Level 5 Speaking:

- Expressing and supporting different ideas with examples
- Providing evidence to defend own ideas



through labeled drawings

 Level 5 Writing: Producing persuasive pieces supported by multiple reasons or details Stating reasoning for content-related choices Level 6 Speaking: Connecting personal comments to the remarks of others to build a case for ideas or opinions Summarizing ideas or opinions from two sides Level 6 Writing: Elaborating on opinions and reasons Comparing and contrasting important points and details presented in two texts on the same topic 	
 Sample of Standard and Matrices for Grade 4, Grade 5, Grade 6, Grade 7, Grade 8, Grade 9, Grade 10, Grade 11, and Grade 12 ELD Standard 1: Social and Instructional Language (WIDA, 2012, pages 68, 74, 80, 86, 92, 98, and 104). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Recount Process recounts by: Level 1 Listening: Matching oral words and phrases to content-related pictures or objects Identifying the topic in oral statements Level 1 Reading: Identifying words in context during oral reading of illustrated text on familiar topics or experiences Highlighting previewed or familiar phrases Level 2 Listening: Classifying time-related language in oral statements (e.g., present, past, future) 	 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



• Connecting the context of narratives (e.g., the who, what, when, & where) to illustrations

Level 2 Reading:

- Classifying time-related language in text as present or past
- Identifying the "who," "what," "where," and "when" in narrative text with a partner

Level 3 Listening:

- Identifying the beginning, middle and end in oral retelling of a text
- Following tasks and directions retold by peers

Level 3 Reading:

- Sequencing events in stories or content-related processes
- Identifying main ideas in narrative and informational text

Level 4 Listening:

- Sequencing events or steps based on oral reading of informational text
- Recognizing the language of related genres (e.g., news reports, historical accounts)

Level 4 Reading:

- Connecting details to main ideas or themes
- Identifying conclusions in multi-paragraph text

Level 5 Listening:

- Identifying related information from multiple sources presented orally
- Recognizing the key historical, scientific or technical language used in a mini-lecture

Level 5 Reading:

• Becoming familiar with the language of related genres



(e.g., news reports, historical accounts)Summarizing information from multiple related sources	
 Level 6 Listening: Identifying the overall structure (e.g., chronology) of events, ideas, concepts, or information in oral presentations Differentiating similarities and differences of information presented through multimedia and written text 	
 Level 6 Reading: Identifying the overall structure (e.g., chronology) of events, ideas, concepts, or information in text Highlighting events or procedures that happened in historical, scientific, or technical text 	
Grade 4-5 WIDA Can-Do Descriptor: Key Use of Recount Recount by:	
 Level 1 Speaking: Stating key words and phrases associated with the content using visual or graphic support Communicating personal experiences orally 	
 Level 1 Writing: Communicating personal experiences through drawings and words Reproducing a series of events through illustrated text 	
 Level 2 Speaking: Retelling short stories or content-related events Stating procedural steps across content areas 	
 Level 2 Writing: Listing procedural steps across content areas Listing positive and negative effects of events in 	



informational or na	arrative text
been rehearsed	d content-related information that has in classroom conversations on social cs
	nd phrases reflective of main ideas using concrete words and phrases
Level 4 Speaking: Giving content-rela Sequencing steps	ated oral reports to solve a problem
transitional words,	ce of events using a variety of phrases, and clauses mation across related texts (e.g.,
a team	al and content-related experiences in Id specific vocabulary when sharing n
Level 5 Writing: Producing content Creating narratives and content	-related reports s that connect personal experiences
0	ussions on content-related topics cs with descriptive details using varied



vocabulary

Level 6 Writing:

- Summarizing content-related information
- Using narrative themes to extend the storyline

Grade 6-8 WIDA Can-Do Descriptor: Key Use of Recount Process recounts by:

Level 1 Listening:

- Identifying familiar objects or places from oral statements
- Pointing to objects, people, or places based on short oral descriptions

Level 1 Reading:

- Identifying responses to Wh-questions in charts or illustrated text
- Identifying icons in graphs, charts, and environmental print related to familiar topics

Level 2 Listening:

- Sequencing labeled visuals per oral directions
- Identifying settings or time frames in narrative or informational scenarios read aloud

Level 2 Reading:

- Sequencing illustrated text of narrative or informational events
- Locating main ideas in a series of simple sentences

Level 3 Listening:

- Matching main ideas of familiar text read aloud to visuals
- Stating the next event in a series based on clues from narrative or informational oral texts

Level 3 Reading:

• Identifying topic sentences, main ideas, and details in



paragraphs

 Connecting people to actions based on oral descriptions with details

Level 4 Listening:

- Identifying main ideas and details in oral discourse
- Evaluating oral presentations of peers based on criteria for success

Level 4 Reading:

- Ordering paragraphs in narrative and informational text
- Identifying summaries of passages in a variety of genres

Level 5 Listening:

- Categorizing details of content-related main ideas seen and heard in videos or other technologies
- Sequencing a series of illustrated events from oral passages (e.g., historical recaps)

Level 5 Reading:

- Sequencing main ideas, events, and conclusions in narrative and informational text
- Matching details of content-related topics to main ideas

Level 6 Listening:

- Identifying key ideas expressed orally
- Identifying new information expressed by others

Level 6 Reading:

- Identifying a central idea of a text and how it is conveyed through particular details; summarizing text absent personal opinions or judgments
- Evaluating how a central event is introduced, illustrated, and elaborated in text (e.g., through examples or anecdotes)



Grade 6-8 WIDA Can-Do Descriptor: Key Use of Recount Recount by:

Level 1 Speaking:

- Answering select Wh-questions
- Naming and briefly describing past community or school events using visual support (e.g., posters, photographs)

Level 1 Writing:

- Producing labeled illustrations of conclusions reached in problem-solving with a partner
- Reproducing words and phrases related to topics (e.g., including cognates)

Level 2 Speaking:

- Stating main ideas or points of classroom conversations
- Restating details of content-related topics (in home language and English) in small groups

Level 2 Writing:

- Completing sentences using word banks
- Producing statements related to main ideas on familiar topics in home language and English

Level 3 Speaking:

- Relating a series of events by expressing time in multiple tenses
- Connecting ideas in content-related discourse using transitions

Level 3 Writing:

- Producing short paragraphs with main ideas and some details
- Composing dialogues or blogs based on personal experiences



 Level 4 Speaking: Paraphrasing and summarizing content-related ideas presented orally Connecting ideas with supporting details in a variety of oral venues
 Level 4 Writing: Producing content-related reports Reproducing a sequence of events or experiences using transitional words
 Level 5 Speaking: Producing oral multimedia, content-related reports based on research from multiple sources Tracing the evolution of literary characters, themes, and plots from different venues (e.g., digital text or video)
 Level 5 Writing: Producing research reports using multiple sources Summarizing conclusions reached from steps in problem-solving or conducting experiments
 Level 6 Speaking: Restating new information expressed by others in extended speech Posing questions that elicit elaboration and responding to others' questions and comments
 Level 6 Writing: Providing a concluding statement or section that follows from and supports the information presented Conveying sequence, signaling shifts from one time frame to another, and showing the relationships among experiences and events Grade 9-12 WIDA Can-Do Descriptor: Key Use of Recount Process recounts by:



Level 1 Listening:

- Matching everyday oral content-related words and phrases to pictures, diagrams, or photographs
- Selecting resources, places, products, or figures from oral statements and visual supports

Level 1 Reading:

- Matching key content-related terms and ideas to images, graphs, icons, or diagrams
- Sequencing illustrated text of narrative or informational events

Level 2 Listening:

- Matching oral descriptions of characters or main events in content-related topics
- Following modeled oral commands

Level 2 Reading:

- Identifying patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion)
- Locating main ideas in a series of related sentences

Level 3 Listening:

- Identifying main ideas from short content-related oral presentations
- Classifying examples of genres read aloud (e.g., types of narration)

Level 3 Reading:

- Recognizing lexical chains that show how characters and ideas are labeled across the text
- Identifying detailed descriptions, procedures, and information in paragraphs



Level 4 Listening:

- Following the steps of content-related tasks or assignments given orally
- Identifying details from oral discussions (e.g., when, who, where, what, and why)

Level 4 Reading:

- Identifying how the authors make language choices and adjusts for audience and purpose
- Reflecting on various accounts of a subject told in different media (e.g., print and multimedia)

Level 5 Listening:

- Reconstructing past experiences or series of events based on oral discourse
- Recognizing nuanced meanings of words and phrases in extended oral discourse

Level 5 Reading:

- Identifying how text structure supports comprehension and retrieval of information and details
- Identifying the central idea or theme and how it is supported by clear descriptions and extended details

Level 6 Listening:

- Categorizing perspectives of multiple speakers
- Identifying important information on specific events and concepts from lectures and presentations

Level 6 Reading:

- Analyzing and comparing how authors use language for specific purposes and audiences
- Identifying how authors develop and maintain cohesion by connecting ideas or events in extended texts

Grade 9-12 WIDA Can-Do Descriptor: Key Use of Recount Recount by:



Level 1 Speaking:

- Naming and briefly describing content topics using visual support (e.g., posters, diagrams, pictures)
- Answering select yes/no or Wh-questions

Level 1 Writing:

- Listing content words or phrases that relate to the topic
- Including images, diagrams, and charts to add details to the topic

Level 2 Speaking:

- Restating information using content-specific terms
- Providing examples of content-related information previously studied

Level 2 Writing:

- Following patterns specific to narrative or informational text (e.g., orientation, presentation of events, conclusion)
- Sequencing narratives or informational text using linking words and phrases

Level 3 Speaking:

- Posing and responding to questions in small group discussions
- Describing the sequence of processes, cycles, procedures, or events with details

Level 3 Writing:

- Summarizing content-related material
- Including important information and related details

Level 4 Speaking:

- Presenting factual information on content-related topics to the class
- Paraphrasing and summarizing content-related ideas in



large and small groups	
 Level 4 Writing: Creating narrative or informational extended text of past events or experiences (e.g., lab reports, current events) Connecting main points, events, and central ideas to conclusions 	
 Level 5 Speaking: Engaging in extended discussion of effects, impacts, or events related to content topics Giving multimedia oral presentations on content-related material learned from various sources 	
 Level 5 Writing: Sequencing using language that creates coherence Organizing information according to content-specific expectations 	
 Level 6 Speaking: Adjusting presentation style, degree of formality, word choice, tone, and information to the context and audience Presenting information that follows discipline-specific organization (e.g., orientation to topic, sequence of events, conclusion) 	
 Level 6 Writing: Summarizing content-related notes from lectures or readings Producing research reports using multiple sources of information 	
Same as above.	 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
 Grade 4-5 WIDA Can-Do Descriptor: Key Use of Explain Process explanations by: Level 1 Listening: Sequencing oral procedures or cycles with images Distinguishing key words and phrases related to phenomena Level 1 Reading: Matching illustrated words/ phrases to causal or sequential language Sequencing sentences strips to show content-area processes from illustrated texts Level 2 Listening: Organizing routine causal or sequential relationships described orally 	 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
 Following oral directions to show recurring steps in cycles or problem-solving Level 2 Reading: Identifying different types of connectors (e.g., first, next, because, so) Identifying key words and phrases that describe the topic 	
or phenomena Level 3 Listening: Interpreting cause and effect relationships in conversations Recognizing relationships in a series of oral statements 	



Level 3 Reading:	
 Matching causes with effects Identifying words or phrases to determine the type of 	
explanation (e.g., linear sequence, cycle, system)	
Level 4 Listening:	
Identifying precise details, descriptions, or comparisons	3
 that support conversation Following oral information on how or why phenomena 	
occur	
Level 4 Reading:	
 Identifying the different words or phrases that are used to describe the same topic or phenomena 	
 Organizing information on how or why phenomena occur 	ur
Level 5 Listening:	
Recognizing language used to enhance the specificity of	of
 phenomena in class discussions Identifying components of systems (e.g., ecosystems, 	
branches of government) in small group interactions	
Level 5 Reading:	
 Identifying how text provides clear details of the topic or phenomena 	r
Identifying components of systems (e.g., ecosystems,	
government)	
Level 6 Listening:	
 Interpreting the specific language used to enhance descriptions of phenomena 	
 Attending to the language related to events or 	
phenomena in peer presentations	
Level 6 Reading:	



•	Identifying how text presents information in a factual or
	neutral manner

 Evaluating the specific language used to enhance descriptions of phenomena

Grade 4-5 WIDA Can-Do Descriptor: Key Use of Explain Explain by:

Level 1 Speaking:

- Naming components of phenomena using illustrations, photographs, or diagrams
- Demonstrating procedures using realia

Level 1 Writing:

- Producing short-answer responses to questions using word/ phrase banks
- Labeling charts and graphs to describe phenomena (e.g., organisms in ecosystems)

Level 2 Speaking:

- Giving reasons why or how something works using diagrams, charts or images
- Stating key words or phrases in processes in a sequential order

Level 2 Writing:

- Using key terms related to phenomena
- Ordering linear and cyclical sequences of phenomena (e.g., the steps of how a volcano erupts)

Level 3 Speaking:

- Stating clear sequential procedures to peers
- Comparing data or information

Level 3 Writing:

• Connecting related ideas or concepts using linking words



•	Answering "how" or "why" questions (e.g., "How does the
	water cycle work?" "Why are there three branches of
	government?")

Level 4 Speaking:

- Connecting the sequential, cyclical, or causal relationships of content-related issues and concepts
- Presenting detailed information in small groups

Level 4 Writing:

- Presenting information on processes or phenomena from a variety of sources
- Elaborating topics with facts, definitions, concrete details, or quotations and examples

Level 5 Speaking:

- Elaborating by adding precision and details to content-related sequence or causal phenomena
- Describing relationships of components within systems (e.g., ecosystems, government)

Level 5 Writing:

- Describing how factors contribute to events or outcomes
- Describing how systems relate or interact

Level 6 Speaking:

- Analyzing how variables contribute to events or outcomes
- Maintaining a formal register

Level 6 Writing:

- Presenting information on processes or phenomena supported by facts and details in essays and reports
- Selecting the appropriate organizational structure for the particular purpose



Grade 6-8 WIDA Can-Do Descriptor: Key Use of Explain Process explanations by:

Level 1 Listening:

- Matching instructional language, given orally, with visual representation (e.g., "Show me your schedule.")
- Identifying functions of content-related topics based on short oral statements reinforced visually (e.g., organisms in ecosystems)

Level 1 Reading:

- Matching content-related objects, pictures, or media to words and phrases
- Identifying social or academic topics highlighted in text

Level 2 Listening:

- Classifying content-related visuals per oral descriptions (e.g., environmental v. genetic factors)
- Matching oral sentences of cause and effect to illustrations (e.g., weather or climate conditions)

Level 2 Reading:

- Comparing ideas on the same topic in a series of simple sentences
- Identifying how content-related phenomena relate to one another in illustrated text or media

Level 3 Listening:

- Matching main ideas of familiar text read aloud with visuals
- Showing differences between or among content-related phenomena described orally (e.g., descriptive statistics)

Level 3 Reading:

• Illustrating relationships between main ideas and details



in paragraphs	
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• Sequencing steps or events to describe processes (e.g., solving math problems)

Level 4 Listening:

- Identifying relationships between people, ideas, or events in oral discourse
- Matching complex oral descriptions to images, graphs, or formulas

Level 4 Reading:

- Matching content-related cause to effect in graphically-supported text
- Highlighting text evidence that points to how systems function (e.g., different forms of government)

Level 5 Listening:

- Carrying out a series of oral directions to construct mathematical or scientific models
- Connecting details to main ideas based on extended oral discourse

Level 5 Reading:

- Sorting grade-level text by highlighting elements of the genre (e.g., differentiating the "how" from the "why")
- Sequencing events based on cause and effect (e.g., how machines operate)

Level 6 Listening:

- Evaluating main ideas and supporting details presented in diverse media and oral formats
- Developing models from oral discourse and multimedia (e.g., YouTube videos)

Level 6 Reading:

Comparing and contrasting information from



experiments, simulations, videos, or multimedia sources with that of text on the same topics

• Identifying factors that contribute to phenomena in explanations

Grade 6-8 WIDA Can-Do Descriptor: Key Use of Explain Explain by:

Level 1 Speaking:

- Comparing attributes of real-life objects with a partner
- Showing how to solve real-world problems using symbols, numerals, graphs, or diagrams

Level 1 Writing:

- Indicating relationships by drawing and labeling content-related pictures on familiar topics
- Describing processes or cycles by labeling diagrams and graphs

Level 2 Speaking:

- Describing situations from modeled sentences
- Connecting two content-related ideas that define "how" or "why"

Level 2 Writing:

- Connecting short sentences
- Comparing illustrated descriptions of content-related concepts (e.g., mitosis v. meiosis)

Level 3 Speaking:

- Demonstrating how to conduct experiments, engage in processes, or solve problems with supports
- Stating why events occur, phenomena exist, or some things happen

Level 3 Writing:



- Comparing and contrasting information, events, or characters
- Producing descriptive paragraphs around a central idea

Level 4 Speaking:

- Comparing content-related concepts
- Connecting ideas with supporting details to show relationships (e.g., characters' actions to their feelings)

Level 4 Writing:

- Describing relationships between details or examples and supporting ideas
- Connecting content-related themes or topics to main ideas

Level 5 Speaking:

- Giving demonstrations with step-by-step details (e.g., converting Fahrenheit to Celsius)
- Evaluating the significance of events, people, or phenomena in oral presentations

Level 5 Writing:

- Producing informational text around graphs and charts
- Comparing content-related ideas from multiple sources in essays, reports, and narratives

Level 6 Speaking:

- Adapting speech to a variety of contexts and tasks (e.g., use of register)
- Posing questions that connect several speakers' ideas and responding to others' ideas

Level 6 Writing:

- Determining two or more central ideas in text and tracing their development
- Evaluating the interactions between individuals, events,



and ideas in text (e.g., how ideas influence individuals or events and the converse)

Grade 9-12 WIDA Can-Do Descriptor: Key Use of Explain Process explanations by:

Level 1 Listening:

- Ordering events or stages of phenomena from oral statements
- Identifying words and phrases related to sequence

Level 1 Reading:

- Identifying key words and phrases that describe the topics or phenomena
- Recognizing sequence statements and illustrations that describe phenomena

Level 2 Listening:

- Sequencing steps in processes or procedures described orally
- Comparing information, symbols, or icons on charts or tables described orally

Level 2 Reading:

- Identifying different types of connectors that show relationships between topics and phenomena
- Differentiating between technical and everyday vocabulary that describe phenomena

Level 3 Listening:

- Recognizing relationships in a series of oral statements
- Identifying causes for particular events or phenomena in short oral presentations

Level 3 Reading:

Identifying how language provides clarity and precision



• Summarizing information with diagrams, models, flow charts, or illustrations

Level 4 Listening:

- Identifying components of systems from multimedia
- Interpreting cause and effect from oral discourse

Level 4 Reading:

- Identifying the interdependence of parts of systems (e.g., technical, government, chemical)
- Comparing information on phenomena across a variety of multimedia sources

Level 5 Listening:

- Identifying effects and consequences of events and phenomena from class discussions
- Identifying interdependence of different parts of systems from multimedia presentations

Level 5 Reading:

- Identifying how authors connect related ideas across paragraphs with abstraction, complex sentences, and technical terms
- Tracing the central idea of text and how it develops, including how it is shaped by specific details, extended definitions, facts, quotes, or examples

Level 6 Listening:

- Recognizing specific language used to enhance clarity and precision
- Recognizing and following language related to the same event or phenomenon throughout presentations

Level 6 Reading:

• Recognizing discipline-specific patterns(e.g., orienting



 the reader, part-whole classification, neutral/ authoritative tone) Identifying authors' precision and accuracy in classifications, comparisons, accounts, or procedures as a result of clear language choices
Grade 9-12 WIDA Can-Do Descriptor: Key Use of Explain Explain by:
 Level 1 Speaking: Ordering events or stages of phenomena with sequential language (e.g., first, next, step 1) Using words and phrases to identify visually supported phenomena
 Level 1 Writing: Producing short responses to questions using word/phrase banks Labeling charts, graphs, timelines, or cycles to describe phenomena
 Level 2 Speaking: Naming properties, characteristics or features of illustrated content-related topics Posing and responding to Wh-questions that relate to phenomena
 pnenomena Level 2 Writing: Using transitions and connectors to show causal relationships or procedures Choosing everyday or technical language to describe phenomena
 Level 3 Speaking: Connecting causes to effects in a series of statements Sequencing processes, cycles, or procedures in short



extended discourse

Level 3 Writing:

- Choosing words and phrases to provide precise details, descriptions, comparisons, and ordered procedures
- Integrating headings, introductory statements, and other features to organize text

Level 4 Speaking:

- Describing components of systems in small groups and class discussions
- Providing precise words and phrases to provide details, descriptions, classifications, comparisons, causes/effects, or procedures

Level 4 Writing:

- Presenting information objectively by using a neutral tone appropriate to the content area
- Integrating images, diagrams, formulas, or charts to describe phenomena

Level 5 Speaking:

- Presenting information using an objective, neutral tone in extended discourse
- Using nominalization to compress information and maintain coherence (e.g., "This expansion...," "Weathering...," "An implication...")

Level 5 Writing:

- Synthesizing information and details about phenomena from a variety of sources
- Organizing information and details logically and cohesively

Level 6 Speaking:

• Providing precision and accuracy in classifications,



 procedures, processes, and accounts using abstraction, technical language, and a variety of active/passive verb forms Following discipline-specific organization (e.g., orienting the reader, details, conclusion) and supporting presentations with graphs, formulas, quotes or other media Level 6 Writing: Developing ideas about phenomena with relevant and sufficient facts, extended descriptions, concrete details, or quotations Maintaining discipline-specific patterns that bridge across key uses (e.g., explanation to argument in history, explanation to recount for information reports) Grade 4-5 WIDA Can-Do Descriptor: Key Use of Argue 	ELD-SI.4-12.Argue
 Grade 4-5 WIDA Can-Do Descriptor: Key Use of Argue Process arguments by: Level 1 Listening: Matching illustrations with oral points of view Identifying language related to facts or opinions from oral presentations Level 1 Reading: Identifying key words and phrases of claims Identifying a claim or an opinion in multimedia with a partner Level 2 Listening: Sorting evidence and claims from oral descriptions Distinguishing words and phrases related to opinions or facts from oral statements Level 2 Reading: Identifying language indicative of points of view 	 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



	Organizing evidence based on sequential language in texts
• [Differentiating between claims and evidence
Level 3	Listening:
•	Identifying different perspectives, stances, or points of
١	view
• F	Recognizing reasons for positions in oral presentations

Level 3 Reading:

- Identifying evidence from multiple places within text
- Identifying different perspectives, stances, or points of view

Level 4 Listening:

- Identifying evidence that supports predictions or hypotheses
- Differentiating between multiple points of view in class discussions

Level 4 Reading:

- Hypothesizing or predicting based on evidence
- Comparing multiple points of view on a topic

Level 5 Listening:

- Distinguishing certainty from uncertainty of spoken words or phrases in context
- Identifying the degree of formality in oral presentations

Level 5 Reading:

- Connecting personal experience with textual evidence to strengthen an interpretation of the text
- Evaluating the strength of evidence as support for claims

Level 6 Listening:

• Recognizing the strength of the quality of evidence



presented in oral discourse

• Identifying the purpose of arguments

Level 6 Reading:

- Evaluating claims and evidence by drawing from multiple print sources
- Differentiating from the strength of different pieces of evidence as support for claims

Grade 4-5 WIDA Can-Do Descriptor: Key Use of Argue Argue by:

Level 1 Speaking:

- Stating reasons for choices using words or phrases
- Answering yes/no or choice questions across content or personal preferences

Level 1 Writing:

- Selecting words and phrases to represent points of view using facts from illustrated text or posters
- Using key words or phrases related to the topic

Level 2 Speaking:

- Stating opinions based on experiences
- Responding to opinion statements of others with personal preferences

Level 2 Writing:

- Stating reasons for particular points of view
- Listing pros and cons of issues

Level 3 Speaking:

- Expressing opinions using content-area specific language
- Presenting content-based facts that support a position

Level 3 Writing:



- Connecting reasons to opinions supported by facts and details
- Making adjustments for audience and context

Level 4 Speaking:

- Stating relevant evidence for claims
- Responding to opinion statements of others with reasons or evidence

Level 4 Writing:

- Comparing and contrasting evidence for claims
- Providing reasons and evidence which support particular points

Level 5 Speaking:

- Supporting claims with evidence from various sources
- Using claims and evidence to persuade an audience

Level 5 Writing:

- Evaluating positive and negative implications associated with various positions (e.g., historical events, scientific discoveries)
- Including evidence from multiple sources

Level 6 Speaking:

- Countering with a different point of view
- Stating conclusions based on a summary of information from the various sides

Level 6 Writing:

- Organizing ideas and information logically and coherently
- Integrating information from multiple sources to provide evidence for claims

Grade 6-8 WIDA Can-Do Descriptor: Key Use of Argue



Process arguments by:

Level 1 Listening:

- Signaling agreement or disagreement of short oral statements or questions
- Identifying points of view (e.g., first or third person) from short statements

Level 1 Reading:

- Identifying words or phrases associated with topic choices
- Classifying true from false short statements

Level 2 Listening:

- Identifying claims from a series of oral statements
- Identifying evidence to support claims from charts and tables

Level 2 Reading:

- Distinguishing facts from opinions in text
- Identifying features associated with content-related claims

Level 3 Listening:

- Illustrating claims or reasons from oral narratives
- Identifying opposing perspectives from oral text (e.g., sides in wars, regimes, or revolutions)

Level 3 Reading:

- Identifying claims and the reasons for each claim
- Identifying opposing points of view

Level 4 Listening:

- Matching evidence to claims in oral discourse
- Formulating opinions based on evidence presented within oral discourse



Level 4 Reading:

- Identifying evidence to support analysis of what texts say (e.g., position papers)
- Classifying pros and cons of claims and evidence presented within written texts

Level 5 Listening:

- Establishing connections among claims, arguments, and supporting evidence within oral discourse
- Comparing opposing points-of-view presented within oral discourse

Level 5 Reading:

- Evaluating evidence presented in support of claims
- Developing a stance in favor of or against claims presented within content-related text

Level 6 Listening:

- Evaluating the soundness of opposing claims presented orally
- Identifying bias within claims in oral discourse

Level 6 Reading:

- Identifying specific evidence to support analyses of content area text
- Distinguishing among facts, reasoned judgment, and speculation in text

Grade 6-8 WIDA Can-Do Descriptor: Key Use of Argue Argue by:

Level 1 Speaking:

- Responding yes or no to short statements or questions related to a claim
- Expressing personal points of view (in home language



and English) in support of or against a claim

Level 1 Writing:

- Generating words and phrases that represent opinions (e.g., "I think...")
- Making lists of topic choices with peers

Level 2 Speaking:

- Answering simple questions related to claims
- Stating evidence to support claims (in home language and English)

Level 2 Writing:

- Stating opinions using evaluative language related to content (e.g., "I agree. Metric is better.")
- Connecting simple sentences to form content-related ideas

Level 3 Speaking:

- Critiquing opposing claims
- Evaluating the value of options in content-based situations

Level 3 Writing:

- Substantiating opinions with content-related examples and evidence
- Providing feedback to peers on language used for claims and evidence

Level 4 Speaking:

- Connecting ideas with supporting details or evidence
- Taking stances and summarizing ideas supporting them

Level 4 Writing:

• Crafting persuasive pieces (e.g., editorials) with a series of substantiated content-related claims



•	Composing scripts with protagonists and antagonists
Level •	5 Speaking: Engaging in debates on content-related topics with claims and counterclaims along with reasonable evidence Defending points of view with specific claims
Level •	5 Writing: Presenting opinions in persuasive essays or reports backed by content-related research Justifying ideas using multiple sources
	6 Speaking: Paraphrasing new information expressed by others and, when warranted, modifying views or positions Making presentations with multimedia components to clarify claims and emphasize salient points
Level •	6 Writing: Introducing claims and opposing claims, along with their associated reasons and evidence Closing with concluding statements or paragraphs that support claims
	e 9-12 WIDA Can-Do Descriptor: Key Use of Argue ss arguments by:
Level •	1 Listening: Matching oral information to pictures, diagrams, or photographs that show points of view Distinguishing words and phrases related to opinions or facts from oral statements
Level •	1 Reading: Identifying strengths, limitations, and potential biases


from oral presentation	าร
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 Organizing claims and counter claims presented in debates

Level 2 Listening:

- Recognizing the pros or cons of issues from short oral statements
- Identifying claims in oral statements

Level 2 Reading:

- Making connections between statements that make claims and those providing evidence
- Distinguishing language that identifies facts and opinions

Level 3 Listening:

- Organizing information related to different perspectives presented orally
- Identifying language choices that represent specific points of view from a series of oral statements

Level 3 Reading:

- Identifying their purposes and audiences
- Evaluating the strength of evidence statements

Level 4 Listening:

- Classifying claims and evidence from oral presentations
- Differentiating multiple perspectives presented orally

Level 4 Reading:

- Identifying persuasive language across content areas
- Following the progression of logical reasoning

Level 5 Listening:

- Identifying how language choices connect to particular audiences
- Evaluating the purpose of arguments presented by



others

Level 5 Reading:

- Recognizing multiple perspectives and points of view on any given issue
- Identifying evidence of bias and credibility of sources

Level 6 Listening:

- Identifying strengths, limitations, and potential biases from oral presentations
- Organizing claims and counter claims presented in debates

Level 6 Reading:

- Evaluating word choice and nuance as tools for distinguishing facts, claims, reasoned judgment, and opinions
- Identifying the logical connections among claims, counterclaims, reasons, and evidence

Grade 9-12 WIDA Can-Do Descriptor: Key Use of Argue Argue by:

Level 1 Speaking:

- Relating points of view with visual support (e.g., posters, photographs)
- Stating pros and cons listed visually on a topic

Level 1 Writing:

- Selecting words and phrases to represent points of view
- Listing pros and cons of issues

Level 2 Speaking:

- Responding to oral or written claims
- Offering facts or opinion statements as appropriate to discussion



 Level 2 Writing: Expressing claims with evidence (e.g., "Socialism is a good government system because") Listing content-related ideas that represent different points of view on issues 	
 Level 3 Speaking: Stating claims matched to evidence using a series of related sentences Suggesting details or reasons to reinforce points of view 	
 Level 3 Writing: Justifying reasons or opinions with evidence Summarizing opposing positions with evidence 	
 Level 4 Speaking: Taking stances and defending them with evidence (e.g., using data or citations) Comparing and contrasting different points of view 	
 Level 4 Writing: Evaluating and challenging evidence presented Creating persuasive essays or reports making adjustments for specific audiences 	
 Level 5 Speaking: Challenging evidence and claims in debates Convincing audiences of personal points of view using persuasive language 	
 Level 5 Writing: Organizing information to show logical reasoning Integrating multiple perspectives and evidence from a variety of sources Level 6 Speaking: 	



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 Organizing claims and counterclaims in debates with evidence from multiple sources Negotiating differing cultural perspectives in pairs or small groups
Level 6 Writing:
 Evaluating positive and negative implications associated with various positions (e.g., historical events, scientific discoveries, individuals) Organizing information logically and coherently to
represent contrasting views



Standard 2: Language of Language Arts English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.	
Language E	xpectations
2012	2020
Sample of Standard and Correlating Matrices for Kindergarten ELD Standard 2: The Language of Language Arts (WIDA, 2012, page 45). Kindergarten WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Kindergarten ELD Standard 2: The Language of Language Arts (WIDA, 2012, page 45). Kindergarten WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	 ELD-LA.K.Narrate.Expressive Construct language arts narratives (with prompting and support) that: Orient audience to story Describe story events
Sample of Standard and Correlating Matrices for Kindergarten ELD Standard 2: The Language of Language Arts (WIDA, 2012, page 45). Kindergarten WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Kindergarten ELD Standard 2: The Language of Language Arts (WIDA, 2012, <u>page 45</u>).	 ELD-LA.K.Inform.Expressive Construct informational texts in language arts (with prompting and support) that: Introduce topic for audience Describe details and facts



Kindergarten WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See <u>Social and Instructional Language</u> above)	
Sample of Standard and Correlating Matrices for Grade 1 ELD Standard 2: The Language of Language Arts (WIDA, 2012, page 51). Grade 1 WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by: Identifying a central message from key details Identifying how character attributes and actions contribute to an event Identifying words and phrases that suggest feelings or appeal to the senses
Sample of Standard and Correlating Matrices for Grade 1 ELD Standard 2: The Language of Language Arts (WIDA, 2012, page 51). Grade 1 WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	 ELD-LA.1.Narrate.Expressive Construct language arts narratives that: Orient audience to story Develop story events Engage and adjust for audience
Sample of Standard and Correlating Matrices for Grade 1 ELD Standard 2: The Language of Language Arts (WIDA, 2012, page 51). Grade 1 WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 ELD-LA.1.Inform.Interpretive Interpret informational texts in language arts by: Identifying main topic and/or entity and key details Asking and answering questions about descriptions of attributes and characteristics Identifying word choices in relation to topic or content area
Sample of Standard and Correlating Matrices for Grade 1 ELD Standard 2: The Language of Language Arts (WIDA, 2012, page 51). Grade 1 WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	 ELD-LA.1.Inform.Expressive Construct informational texts in language arts that: Introduce and define topic and/or entity for audience Describe attributes and characteristics with facts, definitions, and relevant details



Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 57 and 63). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by: Identifying a central message from key details Identifying how character attributes and actions contribute to event sequences Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language
Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 57 and 63). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	 ELD-LA.2-3.Narrate.Expressive Construct language arts narratives that: Orient audience to context Develop story with time and event sequences, complication, resolution, or ending Engage and adjust for audience
Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 57 and 63). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by: Identifying the main idea and key details Referring explicitly to descriptions for themes and relationships among meanings Describing relationship between a series of events, ideas or concepts, or procedural steps
Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 57 and 63). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	 ELD-LA.2-3.Inform.Expressive Construct informational texts in language arts that: Introduce and define topic and/or entity for audience Add details to define, describe, compare, and classify topic and/or entity Develop coherence and cohesion throughout text
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 69 and 75).	 ELD-LA.4-5.Narrate.Interpretive Interpret language arts narratives by: Identifying a theme from details



Grade 4-5 WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 Analyzing how character attributes and actions develop across event sequences Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 69 and 75). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	 ELD-LA.4-5.Narrate.Expressive Construct language arts narratives that: Orient audience to context Develop and describe characters and their relationships Develop story with complication and resolution, time and event sequences Engage and adjust for audience
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 69 and 75). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 ELD-LA.4-5.Inform.Interpretive Interpret informational texts in language arts by: Identifying and summarizing main ideas and key details Analyzing details and examples for key attributes, qualities, and characteristics Evaluating the impact of key word choices in a text
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 69 and 75). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	 ELD-LA.4-5.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 and details to define, describe, compare, and classify topic and/or entity Develop coherence and cohesion throughout text
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 69 and 75). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Argue Listening and Reading (See Social and Instructional Language	 ELD-LA.4-5.Argue.Interpretive Interpret language arts arguments by: Identifying main ideas Analyzing points of view about the same event or topic Evaluating how details, reasons, and evidence support particular points in a text



above)	
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 69 and 75). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language above)	 ELD-LA.4-5.Argue.Expressive Construct language arts arguments that: Introduce and develop a topic clearly; state an opinion Support opinions with reasons and information Use a formal style Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 81, 87, and 93). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 81, 87, and 93). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 81, 87, and 93). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 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



Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 81, 87, and 93). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 81, 87, and 93). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Argue Listening and Reading (See Social and Instructional Language above)	 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)
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 81, 87, and 93). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11, and Grade 12 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 99 and 105). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 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	
Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11, and Grade 12 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 99 and 105). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	 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 	
Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11, and Grade 12 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 99 and 105). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 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 	
Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11, and Grade 12 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 99 and 105). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	 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 	
Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11, and Grade 12 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 99 and 105). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Argue	 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 	



Listening and Reading (See Social and Instructional Language above)	 view or purpose Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims
Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11, and Grade 12 ELD Standard 2: The Language of Language Arts (WIDA, 2012, pages 99 and 105).	 ELD-LA.9-12.Argue.Expressive Construct language arts arguments that: Introduce and develop precise claims and address counterclaims
Grade 9-12 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language above)	 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



Standard 3: Language of Mathematics English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.	
Language Expectations	
2012	2020
Sample of Standard and Correlating Matrices for Kindergarten ELD Standard 3: The Language of Mathematics (WIDA, 2012, page 46).	 ELD-MA.K.Inform.Interpretive Interpret mathematical informational texts (with prompting and support) by: Identifying concept or object Describing quantities and attributes
Kindergarten WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See <u>Social and Instructional Language</u> above)	
Sample of Standard and Correlating Matrices for Kindergarten ELD Standard 3: The Language of Mathematics (WIDA, 2012, page 46). Kindergarten WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 1 ELD Standard 3: The Language of Mathematics (WIDA, 2012, page 52). Grade 1 WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 ELD-MA.1.Inform.Interpretive Interpret mathematical informational texts by: Identifying concept or entity Describing attributes and characteristics
Sample of Standard and Correlating Matrices for Grade 1 ELD Standard 3: The Language of Mathematics (WIDA, 2012, page 52).	 ELD-MA.1.Inform.Expressive Construct mathematical informational texts that: Define or classify concept or entity Describe a concept or entity



Grade 1 WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	Compare/contrast concepts or entities
Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 3: The Language of Mathematics (WIDA, 2012, pages 58 and 64). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Explain Listening and Reading (See Social and Instructional Language above)	 ELD-MA.2-3.Explain.Interpretive Interpret mathematical explanations by: Identifying concept or entity Analyzing plan for problem-solving steps Evaluating simple pattern or structure
Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 3: The Language of Mathematics (WIDA, 2012, pages 58 and 64). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Explain Speaking and Writing (See Social and Instructional Language above)	 ELD-MA.2-3.Explain.Expressive Construct mathematical explanations that: Introduce concept or entity Describe solution and steps used to solve problem with others State reasoning used to generate solution
Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 3: The Language of Mathematics (WIDA, 2012, pages 58 and 64). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Argue Listening and Reading (See Social and Instructional Language above)	 ELD-MA.2-3.Argue.Interpretive Interpret mathematics arguments by: Identifying conjectures about what might be true Distinguishing connections among ideas in justifications Extracting mathematical operations and facts from solution strategies to create generalizations
Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 3: The Language of Mathematics (WIDA, 2012, pages 58 and 64). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language above)	 ELD-MA.2-3.Argue.Expressive Construct mathematics arguments that: Create conjecture using definitions Generalize commonalities across cases Justify conclusion steps and strategies in simple patterns Identify and respond to others' arguments



Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 3: The Language of Mathematics (WIDA, 2012, pages 70 and 76). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Explain Listening and Reading (See Social and Instructional Language above)	 ELD-MA.4-5.Explain.Interpretive Interpret mathematical explanations by: Identifying concept or entity Analyzing problem-solving steps Evaluating a pattern or structure that follows a given rule
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 3: The Language of Mathematics (WIDA, 2012, pages 70 and 76). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Explain Speaking and Writing (See Social and Instructional Language above)	 ELD-MA.4-5.Explain.Expressive Construct mathematical explanations that: Introduce concept or entity Share solution with others Describe data and/or steps to solve problem State reasoning used to generate solution
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 3: The Language of Mathematics (WIDA, 2012, pages 70 and 76). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Argue Listening and Reading (See Social and Instructional Language above)	 ELD-MA.4-5.Argue.Interpretive Interpret mathematics arguments by: Comparing conjectures with patterns, and/or rules Distinguishing commonalities and differences among ideas in justifications Extracting patterns or rules from solution strategies to create generalizations
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 3: The Language of Mathematics (WIDA, 2012, pages 70 and 76). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language above)	 ELD-MA.4-5.Argue.Expressive Construct mathematics arguments that: Create conjecture using definitions, patterns, and rules Generalize commonalities and differences across cases Justify conclusions with patterns or rules Evaluate others' arguments
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 3: The Language of Mathematics (WIDA, 2012, pages 82, 88, and 94).	 ELD-MA.6-8.Explain.Interpretive Interpret mathematical explanations by: Identifying concept or entity Analyzing possible ways to represent and solve a



Grade 6-8 WIDA Can-Do Descriptor: Key Use of Explain Listening and Reading (See Social and Instructional Language above)	 problem Evaluating model and rationale for underlying relationships in selected problem-solving approach
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 3: The Language of Mathematics (WIDA, 2012, pages 82, 88, and 94). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Explain Speaking and Writing (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 3: The Language of Mathematics (WIDA, 2012, pages 82, 88, and 94). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Argue Listening and Reading (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 3: The Language of Mathematics (WIDA, 2012, pages 82, 88, and 94). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11 and Grade 12 ELD Standard 3: The Language of Mathematics (WIDA, 2012, page 100 and 106). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Explain Listening and Reading (See Social and Instructional Language above)	 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



Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11 and Grade 12 ELD Standard 3: The Language of Mathematics (WIDA, 2012, page 100 and 106). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Explain Speaking and Writing (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11 and Grade 12 ELD Standard 3: The Language of Mathematics (WIDA, 2012, page 100 and 106). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Argue Listening and Reading (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11 and Grade 12 ELD Standard 3: The Language of Mathematics (WIDA, 2012, page 100 and 106). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language above)	 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



Standard 4: Language of Science English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.	
Language E	xpectations
2012	2020
Sample of Standard and Correlating Matrices for Kindergarten ELD Standard 4: The Language of Science (WIDA, 2012, page 47). Kindergarten WIDA Can-Do Descriptor: Key Use of Recount	 ELD-SC.K.Inform.Interpretive Interpret scientific informational texts by: Determining what text is about Defining or classifying a concept or entity
Listening and Reading (See <u>Social and Instructional Language</u> above)	
Sample of Standard and Correlating Matrices for Kindergarten ELD Standard 4: The Language of Science (WIDA, 2012, page 47). Kindergarten WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	 ELD-SC.K.Inform.Expressive Construct scientific informational texts that: Introduce others to a topic or entity Provide details about an entity
Sample of Standard and Correlating Matrices for Kindergarten ELD Standard 4: The Language of Science (WIDA, 2012, page 47). Kindergarten WIDA Can-Do Descriptor: Key Use of Explain Listening and Reading (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Kindergarten ELD Standard 4: The Language of Science (WIDA, 2012, <u>page 47</u>).	 ELD-SC.K.Explain.Expressive Construct scientific explanations that: Describe information from observations about a phenomenon



Kindergarten WIDA Can-Do Descriptor: Key Use of Explain Speaking and Writing (See <u>Social and Instructional Language</u> above)	 Relate how a series of events causes something to happen Compare multiple solutions to a problem
Sample of Standard and Correlating Matrices for Grade 1 ELD Standard 4: The Language of Science (WIDA, 2012, page 53). Grade 1 WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 ELD-SC.1.Inform.Interpretive Interpret scientific informational texts by: Determining what text is about Defining or classifying concept or entity
Sample of Standard and Correlating Matrices for Grade 1 ELD Standard 4: The Language of Science (WIDA, 2012, page 53). Grade 1 WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	 ELD-SC.1.Inform.Expressive Construct scientific informational texts that: Introduce others to topic or entity Define, describe, and classify concept, topic, or entity Summarize observations or factual information
Sample of Standard and Correlating Matrices for Grade 1 ELD Standard 4: The Language of Science (WIDA, 2012, page 53). Grade 1 WIDA Can-Do Descriptor: Key Use of Explain Listening and Reading (See Social and Instructional Language above)	 ELD-SC.1.Explain.Interpretive Interpret scientific explanations by: Defining investigable questions or simple design problems based on observations and data about a phenomenon Analyzing several events and observations to help explain how or why a phenomenon occurs Identifying information from observations (that supports particular points in explanations)
Sample of Standard and Correlating Matrices for Grade 1 ELD Standard 4: The Language of Science (WIDA, 2012, page 53). Grade 1 WIDA Can-Do Descriptor: Key Use of Explain Speaking and Writing (See Social and Instructional Language	 ELD-SC.1.Explain.Expressive Construct scientific explanations that: Describe observations and/or data about a phenomenon Relate how a series of events causes something to happen Compare multiple solutions to a problem



above)	
Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 4: The Language of Science (WIDA, 2012, pages 59 and 65). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Explain Listening and Reading (See Social and Instructional Language above)	 ELD-SC.2-3.Explain.Interpretive Interpret scientific explanations by: Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs Identifying information from observations as well as evidence that supports particular points in explanations
Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 4: The Language of Science (WIDA, 2012, pages 59 and 65). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Explain Speaking and Writing (See Social and Instructional Language above)	 ELD-SC.2-3.Explain.Expressive Construct scientific explanations that: Describe observations and/or data about a phenomenon Develop a logical sequence between data or evidence and claim Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution
Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 4: The Language of Science (WIDA, 2012, pages 59 and 65). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Argue Listening and Reading (See Social and Instructional Language above)	 ELD-SC.2-3.Argue.Interpretive Interpret scientific arguments by: Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions Analyzing whether evidence is relevant or not Distinguishing between evidence and opinions
Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 4: The Language of Science (WIDA, 2012, pages 59 and 65). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language	 ELD-SC.2-3.Argue.Expressive Construct scientific arguments that: Introduce topic/phenomenon for an issue related to the natural and designed world(s) Make a claim supported by relevant evidence Establish a neutral tone



above)	 Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 4: The Language of Science (WIDA, 2012, pages 71 and 77). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Explain Listening and Reading (See Social and Instructional Language above)	 ELD-SC.4-5.Explain.Interpretive Interpret scientific explanations by: Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon Obtaining and combining evidence and information to help explain how or why a phenomenon occurs Identifying evidence that supports particular points in an explanation
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 4: The Language of Science (WIDA, 2012, pages 71 and 77). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Explain Speaking and Writing (See Social and Instructional Language above)	 ELD-SC.4-5.Explain.Expressive Construct scientific explanations that: Describe observations and/or data about a phenomenon Establish neutral or objective stance in communicating results Develop reasoning to show relationships between evidence and claims Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 4: The Language of Science (WIDA, 2012, pages 71 and 77). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Argue Listening and Reading (See Social and Instructional Language above)	 ELD-SC.4-5.Argue.Interpretive Interpret scientific arguments by: Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions Comparing reasoning and claims based on evidence Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 4: The Language of Science (WIDA, 2012, pages 71 and 77).	 ELD-SC.4-5.Argue.Expressive Construct scientific arguments that: Introduce topic/phenomenon in issues related to the



Grade 4-5 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language above)	 natural and designed world(s) Make and define a claim based on evidence, data, and/or model Establish a neutral tone or an objective stance Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 4: The Language of Science (WIDA, 2012, pages 83, 89, and 95) Grade 6-8 WIDA Can-Do Descriptor: Key Use of Explain Listening and Reading (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 4: The Language of Science (WIDA, 2012, pages 83, 89, and 95). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Explain Speaking and Writing (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 4: The Language of Science (WIDA, 2012, pages 83, 89, and 95). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Argue Listening and Reading (See Social and Instructional Language	 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



above)	 from two arguments on the same topic Evaluating whether they emphasize similar or different evidence and/or interpretations of facts
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 4: The Language of Science (WIDA, 2012, pages 83, 89, and 95). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11, and Grade 12 ELD Standard 4: The Language of Science (WIDA, 2012, pages 101 and 107). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Explain Listening and Reading (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11, and Grade 12 ELD Standard 4: The Language of Science (WIDA, 2012, pages 101 and 107). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Explain Speaking and Writing (See Social and Instructional Language above)	 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



Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11, and Grade 12 ELD Standard 4: The Language of Science (WIDA, 2012, pages 101 and 107). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Argue Listening and Reading (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11, and Grade 12 ELD Standard 4: The Language of Science (WIDA, 2012, pages 101 and 107). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language above)	 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



Standard 5: Language of Social Studies English language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.	
Language E	xpectations
2012	2020
Sample of Standard and Correlating Matrices for Kindergarten ELD Standard 5: The Language of Social Studies (WIDA, 2012, page 48). Kindergarten WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Kindergarten ELD Standard 5: The Language of Social Studies (WIDA, 2012, page 48). Kindergarten WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 1 ELD Standard 5: The Language of Social Studies (WIDA, 2012, page 54). Grade 1 WIDA Can-Do Descriptor: Key Use of Recount Listening and Reading (See Social and Instructional Language above)	 ELD-SS.1.Inform.Interpretive Interpret informational texts in social studies by: Determining topic associated with compelling or supporting questions Defining and classifying attributes, characteristics, and qualities in relevant information
Sample of Standard and Correlating Matrices for Grade 1 ELD Standard 5: The Language of Social Studies (WIDA, 2012, <u>page 54</u>).	 ELD-SS.1.Inform.Expressive Construct informational texts in social studies that: Introduce topic associated with compelling or supporting questions



Grade 1 WIDA Can-Do Descriptor: Key Use of Recount Speaking and Writing (See Social and Instructional Language above)	Provide details about disciplinary ideas
Sample of Standard and Correlating Matrices for Grade 1 ELD Standard 5: The Language of Social Studies (WIDA, 2012, page 54). Grade 1 WIDA Can-Do Descriptor: Key Use of Argue Listening and Reading (See Social and Instructional Language above)	 ELD-SS.1.Argue.Interpretive Interpret social studies arguments by: Identifying topic Analyzing evidence gathered from source Evaluating source based on distinctions between fact and opinion
Sample of Standard and Correlating Matrices for Grade 1 ELD Standard 5: The Language of Social Studies (WIDA, 2012, page 54). Grade 1 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language above)	 ELD-SS.1.Argue.Expressive Construct social studies arguments that: Introduce topic Select relevant information to support claim with evidence Show relationship between claim, evidence and reasoning
Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 60 and 66). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Explain Listening and Reading (See Social and Instructional Language above)	 ELD-SS.2-3.Explain.Interpretive Interpret social studies explanations by: Determining types of sources for answering compelling and supporting questions about phenomena or events Analyzing sources for event sequences and/or causes/effects Evaluating disciplinary concepts and ideas associated with a compelling or supporting question
Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 60 and 66). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Explain Speaking and Writing (See Social and Instructional Language above)	 ELD-SS.2-3.Explain.Expressive Construct social studies explanations that: Introduce phenomena or events Describe components, order, causes, or cycles Generalize possible reasons for a development or event



Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 60 and 66). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Argue Listening and Reading (See Social and Instructional Language above)	 ELD-SS.2-3.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 one or two sources to develop claims in response to compelling questions Evaluating source credibility based on distinctions between fact and opinion
Sample of Standard and Correlating Matrices for Grade 2 and Grade 3 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 60 and 66). Grade 2-3 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language above)	 ELD-SS.2-3.Argue.Expressive Construct social studies arguments that: Introduce topic Select relevant information to support claims with evidence from one or more sources Show relationships between claim, evidence, and reasoning
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 72 and 78). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Explain Listening and Reading (See Social and Instructional Language above)	 ELD-SS.4-5.Explain.Interpretive Interpret social studies explanations by: Determining different opinions in sources for answering compelling and supporting questions about phenomena or events Analyzing sources for a series of contributing factors or causes Evaluating disciplinary concepts and ideas that are open to different interpretations
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 72 and 78). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Explain Speaking and Writing (See Social and Instructional Language above)	 ELD-SS.4-5.Explain.Expressive Construct social studies explanations that: Introduce phenomena or events Describe components, order, causes and effects, or cycles using relevant examples and details Generalize probable causes and effects of developments or events



Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 72 and 78). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Argue Listening and Reading (See Social and Instructional Language above)	 ELD-SS.4-5.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 develop claims in response to compelling questions Evaluating point of view and credibility of source, based on distinctions between fact and opinion
Sample of Standard and Correlating Matrices for Grade 4 and Grade 5 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 72 and 78). Grade 4-5 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language above)	 ELD-SS.4-5.Argue.Expressive Construct social studies arguments that: Introduce topic Select relevant information to support claims with evidence from multiple sources Establish perspective Show relationships between claims with reasons and multiple sources of evidence
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 84, 90, and 96). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Explain Listening and Reading (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 84, 90, and 96). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Explain Speaking and Writing (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 84, 90, and 96). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Argue Listening and Reading (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 6, Grade 7, and Grade 8 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 84, 90, and 96). Grade 6-8 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11, and Grade 12 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 102 and 108). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Explain Listening and Reading (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 9,	ELD-SS.9-12.Explain.Expressive Construct social studies



Grade 10, Grade 11, and Grade 12 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 102 and 108). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Explain Speaking and Writing (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11, and Grade 12 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 102 and 108). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Argue Listening and Reading (See Social and Instructional Language above)	 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
Sample of Standard and Correlating Matrices for Grade 9, Grade 10, Grade 11, and Grade 12 ELD Standard 5: The Language of Social Studies (WIDA, 2012, pages 102 and 108). Grade 9-12 WIDA Can-Do Descriptor: Key Use of Argue Speaking and Writing (See Social and Instructional Language above)	 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

Grade-Level Cluster Specific Crosswalk of 2012 Adopted Standards and 2020 Adopted Standards



Section II

Kindergarten

2012	2020
K-12 Performance Definitions	Proficiency Level Descriptors
Listening and Reading	Interpretive Communication Mode (Listening, Reading, and Viewing)
Discourse Linguistic Complexity	DISCOURSE Organization of language Understand how coherent texts (spoken, written, multimodal) are created
 End of Level 1 Entering: Single statements or questions An idea within words, phrases, or chunks of language 	End of Level 1: around topics (<i>my family</i>) with words, pictures, phrases or chunks of language
 End of Level 2 Emerging: Multiple related simple sentences An idea with details 	End of Level 2: around topics (<i>all about me</i>) with repetition, rhyming, and common language patterns
 End of Level 3 Developing: Discourse with a series of extended sentences Related ideas specific to particular content areas 	End of Level 3: around topics (<i>all about me</i>) with repetition, rhyming, and other language patterns with short sentences
 End of Level 4 Expanding: Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	End of Level 4: to meet a purpose (to inform, narrative, entertain) through multiple related sentences
 End of Level 5 Bridging: Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas 	End of Level 5: to meet a purpose in a series of extended sentences



 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: to meet a purpose in a short text
	DISCOURSE Cohesion of language Understand how ideas are connected across a whole text through
Same as Listening & Reading above.	End of Level 1: patterned language with repetitive words
Same as <u>Listening & Reading</u> above.	End of Level 2: patterned language with repetitive words and phrases (<i>This is a duck. The duck says quack, quack. This is a goat.</i>)
Same as Listening & Reading above.	End of Level 3: repetitive words and phrases across a text (Brown bear, brown bear, what do you see?)
Same as Listening & Reading above.	End of Level 4: some frequently used cohesive devices (demonstratives: <i>this, these, that, those</i>)
Same as Listening & Reading above.	End of Level 5: a few different types of cohesive devices (repetition, pronoun, referencing, etc.)
Same as Listening & Reading above.	End of Level 6: multiple types of cohesive devices (synonyms, antonyms, repetition)
	DISCOURSE Density of language Understand how ideas are elaborated or condensed through
Same as Listening & Reading above.	End of Level 1: labels with single nouns (ball, car)



Same as Listening & Reading above.	End of Level 2: frequently used single noun groups (<i>my toys, my car, your ball</i> ?)
Same as Listening & Reading above.	End of Level 3: frequently used multi-word noun groups (<i>my favorite book</i>)
Same as Listening & Reading above.	End of Level 4: multi-word noun groups with connectors (a shiny truck and a red ball)
Same as Listening & Reading above.	End of Level 5: expanded noun groups with classifiers (<i>the read fire truck</i>)
Same as Listening & Reading above.	End of Level 6: expanded noun groups with prepositional phrases (<i>The red fire truck in the station</i>)
Sentence Level Language Forms and Conventions	SENTENCE Grammatical complexity Understand how meanings are extended or enhanced through
 End of Level 1 Entering: Simple grammatical constructions (e.g., commands, Wh-questions, declaratives) Common social and instructional forms and patterns 	End of Level 1: words, pictures, and phrases (Anna's chair)
 End of Level 2 Emerging: Compound grammatical structures Repetitive phrasal and sentence patterns across content areas 	End of Level 2: words, pictures, phrases, and chunks of language (<i>ran to her room</i>)
 End of Level 3 Developing: Compound and some complex grammatical constructions Sentence patterns across content areas 	End of Level 3: chunks of language (<i>sat in her chair, jumps on her bed</i>)
 End of Level 4 Expanding: Complex grammatical structures A broad range of sentence patterns characteristic of particular content areas 	End of Level 4: simple sentences (She picked it up.)



 End of Level 5 Bridging: A variety of complex grammatical structures Sentence patterns characteristic of particular content areas 	End of Level 5: related simple sentences (<i>She picked it up. She carried it to her room.</i>)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: multiple related simple sentences (She picked it up. She carried it to her room. She opened it up.)
Word/Phrase Level Vocabulary Usage	WORD, PHRASE Precision of language Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through
 End of Level 1 Entering: General content-related words Everyday social, instructional and some content-related words and phrases 	End of Level 1: a few words and phrases in familiar contexts and topics (<i>map, desk, hello</i>)
 End of Level 2 Emerging: General content words and expressions, including cognates Social and instructional words and expressions across content areas 	End of Level 2: repeated words and phrases in familiar contexts and topics (<i>sound it out, think first</i>)
 End of Level 3 Developing: Specific content-area language and expressions Words and expressions with common collocations and idioms across content areas 	End of Level 3: frequently used words and phrases in familiar contexts (<i>time to clean up</i>)



 End of Level 4 Expanding: Specific and some technical content-area language Words or expressions with multiple meanings across content areas 	End of Level 4: situation- specific words and phrases (<i>What sounds do we hear?</i>)
 End of Level 5 Bridging: Technical and abstract content-area language Words and expressions with shades of meaning across content areas 	End of Level 5: an increasing number of words and phrases (<i>We need four different colors to make a pattern.</i>)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: a growing number of words and phrases in a variety of contexts (<i>special visitor, school assembly</i>)
Speaking and Writing	Expressive Communication Mode (Speaking, Writing, and Representing)
Discourse Linguistic Complexity	DISCOURSE Organization of language Create coherent texts (spoken, written, multimodal) using
 End of Level 1 Entering: Words, phrases, or chunks of language Single words used to represent ideas 	End of Level 1: single words, phrases, or chunks of language to represent ideas
 End of Level 2 Emerging: Phrases or short sentences Emerging expression of ideas 	End of Level 2: phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)
End of Level 3 Developing:	End of Level 3: short sentences linked together to convey an



 Short and some expanded sentences with emerging 	intended purpose (and, then)
 Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	
 End of Level 4 Expanding: Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	End of Level 4: short sentences that convey an intended purpose with emerging organizational patterns
 End of Level 5 Bridging: Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	End of Level 5: sentences linked together to convey an intended purpose (inform: <i>The parrot eats nuts and seeds.</i>)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: text that conveys an intended purpose with emerging organizational patterns (<i>first, and then, also, next</i>)
	DISCOURSE Cohesion of language Connect ideas across a whole text through
Same as <u>Speaking & Writing</u> above.	End of Level 1: single words and phrases related to topic (<i>water, leaf</i>)
Same as <u>Speaking & Writing</u> above.	End of Level 2: an emerging use of cohesive devices (repetition: <i>water, water, the water</i>)
Same as <u>Speaking & Writing</u> above.	End of Level 3: a few frequently used cohesive devices


	(repetition: this leaf is red, this leaf is yellow)
Same as <u>Speaking & Writing</u> above.	End of Level 4: some frequently used cohesive devices (demonstratives)
Same as <u>Speaking & Writing</u> above.	End of Level 5: some formulaic cohesive devices (pronoun referencing)
Same as <u>Speaking & Writing</u> above.	End of Level 6: a growing number of cohesive devices (emerging use of articles to refer to the same word)
	DISCOURSE Density of language Elaborate or condense ideas through
Same as Speaking & Writing above.	End of Level 1: limited elaboration (single words)
Same as Speaking & Writing above.	End of Level 2: simple elaboration (familiar single nouns)
Same as <u>Speaking & Writing</u> above.	End of Level 3: simple types of elaboration (newly learned single nouns)
Same as <u>Speaking & Writing</u> above.	End of Level 4: a few types of elaboration (adding a familiar adjective to describe a noun)
Same as <u>Speaking & Writing</u> above.	End of Level 5: some types of elaboration (adding a newly learned adjective to a noun)
Same as <u>Speaking & Writing</u> above.	End of Level 6: a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>the or these clouds</i>)
Sentence Level Language Forms and Conventions	SENTENCE Grammatical complexity Extend or enhance meanings through
 End of Level 1 Entering: Phrase-level grammatical structures Phrasal patterns associated with familiar social and 	End of Level 1: words, pictures, and phrases (cats and dogs)



Word/Phrase Level Vocabulary Usage	WORD, PHRASE Precision of language Create precise meanings through everyday, cross-disciplinary,
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: sentences with emerging use of clauses (<i>My</i> cat sleeps all day. <i>My</i> dog runs all the time. They are my pets.)
 End of Level 5 Bridging: A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	End of Level 5: simple sentences (<i>Cats like to climb. Dogs like to run.</i>)
 End of Level 4 Expanding: Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	End of Level 4: sentence fragments and emerging use of simple sentences (<i>Dogs sleep</i> , <i>Dogs bark</i> .)
 End of Level 3 Developing: Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	End of Level 3: sentence fragments (cats and dogs)
 End of Level 2 Emerging: Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	End of Level 2: words, pictures, phrases and chunks of language (<i>cats meow and dogs bark</i>)
instructional situations	



	and technical language with
 End of Level 1 Entering: General content-related words Everyday social and instructional words and expressions 	End of Level 1: frequently reoccurring words and phrases (<i>Good Morning, let's play</i>)
 End of Level 2 Emerging: General content words and expressions Social and instructional words and expressions across content areas 	End of Level 2: emerging use of words and phrases with attempted precision (<i>Today is Friday, September 15.</i>)
 End of Level 3 Developing: Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas 	End of Level 3: few frequently used words and phrases with emerging precision (<i>lunch time, morning meeting</i>)
 End of Level 4 Expanding: Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas 	End of Level 4: some frequently used words and phrases with some precision (my pattern is red, blue, red, blue)
 End of Level 5 Bridging: Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas 	End of Level 5: a small repertoire of words and phrases with developing precision (beautiful butterfly, repeating pattern)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' 	End of Level 6: a growing repertoire of words and phrases with growing precision (<i>green and yellow stripes</i>)





Grade 1

2012	2020
K-12 Performance Definitions	Proficiency Level Descriptors
Listening and Reading	Interpretive Communication Mode (Listening, Reading, and Viewing)
Discourse Linguistic Complexity	DISCOURSE Organization of language Understand how coherent texts (spoken, written, multimodal) are created
 End of Level 1 Entering: Single statements or questions An idea within words, phrases, or chunks of language 	End of Level 1: around topics (<i>all about pandas</i>) with repetition, rhyming, and common language patterns
 End of Level 2 Emerging: Multiple related simple sentences An idea with details 	End of Level 2: around topics with short sentences
 End of Level 3 Developing: Discourse with a series of extended sentences Related ideas specific to particular content areas 	End of Level 3: around topics (<i>habitat, diet, behavior</i>) through multiple related simple sentences
 End of Level 4 Expanding: Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	End of Level 4: to meet a purpose in a series of extended sentences
 End of Level 5 Bridging: Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas 	End of Level 5: to meet a purpose in a short text (to inform, narrative, entertain)
End of Level 6 Reaching:	End of Level 6: to meet a purpose through generic (no



• English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.	genre-specific) organizational patterns in text (<i>beginning, middle, en</i> d)
	DISCOURSE Cohesion of language Understand how ideas are connected across a whole text through
Same as <u>Listening and Reading</u> above.	End of Level 1: patterned language with repetitive words, phrases, and sentences
Same as <u>Listening and Reading</u> above.	End of Level 2: repetitive chunks of meaning across a text (<i>Brown bear, brown bear, what do you see?</i>)
Same as <u>Listening and Reading</u> above.	End of Level 3: some frequently used cohesive devices (demonstratives: <i>these, those, that this</i>)
Same as <u>Listening and Reading</u> above.	End of Level 4: a few different types of cohesive devices (repetition, pronoun, referencing, etc.)
Same as <u>Listening and Reading</u> above.	End of Level 5: multiple types of cohesive devices (synonyms, antonyms: <i>we are all alike. We are all different.</i>)
Same as <u>Listening and Reading</u> above.	End of Level 6: a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: <i>animals like dogs, cats, and tigers</i>)
	DISCOURSE Density of language Understand how ideas are elaborated or condensed through
Same as <u>Listening and Reading</u> above.	End of Level 1: frequently used single word noun groups



	(dinosaurs)
Same as <u>Listening and Reading</u> above.	End of Level 2: frequently used multi-word noun groups (<i>big tall dinosaurs</i>)
Same as <u>Listening and Reading</u> above.	End of Level 3: multi-word noun groups with connectors (<i>a big and hungry dinosaur</i>)
Same as <u>Listening and Reading</u> above.	End of Level 4: expanded noun groups with classifiers (the biggest meat-eating dinosaurs)
Same as <u>Listening and Reading</u> above.	End of Level 5: expanded noun groups with prepositional phrases (<i>the meat-eating dinosaurs in the jungle</i>)
Same as <u>Listening and Reading</u> above.	End of Level 6: expanded noun groups with embedded clauses (<i>the biggest meat-eating dinosaurs who lived at that time</i>)
Sentence Level Language Forms and Conventions	SENTENCE Grammatical complexity Understand how meanings are extended or enhanced through
 End of Level 1 Entering Simple grammatical constructions (e.g., commands, Wh-questions, declaratives) Common social and instructional forms and patterns 	End of Level 1: words, pictures, phrases, and chunks of language (<i>turtle eggs</i>)
 End of Level 2 Emerging Compound grammatical structures Repetitive phrasal and sentence patterns across content areas 	End of Level 2: chunks of language (<i>turtles swimming</i>)
 End of Level 3 Developing Compound and some complex grammatical 	End of Level 3: simple sentences (Turtles swim in the ocean.)
constructionsSentence patterns across content areas	



 A broad range of sentence patterns characteristic of particular content areas 	
 End of Level 5 Bridging A variety of complex grammatical structures Sentence patterns characteristic of particular content areas 	End of Level 5: multiple related simple sentences (There are many types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.)
 End of Level 6 Reaching English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: Some turtles eat only sea grasses, but others eat shrimp, crabs, and small fish.)
Word/Phrase Level Vocabulary Usage	WORD, PHRASE Precision of language Understand how precise meanings are created through
	everyday, cross-disciplinary, and technical language through
 End of Level 1 Entering: General content-related words Everyday social, instructional and some content-related words and phrases 	everyday, cross-disciplinary, and technical language through End of Level 1: repeated words and phrases in familiar contexts and topics (<i>classroom helpers</i>)
General content-related wordsEveryday social, instructional and some content-related	End of Level 1: repeated words and phrases in familiar



Words and expressions with common collocations and idioms across content areas	
 End of Level 4 Expanding: Specific and some technical content-area language Words or expressions with multiple meanings across content areas 	End of Level 4: <i>an increasing number of words and phrases (Tell me about your picture on the left.)</i>
 End of Level 5 Bridging: Technical and abstract content-area language Words and expressions with shades of meaning across content areas 	End of Level 5: a growing number of words and phrases in a variety of contexts (<i>How many red triangles are there?</i>)
 End of Level 6 Reaching English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: an expanding number of words and phrases, including idioms and collocations (<i>plus and minus</i>)
Speaking and Writing	Expressive Communication Mode (Speaking, Writing, and Representing)
Discourse Linguistic Complexity	DISCOURSE Organization of language Create coherent texts (spoken, written, multimodal) using
 End of Level 1 Entering: Words, phrases, or chunks of language Single words used to represent ideas 	End of Level 1: single words, phrases, or chunks of language to represent ideas
 End of Level 2 Emerging: Phrases or short sentences 	End of Level 2: phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)



Emerging expression of ideas	
 End of Level 3 Developing: Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	End of Level 3: short sentences linked together to convey an intended purpose
 End of Level 4 Expanding: Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	End of Level 4: sentences that convey an intended purpose with an emerging organizational pattern (<i>one day, first, last, I think, etc.</i>)
 End of Level 5 Bridging: Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	End of Level 5: short texts that convey an intended purpose using basic connectors (<i>first, and then, next</i>)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
	DISCOURSE Cohesion of language Connect ideas across a whole text through
Same as <u>Speaking and Writing</u> above.	End of Level 1: Patterned language with repetitive phrases and sentences (<i>The big, hungry bear</i>)
Same as <u>Speaking and Writing</u> above.	End of Level 2: few frequently used cohesive devices



	(repetition: <i>The tiger The tiger</i>)
Same as <u>Speaking and Writing</u> above.	End of Level 3: some frequently used cohesive devices (simple pronouns: <i>it, they, she, he</i>)
Same as <u>Speaking and Writing</u> above.	End of Level 4: some formulaic cohesive devices (pronoun referencing: <i>my ball, her brother, they gave it to us, etc.</i>)
Same as <u>Speaking and Writing</u> above.	End of Level 5: a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: <i>that one, so did I</i>)
Same as <u>Speaking and Writing</u> above.	End of Level 6: an expanding number of cohesive devices to connect larger bundles of meaning (class/subclass: <i>wild animals like lions, bears, tigers</i>)
	DISCOURSE Density of language Elaborate or condense ideas through
Same as Speaking and Writing above.	End of Level 1: limited elaboration (single words)
Same as <u>Speaking and Writing</u> above.	End of Level 2: simple elaboration (familiar single nouns)
Same as <u>Speaking and Writing</u> above.	End of Level 3: a few types of elaboration (adding a familiar adjective to describe a noun)
Same as <u>Speaking and Writing</u> above.	End of Level 4: some types of elaboration (adding a newly learned adjective to a noun)
Same as <u>Speaking and Writing</u> above.	End of Level 5: a growing number of types of elaboration (adding articles or demonstratives to a noun: <i>those big fluffy white clouds</i>)
Same as <u>Speaking and Writing</u> above.	End of Level 6: a variety of types of elaboration (adding in a variety of adjectives)
Sentence Level	SENTENCE Grammatical complexity



Language Forms and Conventions	Extend or enhance meanings through
 End of Level 1 Entering: Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	End of Level 1: words, pictures, phrases, and chunks of language (<i>flowers and trees</i>)
 End of Level 2 Emerging: Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	End of Level 2: sentence fragments (grow taller)
 End of Level 3 Developing: Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	End of Level 3: sentence fragments and emerging use of simple sentences (<i>had no water so died</i>)
 End of Level 4 Expanding: Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	End of Level 4: simple sentences (<i>Plants need water. They need sun.</i>)
 End of Level 5 Bridging: A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	End of Level 5: sentences with emerging use of clauses (<i>Plants need water but They need sun. Those ones died</i> .)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' 	End of Level 6: simple and compound sentences (with some coordinating conjunctions: <i>Our plants died and those ones did too.</i>)



strategic competence in processing academic language facilitates their access to content area concepts and ideas.	
Word/Phrase Level Vocabulary Usage	WORD, PHRASE Precision of language Create precise meanings through everyday, cross-disciplinary, and technical language with
 End of Level 1 Entering: General content-related words Everyday social and instructional words and expressions 	End of Level 1: emerging use of words and phrases with attempted precision (<i>over there, line up in a row</i>)
 End of Level 2 Emerging: General content words and expressions Social and instructional words and expressions across content areas 	End of Level 2: few frequently used words and phrases with emerging precision (<i>lunch time, clean up my desk</i>)
 End of Level 3 Developing: Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas 	End of Level 3 : some frequently used words and phrases with some precision (<i>have a nice day, I'm finished</i>)
 End of Level 4 Expanding: Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas 	End of Level 4: a small repertoire of words and phrases with developing precision (<i>best friend, the red ball</i>)
 End of Level 5 Bridging: Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas 	End of Level 5: a growing repertoire of words and phrases with growing precision (<i>preschool friends, math time, after lunch</i>)
End of Level 6 Reaching:	End of Level 6: an expanding repertoire of words and phrases



• English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.	including idioms and collocations, with expanding precision (<i>do homework, saving time</i>)
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Grades 2-3

2012	2020
K-12 Performance Definitions	Proficiency Level Descriptors
Listening and Reading	Interpretive Communication Mode (Listening, Reading, and Viewing)
Discourse Linguistic Complexity	DISCOURSE Organization of language Understand how coherent texts (spoken, written, multimodal) are created
 End of Level 1 Entering: Single statements or questions An idea within words, phrases, or chunks of language 	End of Level 1: around general topics (continents, shapes, animals) with short sentences
 End of Level 2 Emerging: Multiple related simple sentences An idea with details 	End of Level 2: around specific topics (habitats, diet, behavior) with multiple related simple sentences
 End of Level 3 Developing: Discourse with a series of extended sentences Related ideas specific to particular content areas 	End of Level 3: to meet a purpose (to inform, narrate, argue, or explain) in a series of extended sentences
 End of Level 4 Expanding: Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	End of Level 4: to meet a purpose in a short text
 End of Level 5 Bridging: Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas 	End of Level 5: to meet a purpose through generic (no genre-specific) organizational patterns in texts (introduction, body, conclusion)
End of Level 6 Reaching:	End of Level 6: to meet a purpose through genre-specific



• English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.	organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
	DISCOURSE Cohesion of language Understand how ideas are connected across a whole text through
Same as <u>Listening and Reading</u> above.	End of Level 1: repetitive chunks of meaning across text (red crayon, yellow crayon, blue crayon)
Same as <u>Listening and Reading</u> above.	End of Level 2: frequently used cohesive devices (demonstratives: <i>this, that, these, those</i>)
Same as <u>Listening and Reading</u> above.	End of Level 3: a few different types of cohesive devices (pronoun referencing, etc.)
Same as <u>Listening and Reading</u> above.	End of Level 4: multiple cohesive devices (synonyms, antonyms)
Same as <u>Listening and Reading</u> above.	End of Level 5: a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)
Same as <u>Listening and Reading</u> above.	End of Level 6: a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: <i>The rectangle is a big one.</i>) and ellipsis (<i>There isn't any. [milk]</i>)
	DISCOURSE Density of language Understand how ideas are elaborated or condensed through



Same as <u>Listening and Reading</u> above.	End of Level 1: frequently used multi-word noun groups (green frogs)
Same as <u>Listening and Reading</u> above.	End of Level 2: multi-word noun groups with connectors (green



	and slimy frogs)
Same as <u>Listening and Reading</u> above.	End of Level 3: expanded noun groups with classifiers (<i>tree frogs and poison frogs</i>)
Same as <u>Listening and Reading</u> above.	End of Level 4: expanded noun groups with prepositional phrases (<i>three little green tree frogs on the log</i>)
Same as <u>Listening and Reading</u> above.	End of Level 5: expanded noun groups with embedded clauses (<i>three little green tree frogs that jumped into the water</i>)
Same as <u>Listening and Reading</u> above.	End of Level 6 : expanded noun groups with a variety of embedded clauses (<i>three little green tree frogs with long legs that swam away and didn't come back</i>)
Sentence Level Language Forms and Conventions	SENTENCE Grammatical complexity Understand how meanings are extended or enhanced through
 End of Level 1 Entering Simple grammatical constructions (e.g., commands, Wh-questions, declaratives) Common social and instructional forms and patterns 	End of Level 1: chunks of language (stick to rocks and coral)
 End of Level 2 Emerging Compound grammatical structures Repetitive phrasal and sentence patterns across content areas 	End of Level 2: simple sentences (<i>They stick to rocks and coral</i> .)
 End of Level 3 Developing Compound and some complex grammatical constructions Sentence patterns across content areas 	End of Level 3: related simple sentences (<i>They look like plants. They stick to rocks and coral.</i>)
 End of Level 4 Expanding Complex grammatical structures A broad range of sentence patterns characteristic of particular content areas 	End of Level 4: multiple related simple sentences (<i>They are called anemones. They look like plants. They stick to rocks and coral.</i>)



 End of Level 5 Bridging A variety of complex grammatical structures Sentence patterns characteristic of particular content areas 	End of Level 5: simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: <i>They are called anemones and they look like plants.</i>)
 End of Level 6 Reaching English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: compound sentences with frequently used ways of combining clauses (coordinating conjunctions: Anemones look like plants but they are sea animals.)
Word/Phrase Level Vocabulary Usage	WORD, PHRASE Precision of language Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through
 End of Level 1 Entering: General content-related words Everyday social, instructional and some content-related words and phrases 	End of Level 1: frequently used words and phrases in familiar contexts and topics (<i>time to clean up</i>)
 End of Level 2 Emerging: General content words and expressions, including cognates Social and instructional words and expressions across content areas 	End of Level 2: situation-specific words and phrases (<i>How do we spell that word</i> ?
End of Level 3 Developing:	End of Level 3: an increasing number of words and phrases (<i>my favorite characters in this story</i>)



 End of Level 4 Expanding: Specific and some technical content-area language Words or expressions with multiple meanings across content areas 	End of Level 4: a growing number of words and phrases in a variety of contexts (nonfiction books)
 End of Level 5 Bridging: Technical and abstract content-area language Words and expressions with shades of meaning across content areas 	End of Level 5: an expanding number of words and phrases, including idioms and collocations (plus and minus)
 End of Level 6 Reaching English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins)
Speaking and Writing	Expressive Communication Mode (Speaking, Writing, and Representing)
Discourse Linguistic Complexity	DISCOURSE Organization of language Create coherent texts (spoken, written, multimodal) using
 End of Level 1 Entering: Words, phrases, or chunks of language Single words used to represent ideas 	End of Level 1: single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)
 End of Level 2 Emerging: Phrases or short sentences Emerging expression of ideas 	End of Level 2: short sentences linked by topic to convey intended purpose
End of Level 3 Developing:	End of Level 3: sentences convey intended purpose with



 Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	emerging organization (topic sentence, supporting details)
 End of Level 4 Expanding: Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	End of Level 4: short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>Last week, When I was five, I think, etc.</i>)
 End of Level 5 Bridging: Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	End of Level 5: expanding text that conveys intended purpose using generic (not genre- specific) organizational patterns across paragraphs (introduction, body, conclusion)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and details)
	DISCOURSE Cohesion of language Connect ideas across a whole text through
Same as <u>Speaking and Writing</u> above.	End of Level 1: few frequently used cohesive devices (repetition)
Same as <u>Speaking and Writing</u> above.	End of Level 2: some frequently used cohesive devices (demonstratives)
Same as <u>Speaking and Writing</u> above.	End of Level 3: some formulaic cohesive devices (pronoun



	referencing)
Same as <u>Speaking and Writing</u> above.	End of Level 4: a growing number of cohesive devices (emerging use of articles to refer to the same word)
Same as <u>Speaking and Writing</u> above.	End of Level 5: an expanding number of cohesive devices (given/new, whole/part, class/ subclass)
Same as <u>Speaking and Writing</u> above.	End of Level 6: a flexible number of cohesive devices (ellipsis, substitution/omission)
	DISCOURSE Density of language Elaborate or condense ideas through
Same as <u>Speaking and Writing</u> above.	End of Level 1: simple elaboration (single nouns)
Same as <u>Speaking and Writing</u> above.	End of Level 2: a few types of elaboration (adding a familiar adjective to describe a noun)
Same as <u>Speaking and Writing</u> above.	End of Level 3: some types of elaboration (adding a newly learned adjective to a noun)
Same as <u>Speaking and Writing</u> above.	End of Level 4: a growing number of types of elaboration (adding articles or demonstratives to a noun: the or these clouds)
Same as <u>Speaking and Writing</u> above.	End of Level 5: a variety of types of elaboration (adding in a variety of adjectives)
Same as <u>Speaking and Writing</u> above.	End of Level 6: a wide variety of types of elaboration (adding in embedded clauses after the noun (<i>those storm clouds that we saw yesterday</i>)
Sentence Level Language Forms and Conventions	SENTENCE Grammatical complexity Extend or enhance meanings through
End of Level 1 Entering:	End of Level 1: sentence, fragments (triangles and rectangles)



 Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	
 End of Level 2 Emerging: Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	End of Level 2: sentence fragments and emerging use of simple sentences (<i>triangle has three sides</i>)
 End of Level 3 Developing: Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	End of Level 3: simple sentences (<i>A square has 4 right angles</i> .)
 End of Level 4 Expanding: Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	End of Level 4: sentences with emerging use of clauses (<i>We put triangles, then rectangles</i>)
 End of Level 5 Bridging: A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	End of Level 5: simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>We put blue triangles, then we put red triangles.</i>)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: <i>We put blue triangles, then red triangles, but there was no pattern.</i>)



Word/Phrase Level Vocabulary Usage	WORD, PHRASE Precision of language Create precise meanings through everyday, cross-disciplinary, and technical language with
 End of Level 1 Entering: General content-related words Everyday social and instructional words and expressions 	End of Level 1: few frequently used words and phrases with emerging precision (<i>Time to eat?</i>)
 End of Level 2 Emerging: General content words and expressions Social and instructional words and expressions across content areas 	End of Level 2: some frequently used words and phrases with some precision (<i>three groups of four equals</i>)
 End of Level 3 Developing: Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas 	End of Level 3: a small repertoire of words and phrases with developing precision (<i>best friend, the red ball</i>)
 End of Level 4 Expanding: Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas 	End of Level 4: a growing repertoire of words and phrases with growing precision (preschool friends, math time, after lunch)
 End of Level 5 Bridging: Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across content areas 	End of Level 5: an expanding repertoire of words and phrases including idioms and collocations with expanding precision (<i>hard as a rock</i>)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify 	End of Level 6: flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>rounding off and finding the mea</i> n)





Grades 4-5

2012	2020
K-12 Performance Definitions	Proficiency Level Descriptors
Listening and Reading	Interpretive Communication Mode (Listening, Reading, and Viewing)
Discourse Linguistic Complexity	DISCOURSE Organization of language Understand how coherent texts (spoken, written, multimodal) are created
 End of Level 1 Entering: Single statements or questions An idea within words, phrases, or chunks of language 	End of Level 1: around specific topics (clean water) with multiple related simple sentences
 End of Level 2 Emerging: Multiple related simple sentences An idea with details 	End of Level 2: to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences
 End of Level 3 Developing: Discourse with a series of extended sentences Related ideas specific to particular content areas 	End of Level 3: to meet a purpose in a short, connected text
 End of Level 4 Expanding: Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	End of Level 4: to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)
 End of Level 5 Bridging: Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas 	End of Level 5: to meet a purpose through genre-specific organization patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
End of Level 6 Reaching:	End of Level 6: to meet a purpose through genre-specific



• English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.	organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
	DISCOURSE Cohesion of language Understand how ideas are connected across a whole text through
Same as <u>Listening and Reading</u> above.	End of Level 1: frequently used cohesive devices (repetition, demonstratives)
Same as <u>Listening and Reading</u> above.	End of Level 2: a few different types of cohesive devices (pronoun, referencing, etc.)
Same as <u>Listening and Reading</u> above.	End of Level 3: multiple cohesive devices (synonyms, antonyms)
Same as <u>Listening and Reading</u> above.	End of Level 4: a variety of cohesive devices that connect larger meaningful chunks of text (including class/subclass, whole/part)
Same as <u>Listening and Reading</u> above.	End of Level 5: a wide variety of cohesive devices that connect ideas through text including substitution and ellipsis
Same as <u>Listening and Reading</u> above.	End of Level 6: cohesive devices and common strategies that connect ideas throughout text (given/new)
	DISCOURSE Density of language Understand how ideas are elaborated or condensed through
Same as <u>Listening and Reading</u> above.	End of Level 1: multi-word noun groups with connectors (mean



	and nasty bullies)
Same as <u>Listening and Reading</u> above.	End of Level 2: expanded noun groups with classifiers (<i>mean and nasty fourth grade bullies</i>)
Same as <u>Listening and Reading</u> above.	End of Level 3: expanded noun groups with prepositional phrases (<i>my favorite character in this book</i>)
Same as <u>Listening and Reading</u> above.	End of Level 4: expanded noun groups with embedded clauses (<i>my favorite character who stood up to the bullies</i>)
Same as <u>Listening and Reading</u> above.	End of Level 5: expanded noun groups with a variety of embedded clauses (<i>my favorite character who stood up to the bullies and hardship</i>)
Same as <u>Listening and Reading</u> above.	End of Level 6: expanded noun groups with a wide variety embedded clauses and compacted noun groups (nominalization: <i>she stood up to bullies = her courage</i>)
Sentence Level Language Forms and Conventions	SENTENCE Grammatical complexity Understand how meanings are extended or enhanced through
Language Forms and Conventions End of Level 1 Entering: • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)	Understand how meanings are extended or enhanced through End of Level 1: simple sentences (<i>Strong winds blow through</i>



 End of Level 4 Expanding: Complex grammatical structures A broad range of sentence patterns characteristic of particular content areas 	End of Level 4: simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: The trees sway and shake, and dead branches fall off to the ground.)
 End of Level 5 Bridging: A variety of complex grammatical structures Sentence patterns characteristic of particular content areas 	End of Level 5: compound sentences with frequently used ways of combining clauses (<i>Strong winds blow through the forests, but the mighty oaks stand tall and proud.</i>)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>When</i> strong winds blow through the forests, the trees sway and shake.)
Word/Phrase Level Vocabulary Usage	WORD, PHRASE Precision of language Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through
 End of Level 1 Entering: General content-related words Everyday social, instructional and some content-related words and phrases 	End of Level 1: situation-specific words and phrases (<i>between those two black wires</i>)
 End of Level 2 Emerging: General content words and expressions, including cognates Social and instructional words and expressions across content areas 	End of Level 2: an increasing number of words and phrases (Over there on the board?)



 End of Level 3 Developing: Specific content-area language and expressions Words and expressions with common collocations and idioms across content areas 	End of Level 3: a growing number of words and phrases in a variety of contexts (<i>lightbulb went off, the electric circuit</i>)
 End of Level 4 Expanding: Specific and some technical content-area language Words or expressions with multiple meanings across content areas 	End of Level 4: an expanding number of words and phrases including idioms and collocations (<i>push and pull, quit pulling my leg</i>)
 End of Level 5 Bridging: Technical and abstract content-area language Words and expressions with shades of meaning across content areas 	End of Level 5: a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns (<i>the invisible force between two magnets</i>)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: a wide variety of words, phrases, and expressions with multiple meanings across content areas (<i>electric shock versus I'm shocked</i>)
Speaking and Writing	Expressive Communication Mode (Speaking, Writing, and Representing)
Discourse Linguistic Complexity	DISCOURSE Organization of language Create coherent texts (spoken, written, multimodal) using
 End of Level 1 Entering: Words, phrases, or chunks of language Single words used to represent ideas 	End of Level 1: short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)



 End of Level 2 Emerging: Phrases or short sentences Emerging expression of ideas 	End of Level 2: sentences that convey intended purpose with emerging organization (topic sentence, supporting details)
 End of Level 3 Developing: Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	End of Level 3: short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: <i>first, and then, then</i>)
 End of Level 4 Expanding: Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	End of Level 4: expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers
 End of Level 5 Bridging: Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	End of Level 5: text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (<i>the first reason, the second reason, the evidence is</i>)
	DISCOURSE Cohesion of language Connect ideas across a whole text through
Same as <u>Speaking and Writing</u> above.	End of Level 1: some frequently used cohesive devices (repetition, demonstratives)



Same as <u>Speaking and Writing</u> above.	End of Level 2: some formulaic cohesive devices (pronoun referencing, etc.)
Same as <u>Speaking and Writing</u> above.	End of Level 3: a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)
Same as <u>Speaking and Writing</u> above.	End of Level 4: an expanding variety of cohesive devices (given/new, whole/part, class/subclass)
Same as <u>Speaking and Writing</u> above.	End of Level 5: a flexible number of cohesive devices (substitution, ellipsis, given/new)
Same as <u>Speaking and Writing</u> above.	End of Level 6: a wide variety of cohesive devices used in genre-and-discipline-specific ways
	DISCOURSE Density of language Elaborate or condense ideas through
Same as <u>Speaking and Writing</u> above.	End of Level 1: a few types of elaboration (adding familiar adjectives to describe nouns: <i>maple syrup</i>)
Same as <u>Speaking and Writing</u> above.	End of Level 2: some types of elaboration (adding newly learned or multiple adjectives to nouns (<i>thick, sweet, sticky maple syrup</i>)
Same as <u>Speaking and Writing</u> above.	End of Level 3: a growing number of types of elaboration (adding articles or demonstratives to nouns: <i>the dark syrup</i>)
Same as <u>Speaking and Writing</u> above.	End of Level 4: a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: <i>the long, slow process</i>)
Same as <u>Speaking and Writing</u> above.	End of Level 5: a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>the sap which boiled for six hours</i>)



Same as <u>Speaking and Writing</u> above.	End of Level 6: flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: a sweet sap that turned into a delicious syrup after hours of boiling and condensing through nominalization: this tedious process)
Sentence Level Language Forms and Conventions	SENTENCE Grammatical complexity Extend or enhance meanings through
 End of Level 1 Entering: Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	End of Level 1: sentence fragments and emerging use of simple sentences (<i>the blue one, the read one</i>)
 End of Level 2 Emerging: Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	End of Level 2: simple sentences (<i>The red side pushed away. The blue side stayed</i> .)
 End of Level 3 Developing: Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	End of Level 3: sentences with emerging use of clauses (<i>The red side blocked the paperclip. The blue side picked it up. They are opposites.</i>)
 End of Level 4 Expanding: Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	End of Level 4: simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: <i>the red side repelled the paperclip, but also it</i>)
 End of Level 5 Bridging: A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	End of Level 5: compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: <i>Neither the red one nor the blue one</i>)



 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: compound and complex sentences characteristic of genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend or shorten sentences: <i>The magnetic force caused the paperclip to lift off the table because the paperclip is metal.</i>)
Word/Phrase Level Vocabulary Usage	WORD, PHRASE Precision of language Create precise meanings through everyday, cross-disciplinary, and technical language with
 End of Level 1 Entering: General content-related words Everyday social, instructional and some content-related words and phrases 	End of Level 1: some frequently used words and phrases with some precision (<i>social studies, government</i>)
 End of Level 2 Emerging: General content words and expressions, including cognates Social and instructional words and expressions across content areas 	End of Level 2: a small repertoire of words and phrases with developing precision (<i>branches of government, executive power</i>)
 End of Level 3 Developing: Specific content-area language and expressions Words and expressions with common collocations and idioms across content areas 	End of Level 3: a growing repertoire of words and phrases with growing precision (<i>the founders, "two if by land…"</i>)
 End of Level 4 Expanding: Specific and some technical content-area language Words or expressions with multiple meanings across content areas 	End of Level 4: an expanding repertoire of words and phrases, including idioms and collocations with expanding precision (the lights are on but nobody's home)



 End of Level 5 Bridging: Technical and abstract content-area language Words and expressions with shades of meaning across content areas 	End of Level 5: a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision (<i>as a result of the war, forming a new nation</i>)
 End of Level 6 Reaching English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: a variety of words and phrases, including evaluation, obligation, idioms, and collocations (<i>necessary sacrifices, outdated law, fit for a king</i>)



Grades 6-8

2012	2020
K-12 Performance Definitions	Proficiency Level Descriptors
Listening and Reading	Interpretive Communication Mode (Listening, Reading, and Viewing)
Discourse Linguistic Complexity	DISCOURSE Organization of language Understand how coherent texts (spoken, written, multimodal) are created
 End of Level 1 Entering: Single statements or questions An idea within words, phrases, or chunks of language 	End of Level 1: to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic- related sentences
 End of Level 2 Emerging: Multiple related simple sentences An idea with details 	End of Level 2: to meet a purpose in a short, connected text
 End of Level 3 Developing: Discourse with a series of extended sentences Related ideas specific to particular content areas 	End of Level 3: to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)
 End of Level 4 Expanding: Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	End of Level 4: to meet a purpose through genre- specific organizational patterns (orientation and explanation sequence)
 End of Level 5 Bridging: Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas 	End of Level 5: to meet a purpose through genre- specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons
End of Level 6 Reaching:	End of Level 6: to meet a purpose reflective of genre and


• English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.	discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)
	DISCOURSE Cohesion of language Understand how ideas are connected across a whole text through
Same as <u>Listening and Reading</u> above.	End of Level 1: a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)
Same as <u>Listening and Reading</u> above.	End of Level 2: multiple cohesive devices (synonyms, antonyms)
Same as <u>Listening and Reading</u> above.	End of Level 3: a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)
Same as <u>Listening and Reading</u> above.	End of Level 4: a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)
Same as <u>Listening and Reading</u> above.	End of Level 5: cohesive devices and common strategies that connect ideas throughout text (given/new)
Same as <u>Listening and Reading</u> above.	End of Level 6: various types of cohesive devices and strategies that connect ideas throughout text
	DISCOURSE Density of language Understand how ideas are elaborated or condensed through
Same as Listening and Reading above.	End of Level 1: expanded noun groups with classifiers (crescent moon)



Same as <u>Listening and Reading</u> above.	End of Level 2: expanded noun groups with prepositional phrases (<i>waxing crescent moon in the second half of the month</i>)
Same as <u>Listening and Reading</u> above.	End of Level 3: expanded noun groups with embedded clauses (<i>waxing crescent moon that was growing each day</i>)
Same as <u>Listening and Reading</u> above.	End of Level 4: expanded noun groups with a variety of embedded clauses (<i>predictable and observable moon phases in your particular time zone</i>)
Same as <u>Listening and Reading</u> above.	End of Level 5: expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)
Same as <u>Listening and Reading</u> above.	End of Level 6: multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas (<i>the relative positions of the sun, earth, and moon cause these changes</i>)
Sentence Lovel	
Sentence Level Language Forms and Conventions	SENTENCE Grammatical complexity Understand how meanings are extended or enhanced through
Language Forms and Conventions End of Level 1 Entering: • Simple grammatical constructions (e.g., commands, Wh- questions, declaratives)	Understand how meanings are extended or enhanced through End of Level 1: related simple sentences (<i>African savannas are</i>



 End of Level 4 Expanding: Complex grammatical structures A broad range of sentence patterns characteristic of particular content areas 	End of Level 4: compound sentences with frequently used ways of combining clauses (<i>A variety of wildlife live in the savanna such as</i>)
 End of Level 5 Bridging: A variety of complex grammatical structures Sentence patterns characteristic of particular content areas 	End of Level 5: compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>Since it's an ecosystem, it has a variety of</i>)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area (<i>The Black Rhino is at risk of extinction,</i> <i>unless</i>)
Word/Phrase Level Vocabulary Usage	WORD, PHRASE Precision of language Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through
 End of Level 1 Entering: General content-related words Everyday social, instructional and some content-related words and phrases 	End of Level 1: an increasing number of words and phrases (<i>don't be late for class</i>)
 End of Level 2 Emerging: General content words and expressions, including cognates Social and instructional words and expressions across content areas 	End of Level 2: a growing number of words and phrases in a variety of contexts (<i>inside the membrane</i>)



 End of Level 3 Developing: Specific content-area language and expressions Words and expressions with common collocations and idioms across content areas 	End of Level 3: an expanding number of words and phrases including idioms and collocations (<i>gravity is bringing me down</i>)
 End of Level 4 Expanding: Specific and some technical content-area language Words or expressions with multiple meanings across content areas 	End of Level 4: a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns <i>(at the speed of light)</i>
 End of Level 5 Bridging: Technical and abstract content-area language Words and expressions with shades of meaning across content areas 	End of Level 5: a wide variety of words, phrases, and expressions with multiple meanings across content areas
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: strategic use of various words, phrases, and expressions with shades of meaning across content areas (<i>trembling in the corner, pounding rain, the whisper of dragonfly</i> <i>wings</i>)
Speaking and Writing	Expressive Communication Mode (Speaking, Writing, and Representing)
Discourse Linguistic Complexity	DISCOURSE Organization of language Create coherent texts (spoken, written, multimodal) using
 End of Level 1 Entering: Words, phrases, or chunks of language Single words used to represent ideas 	End of Level 1: sentences that convey intended purpose with emerging organization (topic sentence, supporting details)



Same as <u>Speaking and Writing</u> above.	End of Level 1: some formulaic cohesive devices (repetition, pronoun referencing, etc.)
	DISCOURSE Cohesion of language Connect ideas across a whole text through
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: text that conveys intended purpose using genre- specific organizational patterns using a wide range of ways to signal relationships throughout the text
 End of Level 5 Bridging: Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	End of Level 5: text that conveys intended purpose using genre- specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (<i>the first reason, the second reason, the evidence</i>)
 End of Level 4 Expanding: Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	End of Level 4: text that conveys intended purpose using genre- specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers
 End of Level 3 Developing: Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	End of Level 3: expanding text that conveys intended purpose using generic (not genre- specific) organizational patterns (introduction, body, conclusion)
 End of Level 2 Emerging: Phrases or short sentences Emerging expression of ideas 	End of Level 2: short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: <i>First Finally, In 1842, this is how volcanoes form</i>)



Same as <u>Speaking and Writing</u> above.	End of Level 2: a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)
Same as <u>Speaking and Writing</u> above.	End of Level 3: an expanding number of cohesive devices (given/new, whole/part, class/subclass)
Same as <u>Speaking and Writing</u> above.	End of Level 4: a flexible number of cohesive devices (ellipsis, substitution/omission)
Same as <u>Speaking and Writing</u> above.	End of Level 5: a variety of cohesive devices used in genre- and discipline- specific ways
Same as <u>Speaking and Writing</u> above.	End of Level 6: a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
	DISCOURSE Density of language Elaborate or condense ideas through
Same as <u>Speaking and Writing</u> above.	End of Level 1: some types of elaboration (adding a newly learned adjective to a noun)
Same as <u>Speaking and Writing</u> above.	End of Level 2: a growing number of types of elaboration (adding articles or demonstratives to a noun: the or these clouds)
Same as <u>Speaking and Writing</u> above.	End of Level 3: a variety of types of elaboration (adding classifiers: <i>cumulus and cumulonimbus clouds</i>)
Same as <u>Speaking and Writing</u> above.	End of Level 4: a wide variety of types of elaboration (adding in embedded clauses after the noun: <i>those storm clouds that we saw yesterday</i>)
Same as <u>Speaking and Writing</u> above.	End of Level 5: a flexible range of types of elaboration and some ways to condense ideas (<i>scary looking storm clouds that turned dark in a matter of minutes and condensing through</i>



	nominalization: that storm system)
Same as <u>Speaking and Writing</u> above.	End of Level 6: multiple types of elaboration and a growing number of ways to condense ideas throughout a text
Sentence Level Language Forms and Conventions	SENTENCE Grammatical complexity Extend or enhance meanings through
 End of Level 1 Entering: Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	End of Level 1: simple sentences (<i>The main character is Harry. He is a wizard.</i>)
 End of Level 2 Emerging: Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	End of Level 2: sentences with emerging use of clauses (no conjunctions: <i>The main character is Harry. His friends are They go to Hogwarts.</i>)
 End of Level 3 Developing: Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	End of Level 3: simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: <i>He goes to Hogwarts School and his friends are</i>)
 End of Level 4 Expanding: Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	End of Level 4: compound sentences with frequently used ways of combining clauses (<i>They fight the forces of evil, yet they can't overcome them.</i>)
 End of Level 5 Bridging: A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	End of Level 5: compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <i>Harry has a lightning bolt scar because he was attacked when</i>)
 End of Level 6 Reaching: English language learners will process a range of 	End of Level 6: a wide variety of sentence types with



grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.	increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (<i>When Harry is close to Voldemort, his scar throbs.</i>)
Word/Phrase Level Vocabulary Usage	WORD, PHRASE Precision of language Create precise meanings through everyday, cross-disciplinary, and technical language with
 End of Level 1 Entering: General content-related words Everyday social and instructional words and expressions 	End of Level 1: a small repertoire of words and phrases with developing precision (<i>order of operations, on page 12</i>)
 End of Level 2 Emerging: General content words and expressions Social and instructional words and expressions across content areas 	End of Level 2: a growing repertoire of words and phrases with growing precision (<i>kinetic energy, law of motion</i>)
 End of Level 3 Developing: Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas 	End of Level 3: an expanding repertoire of words and phrases including idioms and collocations with expanding precision (love-hate relationship)
 End of Level 4 Expanding: Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas 	End of Level 4: a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision <i>(fill the beaker to the top line)</i>
 End of Level 5 Bridging: Technical and abstract content-area language, including 	End of Level 5: a variety of words and phrases, including evaluation and obligation, with precision (<i>stupid test, we should</i>



 content-specific collocations Words and expressions with precise meaning across content areas 	figure this out)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: a wide variety of words and phrases with Precision (<i>weighing 4.4 pounds on Earth, wrong answer</i>) according to the genre, purpose and discipline



Grades 9-12

2012	2020
K-12 Performance Definitions	Proficiency Level Descriptors
Listening and Reading	Interpretive Communication Mode (Listening, Reading, and Viewing)
Discourse Linguistic Complexity	DISCOURSE Organization of language Understand how coherent texts (spoken, written, multimodal) are created
 End of Level 1 Entering: Single statements or questions An idea within words, phrases, or chunks of language 	End of Level 1: to meet a purpose (to inform, narrative, entertain) in a series of topic-related connected sentences
 End of Level 2 Emerging: Multiple related simple sentences An idea with details 	End of Level 2: to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)
 End of Level 3 Developing: Discourse with a series of extended sentences Related ideas specific to particular content areas 	End of Level 3: to meet a purpose through specific organization (orientation and explanation sequence)
 End of Level 4 Expanding: Connected discourse with a variety of sentences Expanded related ideas characteristic of particular content areas 	End of Level 4: to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text
 End of Level 5 Bridging: Rich descriptive discourse with complex sentences Cohesive and organized, related ideas across content areas 	End of Level 5: to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (Causes and effects, factors and outcomes, events and consequences)
End of Level 6 Reaching:	End of Level 6: according to authors' strategic use of generic



• English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.	structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
	DISCOURSE Cohesion of language Understand how ideas are connected across a whole text through
Same as <u>Listening and Reading</u> above.	End of Level 1: multiple cohesive devices (synonyms, antonyms)
Same as <u>Listening and Reading</u> above.	End of Level 2: a variety of cohesive devices that connect larger meaningful chunks of text including (class/subclass, whole/part)
Same as <u>Listening and Reading</u> above.	End of Level 3: a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)
Same as <u>Listening and Reading</u> above.	End of Level 4: cohesive devices and common strategies that connect ideas thorough a text (Given/new)
Same as <u>Listening and Reading</u> above.	End of Level 5: various types of cohesive devices and strategies that connect ideas throughout a text
Same as <u>Listening and Reading</u> above.	End of Level 6: author's strategic and creative ways to connect units of meaning throughout a whole text
	DISCOURSE Density of language Understand how ideas are elaborated or condensed through
Same as Listening and Reading above.	End of Level 1: expanded noun groups with prepositional



	phrases (the chemical element with the symbol H)
Same as <u>Listening and Reading</u> above.	End of Level 2: expanded noun groups with embedded clauses (<i>chemical element that has these physical properties</i>)
Same as <u>Listening and Reading</u> above.	End of Level 3: expanded noun groups with a variety of embedded clauses (<i>chemical element with the symbol Na and an atomic number 11 that</i>)
Same as <u>Listening and Reading</u> above.	End of Level 4: expanded noun groups with embedded clauses and compacted noun groups (nominalization)
Same as <u>Listening and Reading</u> above.	End of Level 5: a variety of noun groups expanded with pre- and post- modifiers (<i>the chemical element with the symbol H and atomic number 1</i>)
Same as <u>Listening and Reading</u> above.	End of Level 6: authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas
Sentence Level Language Forms and Conventions	SENTENCE Grammatical complexity Understand how meanings are extended or enhanced through
 End of Level 1 Entering: Simple grammatical constructions (e.g., commands, Wh-questions, declaratives) Common social and instructional forms and patterns 	End of Level 1: multiple related simple sentences (<i>All people have needs and wants. This is called demand.</i>)
 End of Level 2 Emerging: Compound grammatical structures Repetitive phrasal and sentence patterns across content areas 	End of Level 2: simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: <i>All people have needs and wants and it's called demand.</i>)
 End of Level 3 Developing: Compound and some complex grammatical constructions 	End of Level 3: compound sentences with frequently used ways of combining clauses (coordinating conjunctions: <i>All people have needs and wants but there are only limited</i>)



Sentence patterns across content areas	
 End of Level 4 Expanding: Complex grammatical structures A broad range of sentence patterns characteristic of particular content areas 	End of Level 4: compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (<i>Whenever there is an increased demand, the prices go up.</i>)
 End of Level 5 Bridging: A variety of complex grammatical structures Sentence patterns characteristic of particular content areas 	End of Level 5: a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (Despite the obvious problems with scarcity, some people)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area (<i>Interest rates</i> <i>are controlled by the Federal Reserve Bank, although some</i> <i>would argue</i>) with awareness of how various sentences create different effects
Word/Phrase Level Vocabulary Usage	WORD, PHRASE Precision of language Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through
 End of Level 1 Entering: General content-related words Everyday social, instructional and some content-related words and phrases 	End of Level 1: a growing number of words and phrases in a variety of contexts (<i>sit tight for the announcements, in this novel</i>)
 End of Level 2 Emerging: General content words and expressions, including cognates 	End of Level 2: an expanding number of words and phrases including idioms and collocations (<i>to make a long story short</i>)



 Social and instructional words and expressions across content areas 	
 End of Level 3 Developing: Specific content-area language and expressions Words and expressions with common collocations and idioms across content areas 	End of Level 3: a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (<i>within seconds</i>)
 End of Level 4 Expanding: Specific and some technical content-area language Words or expressions with multiple meanings across content areas 	End of Level 4: a wide variety of words, phrases, and expressions with multiple meanings across content areas <i>(division of power versus long division)</i>
 End of Level 5 Bridging: Technical and abstract content-area language Words and expressions with shades of meaning across content areas 	End of Level 5: strategic use of various words, phrases, and expressions with shades of meaning across content areas (<i>tumultuous and catastrophic events</i>)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: authors' flexible and strategic use of words and phrases across a variety of contexts and content areas (<i>stares, hesitates, agonizes and finally</i>)
Speaking and Writing	Expressive Communication Mode (Speaking, Writing, and Representing)
Discourse Linguistic Complexity	DISCOURSE Organization of language Create coherent texts (spoken, written, multimodal) using
End of Level 1 Entering:	End of Level 1: short text that conveys intended purpose using



Words, phrases, or chunks of languageSingle words used to represent ideas	predictable organization (paragraph openers: <i>First, Finally, In November, Plant cells have</i>)
 End of Level 2 Emerging: Phrases or short sentences Emerging expression of ideas 	End of Level 2: expanding text that conveys intended purpose using generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers
 End of Level 3 Developing: Short and some expanded sentences with emerging complexity Expanded expression of one idea or emerging expression of multiple related ideas across content areas 	End of Level 3: text that conveys intended purpose using genre-specific organization patterns (statement of position, arguments, call to action) with a variety of paragraph openers
 End of Level 4 Expanding: Short, expanded, and some complex sentences Organized expression of ideas with emerging cohesion characteristic of particular content areas 	End of Level 4: text that conveys intended purpose using genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text
 End of Level 5 Bridging: Multiple, complex sentences Organized, cohesive, and coherent expression of ideas characteristic of particular content areas 	End of Level 5: text that conveys intended purpose using genre- specific organizational patterns with a wide range of ways to signal relationships throughout the text
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: elaborated text that conveys author's indeed and strategic purpose, including flexibility in combining multiple genres for a variety of audiences and effects
	DISCOURSE Cohesion of language Connect ideas across a whole text through



End of Level 1: a growing number of cohesive devices (demonstratives, repetition)
End of Level 2: an expanding number of cohesive devices (given/new, whole/part, class/subclass)
End of Level 3: a flexible number of cohesive devices (ellipsis, substitution/omission)
End of Level 4: a variety of cohesive devices used in genre-and discipline-specific ways
End of Level 5: a wide variety of cohesive devices used in genre-and discipline-specific ways
End of Level 6: a flexible and strategic use of cohesive devices
DISCOURSE Density of language Elaborate or condense ideas through
End of Level 1: some types of elaboration (demonstratives: <i>these five rules</i>)
End of Level 2: an expanding number of types of elaboration (adding classifiers: <i>Roman empire</i>)
End of Level 3: a variety of types of elaboration (adding in embedded clauses after the noun: <i>ancient kingdoms which were buried by ash</i>)
End of Level 4: a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization
End of Level 5: a flexible range of types of elaboration and a growing number of ways to condense ideas



Same as <u>Speaking and Writing</u> above.	End of Level 6: multiple and strategic use of language features to elaborate and condense ideas
Sentence Level Language Forms and Conventions	SENTENCE Grammatical complexity Extend or enhance meanings through
 End of Level 1 Entering: Phrase-level grammatical structures Phrasal patterns associated with familiar social and instructional situations 	End of Level 1: simple sentences with emerging use of clauses (<i>Bolivia is in South America. It's a home to</i>)
 End of Level 2 Emerging: Formulaic grammatical structures Repetitive phrasal and sentence patterns across content areas 	End of Level 2: simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions (<i>Bolivia is in South America and it's a home to</i>)
 End of Level 3 Developing: Simple and compound grammatical structures with occasional variation Sentence patterns across content areas 	End of Level 3: compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas (<i>Democracy was established in the 1980s, yet, leaders</i>)
 End of Level 4 Expanding: Compound and complex grammatical structures Sentence patterns characteristic of particular content areas 	End of Level 4: compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: <i>Although</i> the northern part of)
 End of Level 5 Bridging: A variety of complex grammatical structures matched to purpose A broad range of sentence patterns characteristic of particular content areas 	End of Level 5: a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area (<i>Despite the country's suffering</i>)
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in 	End of Level 6: strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area (<i>Even though</i> Spanish is the official language, several



language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas.	indigenous languages are spoken.)
Word/Phrase Level Vocabulary Usage	WORD, PHRASE Precision of language Create precise meanings through everyday, cross-disciplinary, and technical language with
 End of Level 1 Entering: General content-related words Everyday social and instructional words and expressions 	End of Level 1: a growing repertoire of words and phrases with growing precision (<i>mitosis, symbiotic relationships</i>)
 End of Level 2 Emerging: General content words and expressions Social and instructional words and expressions across content areas 	End of Level 2: an expanding repertoire of words and phrases such as idioms and collocations with expanding precision (<i>miss the boat</i>)
 End of Level 3 Developing: Specific content language, including cognates and expressions Words or expressions with multiple meanings used across content areas 	End of Level 3: a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (<i>by exploring cultures, later that day</i>)
 End of Level 4 Expanding: Specific and some technical content-area language Words and expressions with expressive meaning through use of collocations and idioms across content areas 	End of Level 4: a variety of words and phrases, including evaluation and obligation, with precision (we shall overcome)
 End of Level 5 Bridging: Technical and abstract content-area language, including content-specific collocations Words and expressions with precise meaning across 	End of Level 5: a wide variety of words and phrases with precision (<i>the dictator ruled with terror</i>) according to the genre, purpose, and discipline



content areas	
 End of Level 6 Reaching: English language learners will process a range of grade-appropriate oral or written language for a variety of academic purposes and audiences. Automaticity in language processing is reflected in the ability to identify and act on significant information from a variety of genres and registers. English language learners' strategic competence in processing academic language facilitates their access to content area concepts and ideas. 	End of Level 6: flexible and strategic use of various words and phrases (<i>marveled at the Eiffel Tower</i>) according to the genre, purpose, and discipline



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