

ELD STANDARD 1: Social & Instructional Language
EXAMPLE TOPIC: School areas, personnel, & activities

CONNECTION: *Common Core Speaking and Listening Standards #2 (Grade 2):* Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students take photos on a tour of the school and create maps incorporating school areas, personnel, and activities based on oral descriptions or text read aloud.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE oral directions.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Find school areas on maps based on oral clues about personnel or activities with a partner	Place objects in school areas on maps based on oral clues about personnel or activities with a partner (e.g., “There was a flag in the corner.”)	Match school areas on maps to personnel and activities based on descriptive oral clues with a partner	Arrange school areas on maps according to descriptive oral clues about personnel and activities with a partner (e.g., “Remember how we could hear the musical instruments next door when we were in the gym?”)	Distinguish among school areas on maps based on multi-step descriptive oral clues about personnel or activities with a partner	
TOPIC-RELATED LANGUAGE: : Students at all levels of English language proficiency interact with grade-level words and expressions, such as: across from, down the hall, in the corner, upstairs, custodian, second grade teacher, computer lab						

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Storytelling/Experiential recounting

CONNECTION: *Common Core Speaking and Listening Standards #4 (Grade 2):* Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students draw or make collages and then orally share stories with a beginning, middle, and end about events with their peers.

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY elements of stories to original storytelling or experiential recounting.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Point to and tell about events in stories using photos, illustrations, or wordless picture books with a partner (e.g., “go to park, play with friends”)	Describe parts of stories (e.g., characters, settings) photos, illustrations, or wordless picture books with a partner	Retell stories including main events, characters, and settings using photos, illustrations, or wordless picture books with a partner	Tell detailed stories using photos, illustrations, or wordless picture books with a partner	Tell detailed stories with creative word choice and expression using photos, illustrations, or wordless picture books with a partner	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: order, details, word choice						

ELD STANDARD 3: The Language of Mathematics
EXAMPLE TOPIC: Money

CONNECTION: *Common Core Standards for Mathematics, Measurement and Data #8 (Grade 2):* Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students act out real-life mathematics scenarios related to money (e.g., to make purchases in a classroom store).

COGNITIVE FUNCTION: Students at all levels of English language proficiency will ANALYZE text of word problems.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Match words and phrases (e.g., “more than,” “less than,” “take away”) involving money and value to operations (e.g., +, -) using illustrated word cards and realia with a partner	Find words and phrases involving money and value from illustrated text using realia with a partner	Sequence sentences to decide how to solve word problems involving money and value using realia with a partner	Locate clues for solving problems involving money and value from simplified text (e.g., written in present tense with familiar contexts) using realia with a partner	Categorize word problems (e.g., by addition or subtraction) involving money and value using realia	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: total, enough, cost, change, left over, solve						

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Life cycles

CONNECTION: *National Science Education Standards C.2 (Grades K–4)**: Plants and animals have life cycles that include being born, developing into adults, reproducing, and eventually dying. The details of this life cycle are different for different organisms. Plants and animals closely resemble their parents.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students learn about the stages within life cycles of different plants and animals in small groups to produce classroom posters.

COGNITIVE FUNCTION: Students at all levels of English language proficiency REMEMBER the changes in life cycles.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Label drawings about stages of life cycles using illustrated word banks (e.g., seed, sprout) and graphic organizers	Produce simple sentences about the stages of life cycles using illustrated word banks and graphic organizers	Describe the stages of life cycles using illustrated word banks and graphic organizers	Describe in detail the stages of life cycles using illustrations and graphic organizers	Reproduce stories about the stages of life cycles using illustrations	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: life cycle, change into, stages						

** As this book goes to press, a draft of the Next Generation Science Standards was just released for review. WIDA plans to update its Language of Science strands to correspond with these standards as soon as they are final.*

ELD STANDARD 5: The Language of Social Studies
EXAMPLE TOPIC: Historical times & people

CONNECTION: *Common Core Reading Standards for Informational Text, Key Ideas and Details #2 (Grade 2):* Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. 2. Describe the connection between a series of historical events, scientific ideas or concepts, or steps.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students research historical times and people using informational texts in preparation for creating a timeline poster.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the connections between different historical times and people.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Match pictures with information about historical times and people from illustrated texts with a partner	Identify important information about historical times and people from illustrated texts with a partner	Sort information about historical times and people from illustrated texts using graphic organizers in small groups	Sequence information about historical times and people from illustrated texts using graphic organizers in small groups	Connect information about historical times and people from illustrated texts using graphic organizers (e.g., timelines)	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: historical times, communication						

See expanded version of this strand on pp. 26–27

COMPLEMENTARY STRAND: The Language of Visual Arts

EXAMPLE TOPIC: Visual characteristics

CONNECTION: *National Visual Arts Standard 2 (Grades K–4):* Students know the differences among visual characteristics and purposes of art in order to convey ideas. Students describe how different expressive features and organizational principles cause different responses.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students, identifying themselves as artists, relate the visual characteristics of their art work to peers and communicate how the visual attributes lend themselves to different ideas.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE visual characteristics of art forms.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Point to and name visual characteristics of models of art forms using graphic support (e.g., palette of colors) with a partner	Categorize visual characteristics of models of art forms (e.g., shades of color) using graphic support with a partner	Describe variation in visual characteristics of models of art forms using graphic support with a partner	Discuss variation in visual characteristics of models of art forms using graphic support with a partner	Explain variation in visual characteristics using graphic support with a partner	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: shades of color, mood, style						