

ELD STANDARD 1: Social & Instructional Language
EXAMPLE TOPIC: Reflective listening

CONNECTION: *Common Core State Standards for English Language Arts, Speaking and Listening, Presentation of Knowledge & Ideas #1 (Grade 7):* Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly... d. Acknowledge new information expressed by others and, when warranted, modify their own views.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students listen to each other in a classroom discussion on a contemporary issue (e.g., poverty, new school rules) and reflect on how their own views were influenced by others.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE diverse views on contemporary issues.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
LISTENING	Identify points of view from oral statements using illustrated graphic organizers and word banks	Classify points of view from oral statements using illustrated graphic organizers and word banks	Compare points of view from oral discussion using graphic organizers and word banks	Compare points of view from oral discussion using word banks	Interpret points of view in expanded oral discourse	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: active listening, reflection, mutual respect, contemporary issue, points of view						

ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Main ideas

CONNECTION: *Common Core State Speaking and Listening Standards, Comprehension and Collaboration #2 (Grade 7):* Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students discuss main ideas of short stories, novels, and essays with partners or in small groups to clarify the theme, topic, or issue under study.

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY main ideas of short stories, novels, and essays.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
SPEAKING	Produce key words about themes related to the main idea using visual support (e.g., captioned illustrations of plot and main ideas) with a partner	Produce statements about themes related to the main idea using graphic organizers with a partner	Explain themes related to the main idea using graphic organizers (e.g., story map, plot line) to a partner	Discuss themes related to the main idea using graphic organizers	Discuss themes related to the main idea using extended discourse	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: supporting details, theme, thesis						

ELD STANDARD 3: The Language of Mathematics
EXAMPLE TOPIC: Algebraic equations

CONNECTION: *Common Core State Standards for Mathematics, Expressions and Equations #4 (Grade 7):* Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students read real-life problems and use manipulatives to construct algebraic equations and find their solutions in small groups.

COGNITIVE FUNCTION: Students at all levels of English language proficiency APPLY their algebraic knowledge.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Identify key language that provides information to solve real-life mathematical problems using visual and graphic supports with a partner	Identify key language that provides information to solve real-life mathematical problems using labeled visual and graphic supports with a partner	Identify key language that provides information to solve real-life mathematical problems using graphic supports (e.g., charts and tables)	Identify key language patterns to solve real-life mathematical problems using graphic supports	Identify key language patterns to solve real-life mathematical problems	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: inequality, linear equation, non-linear, simplify the expression, ____ per ____						

ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Scientific inquiry

CONNECTION: *National Science Education Standards, Science as Inquiry, A, Understandings about Scientific Inquiry (Grades 5–8)**: Different kinds of questions suggest different kinds of scientific investigations. Some investigations involve observing and describing objects, organisms, or events; some involve collecting specimens; some involve experiments; some involve seeking more information; some involve discovery of new objects and phenomena; and some involve making models. Current scientific knowledge and understanding guide scientific investigations. Different scientific domains employ different methods, core theories, and standards to advance scientific knowledge and understanding... Scientific explanations emphasize evidence, have logically consistent arguments, and use scientific principles, models, and theories. The scientific community accepts and uses such explanations until displaced by better scientific ones. When such displacement occurs, science advances.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students report on the process and results of a science experiment to construct scientific knowledge.

COGNITIVE FUNCTION: Students at all levels of English language proficiency will UNDERSTAND how to interpret and represent the results of scientific inquiry.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Produce labeled illustrations of scientific questions and conclusions using graphic organizers with a partner	Describe scientific questions and conclusions using graphic organizers (e.g., cloze activity) using word banks with a partner	Describe in detail scientific questions and conclusions using words banks and graphic organizers	Organize language about scientific questions and conclusions using graphic organizers (e.g., paragraph frames)	Summarize scientific questions and conclusions	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: scientific inquiry, hypothesis, hypothesis testing, observations, results						

**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: Agriculture

CONNECTION: *Common Core Reading Standards for Literacy in History/Social Studies, Integration of Knowledge & Ideas #7:* Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students read informational texts and related websites about crops or agricultural products to interpret maps or create charts.

COGNITIVE FUNCTION: Students at all levels of English language proficiency ANALYZE the importance of agricultural resources to regional economies.						
	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Identify agricultural icons using visual or graphic support (e.g., on maps or graphs)	Locate resources or agricultural products using visual or graphic support	Distinguish among resources or agricultural products using visual or graphic support	Find patterns associated with resources or agricultural products using visual or graphic support	Draw conclusions about resources or agricultural products on maps or graphs from grade-level text	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: renewable, non-renewable, resource allocation						

See expanded version of this strand on pp. 36–37

COMPLEMENTARY STRAND: The Language of Visual Arts **EXAMPLE TOPIC: Art media, techniques, & processes**

CONNECTION: *The National Standards for Arts Education #1, Understanding and Applying Media, Techniques, and Processes (Grades 5–8):* Students select media, techniques, and processes; analyze what makes them effective or not effective in communicating ideas; and reflect upon the effectiveness of their choices. Students intentionally take advantage of the qualities and characteristics of art media, techniques, and processes to enhance communication of their experiences and ideas.

EXAMPLE CONTEXT FOR LANGUAGE USE: Students listen to oral descriptions (e.g., teacher talk, video, podcast, etc.) to determine the effectiveness of media, techniques, and processes in communicating artists’ ideas in preparation for defending their own artistic choices.

COGNITIVE FUNCTION: Students at all levels of English language proficiency UNDERSTAND the communicative effectiveness of different artistic media.						
LISTENING	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
	Identify oral statements about artistic qualities and characteristics used to communicate ideas and experiences using visual and non-verbal cues and illustrated word walls	Identify oral descriptions about artistic qualities and characteristics used to communicate ideas and experiences using illustrated word walls	Categorize artistic qualities and characteristics used to communicate ideas and experiences using graphic organizers	Distinguish among artistic qualities and characteristics used to communicate ideas and experiences using graphic organizers	Infer reasons for artists’ selection of media, techniques, and processes	
TOPIC-RELATED LANGUAGE: Students at all levels of English language proficiency interact with grade-level words and expressions, such as: perspective, abstract, realistic, dimension, form and function						