

**ELD STANDARD 1: Social & Instructional Language**
**EXAMPLE TOPIC: Collaborative discussion**

**CONNECTION:** *Common Core State Standards for English Language Arts, Speaking and Listening, Comprehension & Collaboration #1.c (Grade 9–10):* Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students discuss and build consensus by role playing community members acting on current school or community issues.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency APPLY consensus-building procedures to group discussions.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Repeat set phrases (e.g., “I agree”, “I disagree”) and use non-verbal communication to propel discussions using sentence frames, word banks, and visuals	Make statements (e.g., “We can...”, “We must...”) to propel discussions using sentence frames, word banks, and visuals	Paraphrase statements (“We agree that...”) to propel discussions using sentence frames and word banks	Pose and respond to questions (e.g., “I think we could...”) to propel discussions using sentence frames	Elaborate on responses to propel discussions using sentence frames (e.g., “I’d like to add to that...”, “Have you also considered...?”)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: delegate, compromise, represent, motivate, inspire, set an example						

## ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Bias

**CONNECTION:** *Common Core State Standards, English Language Arts, Reading: Informational Text, Integration of Knowledge and Ideas #8 (Grades 9–10):* Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students learn how to choose appropriate sources for a research project by examining texts (e.g., speech transcripts, websites, editorials) to identify author’s bias.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency will EVALUATE author’s bias.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Locate language associated with fact and/or opinion from visually supported text with a partner using L1 or L2 and word banks (e.g., “I think”, “I believe” v. “data”, “fact”)	Locate language associated with fact and opinion from visually supported text with a partner using word banks (e.g., “70% of Latinos” v. “almost all Latinos”)	Locate language of opinion and bias from excerpts of texts following a model in small groups (e.g., “We as scientists agree...” v. “Scientists everywhere agree...”)	Sort language of bias from texts (e.g., by validity of reasoning/evidence) following a model in small groups	Infer author’s bias from texts in small groups	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: bias, claim, argument, relevant evidence, valid reasoning, stereotype						

**ELD STANDARD 3: The Language of Mathematics**
**EXAMPLE TOPIC: Right triangles**

**CONNECTION:** *Common Core State Standards for Mathematics, Geometry, Similarity, Right Triangles and Trigonometry #6–8 (High School):* Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles. Explain and use the relationship between the sine and cosine of complementary angles. Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students write word problems that can be solved by using right triangles (e.g., finding the height of a tree by using its shadow), and trade with a classmate to solve each other's problems.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency CREATE word problems requiring the use of trigonometric ratios and the Pythagorean Theorem to solve.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
WRITING	Draw and label scenarios for right triangle word problems using illustrated phrase banks	Draw and describe scenarios for right triangle word problems using sentence frames and illustrated phrase banks	Reproduce right triangle word problems using sentence frames and phrase banks	Compose right triangle word problems using textbook models and phrase banks	Compose detailed right triangle word problems using textbook models	

**TOPIC-RELATED LANGUAGE:** Students at all levels of English language proficiency interact with grade-level words and expressions, such as: sine, cosine, tangent (trigonometric functions), hypotenuse, opposite, adjacent

## ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Dependent & independent variables

**CONNECTION:** *National Science Education Standards, Science as Inquiry, A2, Design and Conduct Scientific Investigations (Grades 9–12)\**: The investigation may also require student clarification of the question, method, controls, and variables; student organization and display of data; student revision of methods and explanations; and a public presentation of the results with a critical response from peers.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students will discuss the design of an experiment (e.g., reaction rate of photosynthesis) to test the effect of modifying a variable. Groups will perform the experiment and discuss their observations on the impact of the specific variable. Finally, they will give a formal presentation on the results.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the effect of modifying a variable in an experiment.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Describe the effects of modifying a variable using illustrated word banks in small groups	Give examples of the effects of modifying a variable using illustrated word banks and sentence frames in small groups	Explain the effects of modifying a variable using sentence frames and graphic organizers in small groups	Discuss the effects of modifying a variable using sentence frames and graphic organizers in small groups	Report on the effects of modifying a variable in small groups	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: dependent and independent variables, control and experimental groups, quantitative and qualitative data						

*\*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.*

See expanded version of this strand on pp. 40–41

**ELD STANDARD 5: The Language of Social Studies**
**EXAMPLE TOPIC: Supply & demand**

**CONNECTION:** *Minnesota Economics Standards VI. Economics, A. The Market Economy (Micro Economics) (Grades 9–12):* The student will understand the basic characteristics of markets and the role of prices in modern market economies. 1. Students will describe the determination of equilibrium market prices by applying principles of supply and demand to markets for goods and services. 3. Students will identify several factors that lead to variation in market prices and quantities exchanged by changes in supply and/or demand.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students listen to a video (e.g., a news clip or CEO presentation to shareholders) or professional guest visitor about supply and demand of a popular product to project its market value in coming months.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency will UNDERSTAND the concept of supply and demand.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Point to key terms related to supply and demand using visuals and bilingual dictionaries with a partner	Select language related to supply and demand to complete graphic organizers using word banks with a partner	Organize information related to supply and demand using graphic organizers in small groups	Identify examples of changes in supply and demand using graphic organizers in small groups	Infer reasons for changes in supply and demand in small groups	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: supply and demand, consumption, market prices, market economies, goods and services, commodities						

## COMPLEMENTARY STRAND: The Language of Technology & Engineering

EXAMPLE TOPIC:  
Technology & ethics

**CONNECTION:** *National Technology Standards #5, Digital Citizenship (Grades K–12):* Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students: advocate and practice safe, legal, and responsible use of information and technology

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students investigate the social effects of new technologies through articles on contemporary topics (e.g., social media use in the teenage population) to advocate for safe and responsible use of information and technology.

**COGNITIVE FUNCTION:** Students at all levels of English language proficiency ANALYZE the effects of new technologies in today’s society.

	Level 1 Entering	Level 2 Emerging	Level 3 Developing	Level 4 Expanding	Level 5 Bridging	Level 6 – Reaching
READING	Classify statements from visually supported texts about effects of new technologies on behavior using L1 or L2 with a partner	Organize information from visually supported texts about the effects of new technologies on behavior using graphic organizers (e.g., cause and effect maps) and L1 or L2 with a partner	Find text evidence of the effects of new technologies on behavior using graphic organizers	Draw conclusions about the effects of new technologies on behavior based on texts using graphic organizers	Infer relationships between the effects of new technologies and behavior	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: cyber bullying, social media, ethical behavior						