

WIDA English Language Development Standards Framework, 2020 Edition

Language Expectations by WIDA ELD Standard Statements and Grade-Level Cluster

ELD Standard 1: Language for Social and Instructional Purposes

ELD Standard 2: Language for Language Arts

ELD Standard 3: Language for Mathematics

ELD Standard 4: Language for Science

Kindergarten

Grade 1

Grades 2-3

- ELD-SC-2-3.Explain.Interpretive Multilingual learners will 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

- ELD-SC-2-3.Explain.Expressive** Multilingual learners will 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**

- ELD-SC-2-3.Argue.Interpretive Multilingual learners will 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

- ELD-SC-2-3.Argue.Expressive Multilingual learners will 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
 - Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

Grades 4-5

Grades 6-8

- ELD-SC-2-3.Explain.Expressive Multilingual learners will 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**

Notes

Language Functions and Associated Language Features

Describe observations and/or data about a phenomenon through...

- Declarative statements to present facts [DISCOURSE] [SENTENCE]
- Cohesion to reference ideas, people across text (pronouns, renaming subject demonstratives: *this, that*) [SENTENCE] [WORD/PHRASE]
- Relating verbs to state relationships or attributes (*have, be, belong to*) [SENTENCE] [WORD/PHRASE]
- Abstract nouns and to introduce concepts (*habitat*) [WORD/PHRASE]

Develop a logical sequence between data or evidence and claim through...

- Connectors to sequence and order events across paragraphs (*first, second, begins, ends*) [DISCOURSE] [WORD/PHRASE]
- Causal connectors to link events (*because, so that, when*) [SENTENCE] [WORD/PHRASE]
- Clauses to express sequences in time (*after digestion, when the air cools*) [SENTENCE]
- Prepositional phrases to provide details (*where, when, how*) [WORD/PHRASE]
- Timeless verbs to state on-going facts about phenomenon (*Rain forests create oxygen.*) [WORD/PHRASE]
- Comparatives to show similarities and differences [WORD/PHRASE]

Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution through...

- Connectors to sequence and order events across paragraphs (*first, second, begins, ends*) [DISCOURSE] [WORD/PHRASE]
- Clauses to express sequences in time (*after digestion, when the air cools*) [SENTENCE]
- Causal connectors to link events (*because, so that, when*) [DISCOURSE] [WORD/PHRASE]
- Prepositional phrases to provide details about where, when, how [WORD/PHRASE]
- Technical terminology (*food chain, biome*) to add precision [WORD/PHRASE]