Monday, December 11, 2023
Board of Education Meeting

APPLETON AREA SCHOOL DISTRICT
BOARD OF EDUCATION MEETING
Scullen Leadership Center
131 E. Washington Street, Suite 1A
Appleton, WI 54911
Time: 6:00 PM

The Board of Education will be meeting in the Scullen Leadership Center, 131 E. Washington Street, Suite 1A. Some individuals may be joining via remote technology and the meeting will be livestreamed on YouTube. Members of the media or general public may continue to access meetings in person or via a live stream broadcast on the Appleton Area School District YouTube Channel: https://www.youtube.com/channel/UCHo-l09YGgt4uKnCWYvt8Pw
This meeting is a meeting of the Board of Education in public for the purpose of conducting the School District's business and is not to be considered a public community meeting. There is a time for public participation during the meeting as indicated in the agenda. Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the Districts website (http://www.aasd.k12.wi.us/district/board_of_education/public_input) and state law. The Wisconsin Open Meetings Law allows only brief discussion of topics that are not listed on the agenda. Therefore, the Board may not be able to fully address comments made during public input. When appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have.
Any special needs or any requests for accommodations related to accessing the meeting should be sent to Kayla Malott, at malottkayla@aasd.k12.wi.us or (920) 852-5300 ext. 60111, at least 24-hours in advance of the meeting.
Main Governing Board

1. Meeting Opening

Subject	**A. Roll Call**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

Subject	**B. Pledge of Allegiance**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	1. Meeting Opening
Type	Procedural

2. Approval of Agenda (GC-2: Governing Commitments)

Subject	**A. Board Member Request to Remove Consent Agenda Item(s) for Separate Consideration**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Procedural

Subject	**B. Approval of Agenda**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	2. Approval of Agenda (GC-2: Governing Commitments)
Type	Action, Procedural
Recommended Action	Motion to approve the Board Agenda as presented.

Motion & Voting

Motion to approve the Board Agenda as presented.

Motion by Kristine Sauter, second by James Bacon.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

3. Special Presentation

Subject	**A. Ferber Elementary School Students: Musical Performance**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	3. Special Presentation
Type	Presentation

Ferber music teacher, Laurie Woltman, and Ferber elementary students will perform a musical performance.

Subject	**B. Student School Board Representative Report**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	3. Special Presentation
Type	Information, Recognition, Report

Student School Board Representative, Jocelyn Scanlon, will provide updates from East High School.

File Attachments

Board Presentation.pdf (6,793 KB)

Subject	**C. DEI Presentation**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	3. Special Presentation
Type	Discussion, Information, Presentation

AASD's DEI team will present the DEI presentation.

File Attachments
Diversity, Equity, Inclusion Department Presenation.pdf (6,806 KB)

4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)

Subject	**A. Public Input**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	4. Public Input (GC-3.3: Initiate and maintain effective communication with the citizens.)
Type	Procedural

Public Input:
Members of the public wishing to address the Board may speak during public input in accordance with the procedures posted on the District's website and state law. The Wisconsin Open Meetings Law requires that Board of Education members do not discuss topics or respond to questions that are not listed on the agenda. The practice of the Board is to not respond to public comments during the meeting; however, when appropriate the Board may request the administration to reach out to a citizen regarding a concern they may have. Speakers will be bound by the guidelines and responsibilities outlined on the District's website and established in policy. The Board reserves the right to terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly. Comments that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students are not permissible.

The Board reserves the right to amend and adjust processes and procedures relating to public input as necessary to accomplish the business of the Board, which includes the ability of the Board to limit (in a viewpoint-neutral manner) the total time allotted for public input or the amount of time allotted to individual topics.

Policy References:
Board Policy and Rule 187 - Public Input at School Board and Board Subcommittee Meetings

5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)

Subject	**A. None**

Meeting	Dec 11, 2023 - Board of Education Meeting
Category	5. Board Development (GC-2.2: The Board will assure that its members are provided with training and professional support necessary to govern effectively.)
Type	Discussion, Information, Presentation

6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)

Subject	**A. Business Services Update(s): AP Check Register-November 2023; Gifts/Donations to the District (July to November 2023); 2023-2024 Grants**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information

Executive Director of Finance, Holly Burr, will report on the Business Services items for consideration.

File Attachments
IFC- Gifts Grants.pdf (34 KB)
JULY TO NOV 2023-GIFT DONATION.pdf (37 KB)
IFC-Grants December 2023 2024.docx.pdf (50 KB)

Subject	**B. School/Student Services Update(s): ELA 7-Curriculum and Materials Update; School Safety Plan**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion, Information

Assistant Superintendent, Steve Harrison, will present the ELA 7-Curriculum and Materials update item for consideration.
Executive Director of Operations, Mark Hansel, will present the School Safety Plan item for consideration.

File Attachments
IFC- ELA 7 Materials.pdf (48 KB)
KWKT- ELA 7 (1).pdf (98 KB)
Public Input Received - ELA 7 (1).pdf (62 KB)
IFC School Safety Information.docx.pdf (44 KB)

23-24 Emergency Management Forms Checklist - Google Sheets.pdf (87 KB)

Subject	**C. Personnel Services Update(s): Professional Educator New Hire(s) and Contract Change(s); 2023-2024 Substitute Compensation Increase**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	6. Information for Board Decision Preparation (OE-8.4: Assure that the Board has adequate information from a variety of internal and external viewpoints to assure informed Board decisions.)
Type	Discussion,Information,Report

Chief Human Resources Officer,Julie King, will report on the Personnel Services items for consideration.

File Attachments
IFC Professional Educator New Hire 12-11-23.pdf (152 KB)
IFC Professional Educator Contract Changes 12-11-23.pdf (103 KB)
IFC-2023-2024 Substitute Compensation.pdf (111 KB)

7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)

Subject	**A. Board Meeting Minutes from November 27, 2023**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	7. Board's Consent Agenda (GC-2.4: The Board will use a consent agenda as a means to expedite the disposition of routine matters and dispose of other items of business it chooses not to discuss.)
Type	Action, Minutes
Recommended Action	Motion to approve the Board Meeting Minutes of November 27, 2023.
Minutes	View Minutes for Nov 27, 2023 - Board of Education Meeting

Minutes aren't official until they are approved at the Board meeting.

Motion & Voting

Motion to approve the Board Meeting Minutes of November 27, 2023.

Motion by Pheng Thao, second by James Bacon.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)

Subject	**A. AP Check Register-November 2023**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action
Fiscal Impact	Yes
Budgeted	Yes

Subject	**B. Gifts/Donations & Grants to the District (July to November 2023)**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC- Gifts_Grants.pdf (34 KB)
JULY TO NOV 2023 GIFT_DONATION (37 KB)

Subject	**C. 2023-2024 Grants**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC-Grants December 2023 2024.docx.pdf (50 KB)

Subject	**D. ELA 7-Curriculum and Materials Update**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC- ELA 7 Materials.pdf (48 KB)
KWKT- ELA 7 (1).pdf (98 KB)

Public Input Received - ELA 7 (1).pdf (62 KB)

Subject	**E. School Safety Plan**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC School Safety Information.docx.pdf (44 KB)
23-24 Emergency Management Forms Checklist - Google Sheets.pdf (87 KB)

Subject	**F. Professional Educator New Hire(s)**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator New Hire 12-11-23.pdf (152 KB)

Subject	**G. Professional Educator Contract Change(s)**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

File Attachments
IFC Professional Educator Contract Changes 12-11-23.pdf (103 KB)

Subject	**H. 2023-2024 Substitute Compensation**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	8. Superintendent's Consent Agenda (OE-8.10: Provide for the Board adequate information about all administrative actions and decisions that are delegated to the Superintendent but required by law to be approved by the Board.)
Type	Action

Recommended Action	Motion to approve the 2023-2024 Substitute Compensation as presented.

File Attachments
IFC-2023-2024 Substitute Compensation.pdf (111 KB)

Motion & Voting

Motion to approve the 2023-2024 Substitute Compensation as presented.

Motion by Kay Eggert, second by Edward Ruffolo.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)

Subject	**A. Business Services Report: None**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Report

Subject	**B. School/Student Services Report: ELA Updates; WIDA ELD Standards**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Report

Steve Harrison, Carrie Willer and Kelly Leopold will present the ELA Updates.
Steve Harrison and Amy Swick will present the WIDA ELD Standards item of information.

File Attachments
ELA BOE Presentation - 12.11.23.pdf (1,964 KB)
IOI- WIDA ELD Standards.pdf (39 KB)
12.11.23 BOE Presentation AASD English Language Development Standards .pdf (1,853 KB)
WIDA English Language Development Standards Framework 5K-12.pdf (1,725 KB)

Subject	**C. Personnel Services Report: None**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	9. Reports (OE-8.2: Provide for the Board, in a timely manner, information about trends, facts and other information relevant to the Board's work.)
Type	Discussion, Information, Report

10. Board Business

Subject	**A. Policy 342.7-Services for Multilingual Learners**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	10. Board Business
Type	Discussion, Information

Assistant Superintendant, Steve Harrison, will present Policy 342.7-Services for Multilingual Learners item of information.

File Attachments
IOI - 342.7 Services for Multilingual Learners.docx.pdf (36 KB)
342.7 Services for Multilingual Learners (1).pdf (46 KB)

Subject	**B. Policy 522.1- Alcohol & Drug-Free Workplace**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	10. Board Business
Type	Discussion, Information

Chief Human Resources Officer, Julie King, will present Policy 522.1- Drug-Free Workplace item of information.

File Attachments
IOI- 522.1 Alcohol and Drug Free Workplace.pdf (102 KB)
DRAFT Alcohol and Drug-Free Workplace 522.1.docx.pdf (84 KB)

Subject	**C. Policy 523.11-Employee Alcohol and Drug Testing**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve Policy 523.11- Employee Alcohol and Drug Testing as presented.

Chief Human Resources Officer, Julie King, will present Policy 523.11- Employee Alcohol and Drug Testing item for consideration.

File Attachments
IFC- 523.11 Employee Alcohol and Drug Testing.pdf (102 KB)
523.11 Employee Alcohol and Drug Testing.docx.pdf (29 KB)

Motion & Voting

Motion to approve Policy 523.11- Employee Alcohol and Drug Testing as presented.

Motion by Edward Ruffolo, second by Pheng Thao.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**D. 2024-2025 School Calendar**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve the 2024-2025 School Calendar as presented.

Assistant Superintendent, Sheree Garvey will present the 2024-2025 School Calendar item for consideration.

File Attachments
IFC- 24_25 School Calendar.docx.pdf (38 KB)
2024-2025 School Calendar .pdf (124 KB)
2024-2025 AASD Family Friendly Calendar.pdf (538 KB)

Motion & Voting

Motion to approve the 2024-2025 School Calendar as presented.

Motion by Edward Ruffolo, second by Kay Eggert.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**E. OE 6- Financial Administration**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	10. Board Business
Type	Action
Recommended Action	Motion to approve OE-6 Financial Administration as presented.

Executive Director of Finance, Holly Burr, will present the OE-6 Financial Administration item for consideration.

File Attachments
POLICY-OE-6 Financial Administration.pdf (75 KB)
MONITORING REPORT OE-6 Financial Administration.pdf (482 KB)

Motion & Voting

Motion to approve OE-6 Financial Administration as presented.

Motion by Kay Eggert, second by Pheng Thao.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**F. Consent Agenda Item(s) Removed for Separate Consideration**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	10. Board Business
Type	Action, Discussion

11. Items of Information

Subject	**A. None**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	11. Items of Information
Type	Information

12. Future Meetings

Subject	**A. Board Work Session: Wednesday, December 20, 2023, 7:30AM**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

Subject	**B. Board Work Session: Monday, January 8, 2024, 4:00PM**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

Subject	**C. Board Meeting: Monday, January 8, 2024, 6:00PM**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	12. Future Meetings
Type	Information

13. Closed Session

Subject	**A. Motion to go into Closed Session**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	13. Closed Session
Type	Action, Procedural

Recommended Action	Motion to go into Closed Session.

Motion & Voting

Motion to go into Closed Session.

Motion by Kristine Sauter, second by James Bacon.
Final Resolution: Motion Carried
Aye: Kay Eggert, Kristine Sauter, Edward Ruffolo, James Bacon, Pheng Thao, Jason Kolpack, Nick Ross

Subject	**B. Wisconsin State Statute 19.85 (1)(c) Considering employment, promotion, compensation or performance evaluation data of any public employee over which the governmental body has jurisdiction or exercises responsibility: for the purpose of a mid-year superintendent evaluation**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	13. Closed Session
Type	Discussion, Information

Subject	**C. Motion to Adjourn the Meeting**
Meeting	Dec 11, 2023 - Board of Education Meeting
Category	13. Closed Session
Type	Action, Procedural

AASD Board of Education Update







EAST Patriots

Quarter 2







NHS INDUCTION

November 13th

7-8:30pm







Appleton East National Honor Society presents a

TRIVIA NIGHT

PRIZES | FUN | SNACKS

To Sign Up:

NOV. 20

6:00pm @ EAST LMC

Teams up to 6 people

$10 Entry Fee

Proceeds will be donated to TheCureStartsNow in honor of Ryland Kautz.









NATIONAL HONOR SOCIETY




INTERNATIONAL EDUCATION WEEK
ROMANIA


WISCONSIN
1848




PIC•COLLAGE


PANJABI


SALWAR KAMEEZ
PIC•COLLAGE



DECA

4,694 Pounds!



ADOPT-A-FAMILY

APPLETON EAST HIGH SCHOOL













tesla
ENGINEERING CHARTER SCHOOL

Thank you Veterans!











APPLETON EAST PATRIOT PLAYERS PRESENT

INTO THE WOODS

MUSIC & LYRICS BY
STEPHEN SONDHEIM

BOOK BY
JAMES LAPINE

REVERSE THE CURSE

NOVEMBER 3-4, 9-11 AT 7:00PM
NOVEMBER 5 AT 2:00PM
TICKETS ON SALE OCTOBER 2
AEPATRIOTPLAYERS.ORG




HOME OPENER
DECEMBER
5th
6:00 PM
APPLETON FAMILY
ICE CENTER
APPLETON
UNITED
VS
OSHKOSH
ICE HAWKS




APPLETON
4
APPLETON




EAST
11
APPLETON
3



APPLETON EAST

2023-2024

GIRLS BASKETBALL SCHEDULE

Nov. 17- Sheboygan North, Nov. 21-@Green Bay Preble, Nov. 24- @Menomonee Falls, Nov. 25- Sun Prairie East, Nov. 28- Kimberly, Dec. 1- Fond Du Lac, Dec. 8- @Kaukauna, Dec. 12- Oshkosh North, Dec. 15- Neenah, Dec. 22- @Hortonville, Jan. 2- @Appleton West, Jan. 5- @Oshkosh West, Jan. 9- @Appleton North, Jan. 12- @Kimberly, Jan. 16- Stevens Point, Jan. 19- @Fond Du Lac, Jan. 23- Kaukauna, Jan. 26- @Oshkosh North, Jan. 30- @Neenah, Feb. 2- Hortonville, Feb. 6- Oshkosh West, Feb. 9- Appleton West, Feb. 13- Bay Port, Feb. 16- Appleton North





Appleton North/East High School's Cash Braun competes in the 400-yard freestyle relay against Neenah High School during a Fox Valley Association dual swim meet Tuesday, January 24, 2023, at Appleton North High School in Appleton, Wis. Dan Powers/USA TODAY NETWORK-Wisconsin.

Dan Powers/USA TODAY NETWORK-Wisconsin



Appleton North/East High School's Mats Ridlehoover competes in the 500-yard freestyle against Neenah High School during a Fox Valley Association dual swim meet Tuesday, January 24, 2023, at Appleton North High School in Appleton, Wis. Dan Powers/USA TODAY NETWORK-Wisconsin.











Warmest wishes for a joyful new year from Appleton East!





Diversity, Equity, Inclusion Department

Elementary Schools

Unity Day





School/district wide, community, and staff development opportunities

School and district wide events - 20 total events
- Multicultural, Heritage Month events, DEI oriented events

Schools impacted - 17 total schools
- Home school - Highlands, Johnston, Columbus

Staff development opportunities - 9 total opportunities at 5 schools
- Lunch and learn, courageous conversations, closing achievement gap presentation

Community Collaboration - 24 community organizations
- Casa Hispana, PCI, NEW Hmong Professional, Leaven

Regular support/activities

Staff collaboration

- Collaboration with Student Service Team, CLR team, Family Engagement Team, Birth to 5K

School hour opportunities

- Weekly cultural support lunch/recess groups at multiple sites
  - Approx. 480 students at 8 schools
- 1-on-1 support, Multicultural day events/presentations

After school hour opportunities

- Book club, Leadership club, flag football - 80 total students participation from 5 different schools
- Flag football = attendance incentive program to start the school year
- Book club = to promote kindness and acceptance
- Leadership = to teach leadership values

Middle Schools

8th Graders to West HS - 1 of 3 HS Tours 22-23



2nd Annual 5K to celebrate Hispanic & Latinx Heritage Month on 9/22/23



Annual Hmong Cultural Experience





Annual Conference Dinner at Wilson



Annual Higher Learning Field Trips





Civic Duties



High Schools

Advisory Club and Student Organization Highlights

Hmong Advisory Club

BIPOC Advisory Club

BSU Advisory Club

LSU Advisory Club

NASO Advisory Club

NASO Advisory Club





UW Oshkosh & Fox Valley Tech College visit





Hmong Heritage Conference





Hmong Heritage Conference





Parade Walk





High School Coordinators

Cultural Advisor Case Management

- Modes of Support: Cultural Identity, Emotional Support, Academic Support, Behavioral support
- Develop individual plans tailored to each student's needs and circumstances
- Collaborate with teachers, counselors, parents, and other stakeholders to create strategies of success
- Monitor the students progress by meeting with them weekly, bi-weekly, or on a monthly basis

Programming Opportunities

- Plan monthly programming opportunities for students
- Organize and Lead college visits
- Planned workshops- Learn to make traditional clothing
- Awareness 5k
- Indigenous crafts
- Self Care Workshop

High School Coordinators

School hour opportunities

- Advisory Club Meetings held at Each High School on a bi weekly or Monthly basis (Hmong Club, BIPOC Club, BSU Club, LSU Club, NASO Club)
- Elementary outreach - Have Selected mentors from the High Schools come down and mentor students at the elementary's. (Ex. Horizons, Edison Elementary)
- Coordinate with the Middle Schools to transition / tour the High Schools. To review school expectations, classes, credits and needs as they transition to a new school level.
- Cultural Enrichment- Provide cultural enrichment for not only students but also teachers, administrators, and other AASD staff

DEI Department Team

Clarence Crane - Director of DEI

Jessica Pena OConnell- Administrative Assistant

Kelia Cutie - DEI Coordinator Elementary School

Meng Kha - DEI Coordinator Elementary School

Kike Tomori - DEI Coordinator Elementary School

William Xiong - DEI Coordinator Middle School

Selena Rzepiejewski - DEI Coordinator Middle School

Sam Moua - Cultural Advisor High School

Ethan Spight - Cultural Advisor High School

Kempton Freeman - Cultural Advisor High School

Shelby Siebers - Cultural Adviser/ Native American Support Specialist

Ariana Guerrero - Cultural Advisor EC-8, Title VI

Neo Medina - DEI Mentor Middle and High School

DEI Contact Information: AASD Welcome Center 2701 N Oneida St, Suite C1 Appleton WI 54911 (920) 852-5311 ext: 64010

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

The Board of Education encourages citizens of the Appleton Area School District to attend its meetings so that they may become better acquainted with the operations and programs of the schools and so that the Board may have an opportunity to hear the views and concerns of the public regarding educational issues.

A period of public input shall be noticed and scheduled at School Board meetings and Public Hearings, except as otherwise specifically directed by the Board.

Public input is also allowed at Board Subcommittee meetings with respect to items of business on the publicly-noticed agenda.

At other meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy, written input will be accepted.

Cross References: Policy 170, School Board Meetings
Policy 870, Public Concerns and Complaints

Legal References: Wisconsin State Statutes 19.81, 19.83(2), 19.84(2), 19.85, and 120.43

Adoption Date: September 14, 1987

Amended Dates: January 9, 2012 and March 12, 2018

PUBLIC INPUT AT SCHOOL BOARD AND BOARD SUBCOMMITTEE MEETINGS

Procedures

Meetings of the Board may receive information and comments from members of the public on issues or topics.

Please note the following in the Procedures below:

- ✓ School Board meetings are run by the Board President or other presiding officer if the President is absent.
- ✓ Board Subcommittee meetings are run by the Subcommittee Chair or other Subcommittee member if the Chair is absent.
- ✓ Public Hearings are run by the Board President or other presiding officer if the President is absent.
- ✓ Other meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy are run by a Lead Administrator or another administrator if Lead Administrator is absent.

I. School Board Meetings

A period for public input will be set aside during School Board meetings. No public input will be allowed during Closed Sessions.

Members of the public wishing to speak during the public input period are required to register to speak. Comments may address topics related to District operations and programs and are not limited exclusively to agenda items.

II. Board Subcommittee Meetings

Members of the public wishing to speak at Board Subcommittee meetings are required to register to speak and may only make comments related to items on the meeting agenda. Members of the public wishing to speak will be recognized by the Board Subcommittee Chair as that agenda item is reached.

III. Public Hearings

Members of the public wishing to speak at Public Hearings of the Board (e.g. annual budget discussions) are required to register to speak and may only make comments or request clarification related to specific items included on the agenda and during the public input portion of the hearing.

IV. Other Meetings of District governmental bodies that may be required by State Statute or held pursuant to District Policy

A designated period for public input will not be a part of the agenda for these meetings. Work completed at most of these meetings will ultimately be shared at Board Subcommittee and School Board meetings where public input is allowed. At any time, signed written communication is encouraged and will be accepted by the Lead Administrator of these meetings.

Guidelines for Speaking at School Board and Board Subcommittee Meetings

- Meeting agendas that are subject to the Open Meetings law are available on the District's website (via BoardDocs) before each meeting and hard copies are available at the meeting.
- Members of the public wishing to speak must complete and submit a registration form stating his/her name, address, and topic for comments prior to speaking. If a spokesperson is speaking on behalf of a group, he/she needs to indicate that on the registration form as well.
- The District respectfully requests that speakers refrain from presenting comments at public meetings that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students. As such personnel-related and student-related matters implicate a variety of rights that require careful attention, the District has established a variety of alternative procedures for appropriately addressing such complaints. If a speaker persists in presenting a complaint about an individual staff member's conduct or an individual student's conduct or performance, the District officials who are present at the meeting will not attempt to resolve or respond to the speaker's complaint in that setting. Any person with such a complaint or concern may contact the Office of the Superintendent for information on the most appropriate means of raising or pursuing his/her complaint. Generally, such complaints or concerns should be channeled through the AASD Complaint Procedure (Policy 870 and 870-Rule).
- The Board President or Chair shall recognize all speakers who have registered to speak and will share the Public Input Disclaimer (see Appendix 1). The Board President, Chair, or the Board by motion, may limit (in a viewpoint-neutral manner) the total time allotted for public input or the amount of time allotted to individual topics.

Speaker Responsibilities at School Board and Board Subcommittee Meetings

- A speaker should be as brief as possible and only speak once during the period for public input. Unless additional time is granted, a speaker shall limit his/her presentation to a maximum of three minutes. A timer will be used.
- A group spokesperson may speak for up to five minutes on behalf of a group present at the meeting as indicated on the registration form. A timer will be used.
- Individuals or groups requiring greater length of time should communicate in writing. Written correspondence to Board members may be directed to the Board through its Executive Assistant or directly to their home addresses.
- A speaker's comments are limited to the public input period (e.g., either during the designated public input period during a School Board meeting or Public Hearing, or during a portion of the topic-specific discussion that occurs at a Board Subcommittee meeting).
- During periods of public input that are not limited to the meeting's agenda topics, a speaker's comments still must be reasonably germane to some aspect of the school district's policies, practices, programs, or operations.
- A speaker should not be unduly repetitious. For example, a speaker who attends multiple meetings should only sign up to speak if presenting new or additional information.
- A speaker retains all liability for his/her comments and conduct (i.e., the public input period does not offer any speaker any exemption from legal liability or from other lawful consequences that may result from the speaker's comments or conduct).

- A speaker shall avoid conduct that is disorderly or speech that is obscene, threatening, harassing, or defamatory.
- A speaker should avoid engaging in political advocacy with respect to candidates for any elected office. Political advocacy related to specific candidates for office is not sufficiently germane to the meetings or to the public responsibilities of the bodies.
- No individual may present his/her verbal public input by proxy except as permitted as a reasonable accommodation for an individual with special needs. A person who is unable to attend a meeting in person may submit written comments to the District.

Authority and Responsibility of the Board President or Chair

To promote the lawful, orderly, and efficient progress of each meeting, the Board President or Chair shall have the authority to enforce the requirements of this policy and he/she shall conduct any period of public input according to established procedures.

- The Board President or Chair may call any registrant (or other attendee) to order and direct the individual to cease conduct, which violates any applicable law, policy, or procedure.
- The Board President or Chair may terminate remarks of any individual who does not adhere to established rules, whose comments are unduly repetitive of previous comments, who makes comments that are obscene, threatening, harassing, or defamatory, or whose conduct is otherwise disorderly.
- If necessary, the Board President or Chair may contact law enforcement for assistance in maintaining order or safety.

School Board Meetings

When the School Board receives public input on topics/issues that are not part of the publicly-noticed meeting agenda, Board members shall not engage in any extensive discussion or debate on any such topic/issue, and shall not take any action addressing the merits of any such topic/issue. However, in exceptional cases, the Board President, a Board member who has been recognized by the Chair, or the Superintendent may briefly respond to the registrant (e.g., to ask a clarifying question or to provide a brief clarification or correction of information that was presented by the registrant). The Board President, Chair, or the Board by motion may refer an off-agenda topic/issue that is raised by a registrant to a future agenda or for follow-up by the administration.

Cross References: Policy 170, School Board Meetings
Policy 870, Public Concerns and Complaints

Legal References: Wisconsin State Statutes 19.81, 19.83(2), 19.84(2), 19.85, and 120.43

Adoption Date: September 14, 1987

Amended Dates: January 9, 2012 and March 12, 2018

Appendix 1

Public Input Disclaimer

The School Board welcomes public input. We thank you for being here. Your opinions and ideas are important to us. However, there are a few cautions we want to share with you.

The School Board respectfully requests that speakers refrain from presenting comments at public meetings that introduce complaints or concerns that are directed toward and that identify individual staff members or individual students. As such personnel-related and student-related matters implicate a variety of rights that require careful attention, the District has established a variety of alternative procedures for appropriately addressing such complaints. If a speaker persists in presenting a complaint about an individual staff member's conduct or an individual student's conduct or performance, the District officials who are present at the meeting will not attempt to resolve or respond to the speaker's complaint in that setting. Any person with such a complaint or concern may contact the Office of the Superintendent for information on the most appropriate means of raising or pursuing his/her complaint. Generally, such complaints or concerns should be channeled through the AASD Complaint Procedure (Policy 870 and 870-Rule). False statements or stigmatizing charges may subject the individual making such statements to legal repercussions, including, but not limited to, defamation claims. Conduct that is disorderly or any speech that is obscene, threatening, harassing, or defamatory is not permitted.

Again, we appreciate your input and support for our efforts to create the best learning environment for our students.

ITEM FOR CONSIDERATION

Topic:	Gifts/Donations and Grants to the District (July to November 2023)
Background Information:	The attached list has been designated as Gifts/Donations and Grants to the District.
Fiscal Impact:	The total value of all Gifts/Donations and Grants to the District is $287, 495.03
Administrative Recommendation:	Acceptance of the Gifts/Donations and Grants with gratitude. Letters will be sent from the Board President expressing appreciation.
Contact Person(s):	Executive Director of Finance, Holly Burr, 920-852-5300, ext. 60061

BOE: 12/11/23

Contributor	Recipient	Use	Value
Appleton Education Foundation (AEF)	Highlands/Odyssey Elementary	Grant used to purchase Boomwhacker Instruments for our music classrooms	$ 482.09
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Kaleidoscope Academy (KA)	Backpack school supplies for students	$ 1,800.00
Appleton Education Foundation (AEF) - Donor pass through	Franklin Elementary	Recess equipment	$ 960.00
Appleton Education Foundation (AEF)	Houdini Elementary	Student engagement in the classroom/Building a thinking classroom	$ 550.00
Appleton Education Foundation (AEF) - Gruner Family Fund	Johnston Elementary	Vests and activity supplies for our Mustang Mentors	$ 500.00
Appleton Education Foundation (AEF) -Bob and Gerri Heffron Family Endowment Fund	Itinerant Early Childhood Special Education Teachers and Itinerant Speech/Language Therapists	Literacy Bags for Early Learners	$ 500.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Badger Elementary	Staff spirit wear	$ 950.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Highlands/Odyssey Elementary	Recess equipment	$ 550.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Huntley Elementary	Incentives and celebrations	$ 500.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Appleton North HS	Art room tables	$ 800.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Valley New School (VNS)	Student project fund	$ 1,875.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Wisconsin Connections Academy (WCA)	Team building	$ 125.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Appleton East HS	Universal supports for students	$ 1,000.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Richmond Elementary	Classroom books	$ 1,350.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Horizons Elementary	Display TV	$ 125.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Appleton Public Montessori	Classroom materials and student tables	$ 550.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Appleton West (HS)	Classroom furniture	$ 600.00

Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Ferber Elementary	Outdoor classroom	$ 825.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Einstein Middle	Breakfast Club - soft landing for students	$ 350.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Berry Elementary	STEM concepts/materials	$ 200.00
Appleton Education Foundation (AEF) - Scheuerman Family Fund	Johnston Elementary	Foundational Language and Literacy Skills materials	$ 157.50
Appleton Education Foundation (AEF)	Appleton Central High School	Lego Plants	$ 500.00
Appleton Education Foundation (AEF)	Einstein Middle	Einstein Chess Club	$ 399.84
Appleton Education Foundation (AEF)	Houdini Elementary	Math Fun Folders for Families	$ 675.00
Appleton Education Foundation (AEF)	Ferber Elementary	Playing Bells to Promote Literacy & Social Connectivity	$ 572.00
Appleton Education Foundation (AEF)	Berry Elementary	Crocheting to Count and Comprehend	$ 250.00
Appleton Education Foundation (AEF)	Richmond Elementary	Opening New Doors to Nature!	$ 350.00
Appleton Education Foundation (AEF)	Appleton East HS	Spatial Awareness Through Puzzles	$ 459.00
Appleton Education Foundation (AEF) - Rhoades Fund for ATEC	Appleton Technical Academy	Metal materials	$ 543.00
Appleton Education Foundation (AEF) - Big Idea Fund	Appleton Area School District	Kaboom Collective Collaboration	$ 10,000.00
Appleton Education Foundation (AEF) - Scheuerman Family Fund	Wilson Middle	Financial materials	$ 498.00
Appleton Education Foundation (AEF)	Houdini Elementary	The Listening Center Project	$ 485.00
Appleton Education Foundation (AEF)	Einstein Middle	Soaring into the future	$ 3,000.00
Appleton Education Foundation (AEF) - Hoffman Fund for Foster	Foster Elementary Charter	Support the school's Dean position	$ 3,064.00
Appleton Education Foundation (AEF) - Valley New School Endowment	Valley New School (VNS)	General support for school actvities	$ 8,316.00
Appleton Education Foundation (AEF)	McKinley Elementary	V.T. Bidania Author Visit	$ 1,400.00
Appleton Education Foundation (AEF)	Appleton Public Montessori (ABM)	Appleton Public Montessori Science of Reading	$ 2,000.00
Appleton Education Foundation (AEF)	Houdini Elementary	Listening Center	$ 488.91
Appleton Education Foundation (AEF) - Heffron Family Fund	Johnston Elementary	Foundational Language and Literacy Skills materials	$ 157.50
Appleton Education Foundation (AEF)	Wilson Middle	Middle School Strong	$ 2,000.00
Appleton Education Foundation (AEF)	Kaleidoscope Academy (KA)	Building Community Through Rhythm	$ 3,000.00

Appleton Education Foundation (AEF) - Horizons Endowment Fund	Horizons Elementary	5th & 6th grade field trips to Bubolz	$ 340.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Foster Elementary Charter	Math curriculum professional development	$ 1,225.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Houdini Elementary	High impact strategies for classrooms	$ 1,125.00
Appleton Education Foundation (AEF) - 2023 Knowledge Open Grant	Columbus Elementary	Service Club/Lunch helpers	$ 450.00
Appleton Education Foundation (AEF) - #give2learn	McKinley Elementary	Unrestricted	$ 200.00
Appleton Education Foundation (AEF) - #give2learn	Wisconsin Connections Academy (WCA)	Unrestricted	$ 150.00
Appleton Education Foundation (AEF) - #give2learn	Appleton North (HS)	Unrestricted	$ 150.00
Appleton Education Foundation (AEF) - #give2learn	Highlands/Odyssey	Unrestricted	$ 200.00
Appleton Education Foundation (AEF) - #give2learn	Central HS	Unrestricted	$ 200.00
Appleton Education Foundation (AEF) - Reading is a Gift Fund	Foster Elementary Charter	One book for each student	$ 2,735.00
Appleton Education Foundation (AEF) - Koala Kids Success Fund	Columbus Elementary	Shred the school supply list	$ 2,147.00
Appleton Education Foundation (AEF) - BG Society Fund	Appleton West HS	Student CAPP fee	$ 157.00
Appleton Education Foundation (AEF) - Donor pass through	Highlands/Odyssey Elementary	Playground project	$ 45,000.00
Appleton Education Foundation (AEF) - Patriots Pay it Forward Fund	Appleton East HS	Words Matter	$ 1,000.00
Appleton Education Foundation (AEF) - Donor pass through	Appleton West HS	Student fees	$ 840.00
Appleton Education Foundation (AEF) - NEW Applecorp Robotics Fund	Appleton East HS	Support for the robotics program	$ 36,950.00
Alyssa & Anna Fine Jewerly	Appleton West HS - DECA	Bus expenses for competitions and conferences	$ 250.00
Angel Nails Spa 4 U	Appleton West HS	Buying new competition uniforms for the Varsity Dance Team	$ 500.00
Appleton North Parents	Appleton North HS	Principal's Discretion	$ 5,000.00
Aspire Vocational Services	Houdini Elementary	Blue Ribbon t-shirts for all students and staff	$ 375.00
AZCO	Appleton West Technical Education/ Appleton Technical Academy	Welding and metal fabrication supplies	$ 3,500.00
Basil Cafe	Appleton West HS-DECA	Bus expenses for competition and leadership conferences	$ 250.00

Boldt Company	Houdini Elementary	Blue ribbon t-shirts for all students and staff	$ 500.00
Chick-Fil-A	Wilson Middle School	100 sandwiches	$ 500.00
Chick-Fil-A	Wilson Middle School (Terror Tailgate)	Student Activities/Flexible seating	$ 500.00
Chicquette, Louis	Central HS	Student transportation	$ 300.00
Community Foundation (Secura Insurance Companies Charitable Fund)	Foster Elementary	Allocation for buy sell of .5 dean for the 2023-24 school year	$ 4,000.00
Department of Public Instruction (DPI)- School Health Award	Huntley Elementary	Physical eduation equipment and supplies	$ 325.00
Donors Choose -LOFT	Appleton Public Montessori (APM)	Math / Geometry / Science supplies and tools	$ 325.00
Donors Choose- Panda Express Panda Cares	Wilson Middle School	Gelli plates for printmaking	$ 400.00
Donors Choose- Panda Express Panda Cares	McKinley Elementary	Literacy Interventionist materials	$ 599.12
Douglas, Aaron & Alyssa	Huntley Elementary	Outdoor beautification	$ 5,000.00
Douglas, Aaron & Alyssa	Einstein Middle	Einstein student, staff, and building needs	$ 5,000.00
Family of Rose Marie Balke	Highlands/Odyssey Elementary	Supplies for our music classrooms	$ 300.00
Fox Communities Credit Union	Houdini Elementary	Blue Ribbon t-shirts for all students and staff	$ 500.00
Fox Valley Clean Air	Appleton West DECA	Bus expenses for competitions and leadership conferences	$ 250.00
Gerard Machine LLC	Columbus Elementary	Youth advocate- Snacks for students	$ 339.80
Gross Family Fund-Roy L. and Donita S.	Badger Elementary	Opera for the Young	$ 810.00
IMPACT AEF	Art Department	New drying rack	$ 650.00
Jeff Heiting Builder Inc.	Houdini Elementary	Blue Ribbom t-shirt donation for all students/staff	$ 250.00
Johnson, Leann	Houdini Elementary	Blue Ribbon celebration	$ 1,000.00
Kempf, Mike & Nancy	Kaleidoscope Academy (KA)	PBIS awards	$ 320.00
KidsGardening & McCain food	Dunlap Elementary	Butterfly garden	$ 5,000.00
Kiwanis- Appleton Fox Cities	Birth-Five Outreach	Expand programming, books, incentives etc.	$ 500.00
Klug Family Repair	Houdini Elementary	Blue Ribbon t-shirts for all students and staff	$ 500.00
Linda Baier on behalf of Carla Baier	Appleton West HS	Athletic Department	$ 1,000.00
Marcus McGuire Homes	Houdini Elementary	Blue Ribbon t-shirts for all students and staff	$ 500.00
Marhefke, Jessica on behalf of Miller	Appleton Technical Academy	Protective welding equipment for our 9th grade students	$ 3,600.00
Mary's Family Restaurant	Houdini Elementary	Blue Ribbon t-shirts for all students and staff	$ 500.00
Miron Construction	Houdini Elementary	Blue Ribbon t-shirts for all students and staff	$ 1,000.00
Murali,Lavanya-Thrivent	Edison Elementary	Going towards purchase of an electronic sign	$ 2,175.02
Myers, Inc.	Appleton West DECA	Bus Expenses for competition and leadership conference	$ 250.00
NEW Powder Coating Inc.	Houdini Elementary	Blue Ribbon t-shirts for all students and staff	$ 500.00
Noon Lions	3rd graders- various locations	Dictionaries for 3rd Grade classrooms	$ 1,993.75
Oberhart Family	Houdini Elementary	Adapted tricycle	$ 1,800.00
Pets in the Classroom	Appleton Public Montessori (APM)	Supplies for classroom pet care	$ 50.00
Prince of Peace Lutheran Church - Mission Endowment Fund	Appleton East- DREAM	Support of our Dream program	$ 750.00
Remax LLC	Appleton West-DECA	Pay for bus expenses for competitions and leadership conferences	$ 250.00
Robbins, Rob & Debbie	AASD SPED Department	SPED Classroom Supplies	$ 300.00

Rote Oil	Classical Charter	Classroom supplies	$ 500.00
Ruby Lou Properties	McKinley Elementary	Supplies for students	$ 400.00
Salelytics	District Wide	Expansion of new space and schools	$ 25,000.00
Uni Uni	Appleton West-DECA	Bus expenses for competitions and leadership conferences	$ 250.00
Valley Kids Foundation Inc	Appleton West- EL Department	Fieldtrips, class snacks and class hygiene	$ 5,000.00
VanZeelan Oil Co on behalf of Exxon Mobil's Education Alliance School Grant Program	Johnston Elementary	Used to support student's learning	$ 500.00
Violet Social Club	Appleton West-DECA	Bus expenses for competition and leadership conferences	$ 250.00
Wallace Family Foundation - Mary Wallace Heinritz	Community Early Learning Center - Birth-Five Outreach	Birth-Five Outreach supports	$ 4,000.00
Waters Electric, LLC	Houdini Elementary	Blue Ribbon t-shirts for all students and staff	$ 300.00
WCA Board	Wisconsin Connections Academy (WCA)	Mini van	$ 51,105.50
West Family Revocable Trust	Huntley Elementary	Classroom Supplies	$ 1,000.00
West, Doug & Patty	Huntley Elementary	Autism Program-Sensory items and computer programs for learning	$ 1,000.00
		Grand Total Donations/Gifts to the District	$ 287,495.03

ITEMS FOR CONSIDERATION

Topic: 2023-2024 Grants

Background Information: The Appleton Area School District has been awarded various grants for the 23-24 fiscal year. The name and amount of each grant is listed below:

Fund 11

Title I-A Grant	$ 2,481,803.00
Title II-A Grant	$ 384,350.00
Title III-A Grant	$ 194,837.00
Title III-A Immigrant Children and Youth Grant	$ 35,000.00
Title I-D Grant	$ 3,315.00
Title IV-A	$ 158,502.00
Title IV-B 21st Century Community Learning Centers Grant	$ 975,000.00
Transition Readiness Grant	$ 89,054.00
Carl Perkins/Career and Technical Education (CTE)	$ 117,378.00

Fund 27

IDEA-Early Childhood Social Emotional Learning	$ 16,000.00
IDEA-Preschool Grant	$ 145,169.00
IDEA-Flow-Through Grant	$ 3,903,351.00
IDEA-WiCCA Wisconsin Collective for Comprehensive Assessment	$ 20,000.00

Fund 29

Title VI-Indian Education Formula Grant	$ 28,799.00

Fund 50

Fresh Fruit and Vegetable Program	$ 31,000.00

Title I-A Grant – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $2,481803.00. This grant is designed to close achievement gaps and ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

Title II-A Grant - The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $384,350.00. This funding is used to recruit, train, and prepare candidates to become effective teachers in core academic areas.

Title III-A Grant - The Department of Public Instruction has awarded the Appleton Area School

District a grant in the amount of $194,837.00. This grant is designed to improve the education of English learners. These funds may be used to provide supplemental services that improve the English language proficiency and academic achievements of English learners.

Title III-A Immigrant Children and Youth Grant - The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $35,000.00. This grant is designed to improve the education of English learners for Immigrant Children and Youth. These funds may be used to provide supplemental services that improve the English language proficiency and academic achievements of Immigrant Children.

Title I-D Grant - (Neglected and Delinquent Program) – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $3,315.00. The purpose of this grant is to enable neglected, delinquent, and at-risk students to have the same opportunities as students in other Title I programs

Title IV-A Grant – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $158,502.00. The purpose is to ensure all students have access to high-quality educational experiences.

Title IV-B 21st Century Community Learning Centers Grant – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $960,000.00. The purpose is to ensure all students have access to high-quality educational experiences in an after-school program.

Transition Readiness Grant – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $89,054.00. The purpose is to support students with disabilities to successfully transition to competitive work and post-secondary education environments.

Carl Perkins/Career and Technical Education (CTE) – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $117,378.00. The purpose of this grant is to assist in improving secondary and postsecondary-level career and technical education programs.

IDEA Early Childhood Social Emotional Learning Grant – The Department of Public Instruction has awarded the Appleton Area School District in the amount of $16,000.00. This grant makes available special education and related services for early childhood children with social-emotional learning.

IDEA Preschool Grant – The Department of Public Instruction has awarded the Appleton Area School District a continuing Preschool Entitlement grant in the amount of $145,169.00. This grant makes available special education and related services for children with disabilities ages 3 through 5.

IDEA Flow-Through Grant - The Department of Public Instruction has awarded the Appleton Area School District a Flow-Through grant in the amount of $3,903,351.00. The IDEA part B formula grant programs (sections 611 and 619) assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages 3-21.

IDEA WiCCA Wisconsin Collective for Comprehensive Assessment Grant - The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $20,000.00. The WiCCA grant makes funds available to update assessment tools for our Speech and Language personnel.

Title VI-Indian Education Formula Grant – The US Department of Education has awarded the Appleton Area School District a grant in the amount of $28,799.00. This grant supports local education agencies in their efforts to reform elementary and secondary school programs that serve Indian students.

Fresh Fruit and Vegetable Program – The Department of Public Instruction has awarded Part A of the Fresh Fruit and Vegetable Program funding in the amount of $31,000.00 to the Appleton Area School District. These funds permit the purchase of allowable food, supplies, and labor for the period of July – September 2023.

Administrative Recommendation: Recommend Approval

Contact Person(s): Holly Burr, Executive Director of Finance 920-852-5300 x60061
Diane Wittman, 920-852-5300 x60067

BOE: 12/11/2023

ITEM FOR CONSIDERATION

Topic: Supplemental Material Approval- *Prisoner B-3087* by Alan Gratz*;* ELA 7 (1070) and Humanities 7 (3770)

Background Information: The English Language Arts- Grade 7 courses are standards-based courses (SBC) in the Appleton Area School District. As part of course instruction, students read a variety of texts to identify the key ideas and details, main idea, theme(s), event sequence(s), point of view, character development, and author's purpose. Additionally, students articulate their ideas in collaborative discussions and independent written reflections and/or reviews. Approval for this particular novel is coming from the grade 7 Humanities teachers at KA. It is used within their European unit of study that ties in narrative writing and history specific to World War II.

Fiscal Note: At this time there is no cost as the district has 120 copies of this novel at Kaleidoscope Academy. Additionally, students are able to read this novel using SORA, an online app for e-books. This instructional material will be implemented during the 2023-24 school year. If more copies are requested by the other middle schools, they will be purchased within the AC&I budget as a Humanities item.

Instructional Impact: This book is currently being used in literature circles when students are given a choice of novels to read. The Humanities 7 and ELA 7 would like this text to be an option to read as a full class. As the secondary English department focuses on Interactive Read Alouds and other high-leverage strategies, the option to read a novel as a full class is important as PLCs plan and strategize for student engagement, assessment design, and feedback to offer students during and post-instruction.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Kelly Leopold, 920-832-6157 x60172 , leopoldkelly@aasd.k12.wi.us
Steve Harrison, Ph.D., 920-852-5300 x60121, harrisonstepha@aasd.k12.wi.us

BOE: 12/11/23

English Language Arts: Supplemental Material Approval- *Prisoner B-3087* by Alan Gratz; ELA 7 (1070) and Humanities 7 (3770)

WHY is the middle school ELA department looking for approval of additional novels for full-class reads?	The middle school ELA department would like to ensure that materials: • Are current and enticing to promote a love of reading • Consistent with the educational goals of the District • Are appropriate for the age, social development, and maturity of students • Meet high standards of quality in factual content • Have factual, aesthetic, literary, ethical, or social value • Are written by competent and qualified authors • Represent our pluralistic society • Foster respect for all groups of people who form our society • Represent varying levels of difficulty with diverse appeal and differing points of view
WHAT is important to know about this novel?	This novel: • Is a historical fiction that follows a young Jewish boy living during the Holocaust/WWII. • Opens students' eyes to the horrors of concentration camps, the tyranny they experienced, and their fight for survival. • Is a story of hope, tenacity, and friendship. At KA: Students will complete other projects related to Prison B-3087 within this unit including writing an adapted narrative from a Holocaust Victim/Survivor's point of view, reading poetry written by children from the Terezin Concentration Camp, and creating a Manifesto after learning about Anne Frank.
HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will instruction benefit ?	Instruction will be benefited by: • Providing students with a variety of voices on the same topic • Creating a deep understanding of the topics presented • Discovering powerful, relatable voices for students to listen to and learn from

English Language Arts: Supplemental Material Approval- *Prisoner B-3087* by Alan Gratz; ELA 7 (1070) and Humanities 7 (3770)

Time Period of Public Input
09/27/23 - 11/10/23
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Total Responses: 0 Supportive Responses/ 0 Responders Unsupportive
Overall Themes Identified From Responses
Responses:

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ITEM FOR CONSIDERATION

Topic: Act 143 Compliance - Office of School Safety

Background Information: 2017 Wisconsin Act 143 requires public and private schools to submit required information to the Office of School Safety. Every school board or governing body must file the following information annually with the Department of Justice's Office of School Safety:

- the date(s) of the required annual School Violence Drill(s) during the previous year, including certification that the school board or governing body reviewed a required written evaluation of the school violence drill(s).
- a copy of its School Safety Plan, including the most recent date on which the school board or governing body reviewed and approved the school safety plan;
- the date of the most recent school safety plan training (required under 118.07(4)(c)), and the number of attendees
- the most recent date on which the school board or governing body consulted with a local law enforcement agency to conduct required on-site safety assessments.

Fiscal Note: There is no financial impact.

Instructional Impact: Ensuring school safety for students and staff is a priority.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Mark Hansel, 920-852-5326, Ext. 62018
Hanselmark@aasd.k12.wi.us

BOE: 12/11/2023

2023-24 EMERGENCY MANAGEMENT FORMS

Due September 15	Emergency Contacts	Emergency Management Team	Evacuation Procedure	Entrance Control Plan	School Behavior Response Team Plan	School Safety Assessment (Audit Checklist)	SSIT & TAT Teams	School Staff Safety Training	School Violence Safety Drill Form (Due Oct. 1)	*Reminders/Notes*
APM	X	X	X	X	X	X	X	X	X	
Badger	X	X	X	X	X	X	X	X	X	
Berry	X	X	X	X	X	X	X	X	X	
Classical	X	X	X	X	X	X	X	X	X	
Columbus/ABS	X	X	X	X	X	X	X	X	X	
Dunlap	X	X	X	X	X	X	X	X	X	
Edison	X	X	X	X	X	X	X	X	X	
Ferber	X	X	X	X	X	X	X	X	X	
Foster	X	X	X	X	X	X	X	X	X	
Franklin	X	X	X	X	X	X	X	X	X	
Highlands/Odyssey	X	X	X	X	X	X	X	X	X	
Horizons	X	X	X	X	X	X	X	X	X	
Houdini	X	X	X	X	X	X	X	X	X	
Huntley	X	X	X	X	X	X	X	X	X	
Jefferson/Fox River	X	X	X	X	X	X	X	X	X	
Johnston	X	X	X	X	X	X	X	X	X	
McKinley	X	X	X	X	X	X	X	X	X	
Richmond	X	X	X	X	X	X	X	X	X	
Einstein	X	X	X	X	X	X	X	X	X	
Kaleidoscope	X	X	X	X	X	X	X	X	X	
Madison	X	X	X	X	X	X	X	X	X	
Wilson/Magellan	X	X	X	X	X	X	X	X	X	
Valley New School	X	X	X	X	X	X	X	X	X	
WCA	X	X	X	X	X	X	X	X	X	
East/Tesla/eSchool	X	X	X	X	X	X	X	X	X	
North/FCLA	X	X	X	X	X	X	X	X	X	
West/A-Tech/RSA	X	X	X	X	X	X	X	X	X	
Central	X	X	X	X	X	X	X	X	X	

Updated 11/15/23

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educator listed below is recommended for a contractual position for the 2023-2024 school year:

Name	***Position***	***Location***	***FTE***	***Effective Date:***
Camryn L. Nienhaus	Grade 4/5	Jefferson	100%	1/22/24

Fiscal Note: Salary will be commensurate with education and experience.

Administrative Recommendation: Approval

Instructional Impact: The candidate listed above has been recommended by the administrator to whom they will report as the best candidate for the position.

Contact Person: Julie King, (920) 852-5302

BOE: 12/11/23

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract changes are recommended for the 2023-2024 school year:

Name	Position	Location	FTE	Effective Date
Maxwell Herrmann	ELA	East	100% to 120%	1/2/24-6/7/24
Alexis Janssen	ELA	East	100% to 120%	1/22/24-6/7/24

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: These assignment adjustments will meet student needs.

Contact Person: (920) 852-5302

BOE: 12/11/23

ITEM FOR CONSIDERATION

Topic: Substitute Compensation Increases for the 2023-2024 School Year

Background Information: Substitutes are critical to the daily operations of the District and the continuity of learning for our students. The District's substitute pool has been gradually increasing for the 2021-2022 school year, but not to the number in previous years. Therefore, it is imperative to periodically adjust rates to remain competitive with surrounding Districts and the labor market.

Instructional Impact:

Recruiting and retaining high-quality substitute staff to cover staff absences is essential in providing continuity of student learning and maintaining school operations.

Fiscal Impact:

The fiscal impact is dependent on the number of vacancies covered by substitutes.
The new rates below would be effective November 1, 2023:

<u>Substitute Teachers:</u>
Daily Rate of Pay 1-10 days: $140.00 (full day)/ $70.00 (half day)
Daily Rate of Pay 11-19 days: $160.00
Long Term 20+ Days: $210.00

<u>Substitute Support Staff</u>
Paraprofessional: $14.50 or $15.00 (20+ Days)
Paraprofessional w/SPED Training: $15.50 or $15.80 (20+ Days)
Bus Paraprofessional: $15.50 or $15.80 (20+ Days)

<u>Administrative Assistants:</u>
Administrative Assistants: $16.50 or $1926 (20+ Days)

<u>Student Services/Special Ed.:</u>
OT/PT/SLP/Psychologist: $260.00 or $320 for retirees

Contact Person(s): Julie King (920) 852-5302

BOE: 12/11/2023

ITEM FOR CONSIDERATION

Topic:	Gifts/Donations and Grants to the District (July to November 2023)
Background Information:	The attached list has been designated as Gifts/Donations and Grants to the District.
Fiscal Impact:	The total value of all Gifts/Donations and Grants to the District is $287, 495.03
Administrative Recommendation:	Acceptance of the Gifts/Donations and Grants with gratitude. Letters will be sent from the Board President expressing appreciation.
Contact Person(s):	Executive Director of Finance, Holly Burr, 920-852-5300, ext. 60061

BOE: 12/11/23

ITEMS FOR CONSIDERATION

Topic: 2023-2024 Grants

Background Information: The Appleton Area School District has been awarded various grants for the 23-24 fiscal year. The name and amount of each grant is listed below:

Fund 11

Title I-A Grant	$ 2,481,803.00
Title II-A Grant	$ 384,350.00
Title III-A Grant	$ 194,837.00
Title III-A Immigrant Children and Youth Grant	$ 35,000.00
Title I-D Grant	$ 3,315.00
Title IV-A	$ 158,502.00
Title IV-B 21st Century Community Learning Centers Grant	$ 975,000.00
Transition Readiness Grant	$ 89,054.00
Carl Perkins/Career and Technical Education (CTE)	$ 117,378.00

Fund 27

IDEA-Early Childhood Social Emotional Learning	$ 16,000.00
IDEA-Preschool Grant	$ 145,169.00
IDEA-Flow-Through Grant	$ 3,903,351.00
IDEA-WiCCA Wisconsin Collective for Comprehensive Assessment	$ 20,000.00

Fund 29

Title VI-Indian Education Formula Grant	$ 28,799.00

Fund 50

Fresh Fruit and Vegetable Program	$ 31,000.00

Title I-A Grant – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $2,481803.00. This grant is designed to close achievement gaps and ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education.

Title II-A Grant - The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $384,350.00. This funding is used to recruit, train, and prepare candidates to become effective teachers in core academic areas.

Title III-A Grant - The Department of Public Instruction has awarded the Appleton Area School

District a grant in the amount of $194,837.00. This grant is designed to improve the education of English learners. These funds may be used to provide supplemental services that improve the English language proficiency and academic achievements of English learners.

Title III-A Immigrant Children and Youth Grant - The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $35,000.00. This grant is designed to improve the education of English learners for Immigrant Children and Youth. These funds may be used to provide supplemental services that improve the English language proficiency and academic achievements of Immigrant Children.

Title I-D Grant - (Neglected and Delinquent Program) – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $3,315.00. The purpose of this grant is to enable neglected, delinquent, and at-risk students to have the same opportunities as students in other Title I programs

Title IV-A Grant – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $158,502.00. The purpose is to ensure all students have access to high-quality educational experiences.

Title IV-B 21st Century Community Learning Centers Grant – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $960,000.00. The purpose is to ensure all students have access to high-quality educational experiences in an after-school program.

Transition Readiness Grant – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $89,054.00. The purpose is to support students with disabilities to successfully transition to competitive work and post-secondary education environments.

Carl Perkins/Career and Technical Education (CTE) – The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $117,378.00. The purpose of this grant is to assist in improving secondary and postsecondary-level career and technical education programs.

IDEA Early Childhood Social Emotional Learning Grant – The Department of Public Instruction has awarded the Appleton Area School District in the amount of $16,000.00. This grant makes available special education and related services for early childhood children with social-emotional learning.

IDEA Preschool Grant – The Department of Public Instruction has awarded the Appleton Area School District a continuing Preschool Entitlement grant in the amount of $145,169.00. This grant makes available special education and related services for children with disabilities ages 3 through 5.

IDEA Flow-Through Grant - The Department of Public Instruction has awarded the Appleton Area School District a Flow-Through grant in the amount of $3,903,351.00. The IDEA part B formula grant programs (sections 611 and 619) assist states in providing a free appropriate public education in the least restrictive environment for children with disabilities ages 3-21.

IDEA WiCCA Wisconsin Collective for Comprehensive Assessment Grant - The Department of Public Instruction has awarded the Appleton Area School District a grant in the amount of $20,000.00. The WiCCA grant makes funds available to update assessment tools for our Speech and Language personnel.

Title VI-Indian Education Formula Grant – The US Department of Education has awarded the Appleton Area School District a grant in the amount of $28,799.00. This grant supports local education agencies in their efforts to reform elementary and secondary school programs that serve Indian students.

Fresh Fruit and Vegetable Program – The Department of Public Instruction has awarded Part A of the Fresh Fruit and Vegetable Program funding in the amount of $31,000.00 to the Appleton Area School District. These funds permit the purchase of allowable food, supplies, and labor for the period of July – September 2023.

Administrative Recommendation: Recommend Approval

Contact Person(s): Holly Burr, Executive Director of Finance 920-852-5300 x60061
Diane Wittman, 920-852-5300 x60067

BOE: 12/11/2023

ITEM FOR CONSIDERATION

Topic: Supplemental Material Approval- *Prisoner B-3087* by Alan Gratz*;* ELA 7 (1070) and Humanities 7 (3770)

Background Information: The English Language Arts- Grade 7 courses are standards-based courses (SBC) in the Appleton Area School District. As part of course instruction, students read a variety of texts to identify the key ideas and details, main idea, theme(s), event sequence(s), point of view, character development, and author's purpose. Additionally, students articulate their ideas in collaborative discussions and independent written reflections and/or reviews. Approval for this particular novel is coming from the grade 7 Humanities teachers at KA. It is used within their European unit of study that ties in narrative writing and history specific to World War II.

Fiscal Note: At this time there is no cost as the district has 120 copies of this novel at Kaleidoscope Academy. Additionally, students are able to read this novel using SORA, an online app for e-books. This instructional material will be implemented during the 2023-24 school year. If more copies are requested by the other middle schools, they will be purchased within the AC&I budget as a Humanities item.

Instructional Impact: This book is currently being used in literature circles when students are given a choice of novels to read. The Humanities 7 and ELA 7 would like this text to be an option to read as a full class. As the secondary English department focuses on Interactive Read Alouds and other high-leverage strategies, the option to read a novel as a full class is important as PLCs plan and strategize for student engagement, assessment design, and feedback to offer students during and post-instruction.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Kelly Leopold, 920-832-6157 x60172 , leopoldkelly@aasd.k12.wi.us
Steve Harrison, Ph.D., 920-852-5300 x60121, harrisonstepha@aasd.k12.wi.us

BOE: 12/11/23

English Language Arts: Supplemental Material Approval- *Prisoner B-3087* by Alan Gratz; ELA 7 (1070) and Humanities 7 (3770)

WHY is the middle school ELA department looking for approval of additional novels for full-class reads?	The middle school ELA department would like to ensure that materials: • Are current and enticing to promote a love of reading • Consistent with the educational goals of the District • Are appropriate for the age, social development, and maturity of students • Meet high standards of quality in factual content • Have factual, aesthetic, literary, ethical, or social value • Are written by competent and qualified authors • Represent our pluralistic society • Foster respect for all groups of people who form our society • Represent varying levels of difficulty with diverse appeal and differing points of view
WHAT is important to know about this novel?	This novel: • Is a historical fiction that follows a young Jewish boy living during the Holocaust/WWII. • Opens students' eyes to the horrors of concentration camps, the tyranny they experienced, and their fight for survival. • Is a story of hope, tenacity, and friendship. At KA: Students will complete other projects related to Prison B-3087 within this unit including writing an adapted narrative from a Holocaust Victim/Survivor's point of view, reading poetry written by children from the Terezin Concentration Camp, and creating a Manifesto after learning about Anne Frank.
HOW was public input solicited prior to making the administrative recommendation to the Board?	Copies of proposed instructional materials were made available to the public for over 30 days in order to submit written public input. Notification of requested feedback also publicized through the AASD website as well as through the superintendent's family communication letter.
HOW will instruction benefit ?	Instruction will be benefited by: • Providing students with a variety of voices on the same topic • Creating a deep understanding of the topics presented • Discovering powerful, relatable voices for students to listen to and learn from

English Language Arts: Supplemental Material Approval- *Prisoner B-3087* by Alan Gratz; ELA 7 (1070) and Humanities 7 (3770)

Time Period of Public Input
09/27/23 - 11/10/23
Number and Breakdown of Responses Received (Supportive/Unsupportive)
0 Total Responses: 0 Supportive Responses/ 0 Responders Unsupportive
Overall Themes Identified From Responses
Responses:

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ITEM FOR CONSIDERATION

Topic: Act 143 Compliance - Office of School Safety

Background Information: 2017 Wisconsin Act 143 requires public and private schools to submit required information to the Office of School Safety. Every school board or governing body must file the following information annually with the Department of Justice's Office of School Safety:

- the date(s) of the required annual School Violence Drill(s) during the previous year, including certification that the school board or governing body reviewed a required written evaluation of the school violence drill(s).
- a copy of its School Safety Plan, including the most recent date on which the school board or governing body reviewed and approved the school safety plan;
- the date of the most recent school safety plan training (required under 118.07(4)(c)), and the number of attendees
- the most recent date on which the school board or governing body consulted with a local law enforcement agency to conduct required on-site safety assessments.

Fiscal Note: There is no financial impact.

Instructional Impact: Ensuring school safety for students and staff is a priority.

Administrative Recommendation: Approve as submitted.

Contact Person(s): Mark Hansel, 920-852-5326, Ext. 62018
Hanselmark@aasd.k12.wi.us

BOE: 12/11/2023

2023-24 EMERGENCY MANAGEMENT FORMS

Due September 15	Emergency Contacts	Emergency Management Team	Evacuation Procedure	Entrance Control Plan	School Behavior Response Team Plan	School Safety Assessment (Audit Checklist)	SSIT & TAT Teams	School Staff Safety Training	School Violence Safety Drill Form (Due Oct. 1)	*Reminders/Notes*
APM	X	X	X	X	X	X	X	X	X	
Badger	X	X	X	X	X	X	X	X	X	
Berry	X	X	X	X	X	X	X	X	X	
Classical	X	X	X	X	X	X	X	X	X	
Columbus/ABS	X	X	X	X	X	X	X	X	X	
Dunlap	X	X	X	X	X	X	X	X	X	
Edison	X	X	X	X	X	X	X	X	X	
Ferber	X	X	X	X	X	X	X	X	X	
Foster	X	X	X	X	X	X	X	X	X	
Franklin	X	X	X	X	X	X	X	X	X	
Highlands/Odyssey	X	X	X	X	X	X	X	X	X	
Horizons	X	X	X	X	X	X	X	X	X	
Houdini	X	X	X	X	X	X	X	X	X	
Huntley	X	X	X	X	X	X	X	X	X	
Jefferson/Fox River	X	X	X	X	X	X	X	X	X	
Johnston	X	X	X	X	X	X	X	X	X	
McKinley	X	X	X	X	X	X	X	X	X	
Richmond	X	X	X	X	X	X	X	X	X	
Einstein	X	X	X	X	X	X	X	X	X	
Kaleidoscope	X	X	X	X	X	X	X	X	X	
Madison	X	X	X	X	X	X	X	X	X	
Wilson/Magellan	X	X	X	X	X	X	X	X	X	
Valley New School	X	X	X	X	X	X	X	X	X	
WCA	X	X	X	X	X	X	X	X	X	
East/Tesla/eSchool	X	X	X	X	X	X	X	X	X	
North/FCLA	X	X	X	X	X	X	X	X	X	
West/A-Tech/RSA	X	X	X	X	X	X	X	X	X	
Central	X	X	X	X	X	X	X	X	X	

Updated 11/15/23

ITEM FOR CONSIDERATION

Topic: Professional Educator New Hire(s)

Background Information: The Professional Educator listed below is recommended for a contractual position for the 2023-2024 school year:

Name	***Position***	***Location***	***FTE***	***Effective Date:***
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Fiscal Note: Salary will be commensurate with education and experience.

Administrative Recommendation: Approval

Instructional Impact: The candidate listed above has been recommended by the administrator to whom they will report as the best candidate for the position.

Contact Person: Julie King, (920) 852-5302

BOE: 12/11/23

ITEM FOR CONSIDERATION

Topic: Professional Educator Contract Change(s)

Background Information: The following contract changes are recommended for the 2023-2024 school year:

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Alexis Janssen	ELA	East	100% to 120%	1/22/24-6/7/24

Fiscal Note: As indicated above.

Administrative Recommendation: Approval

Instructional Impact: These assignment adjustments will meet student needs.

Contact Person: (920) 852-5302

BOE: 12/11/23

ITEM FOR CONSIDERATION

Topic: Substitute Compensation Increases for the 2023-2024 School Year

Background Information: Substitutes are critical to the daily operations of the District and the continuity of learning for our students. The District's substitute pool has been gradually increasing for the 2021-2022 school year, but not to the number in previous years. Therefore, it is imperative to periodically adjust rates to remain competitive with surrounding Districts and the labor market.

Instructional Impact:

Recruiting and retaining high-quality substitute staff to cover staff absences is essential in providing continuity of student learning and maintaining school operations.

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The new rates below would be effective November 1, 2023:

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<u>Substitute Support Staff</u>
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<u>Administrative Assistants:</u>
Administrative Assistants: $16.50 or $19.26 (20+ Days)

<u>Student Services/Special Ed.:</u>
OT/PT/SLP/Psychologist: $260.00 or $320 for retirees

Contact Person(s): Julie King (920) 852-5302

BOE: 12/11/2023

Updates on ELA in the AASD

BOE Presentation
12.11.23

Agenda

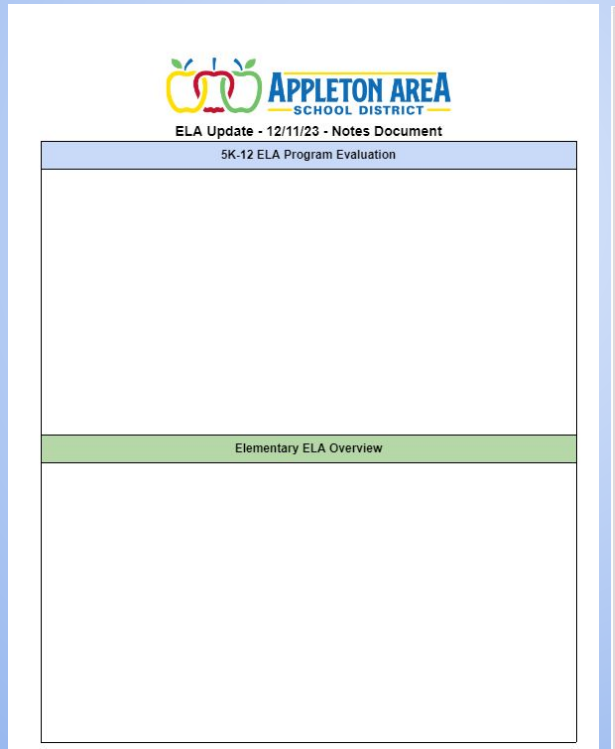
1. Overview for 2022-23 ELA Program Evaluation Outcomes
2. Elementary ELA Update
3. Secondary ELA Update
4. Talking Points for Moving Forward



Processing Information

A document has been prepared for you to collect your thoughts and questions.



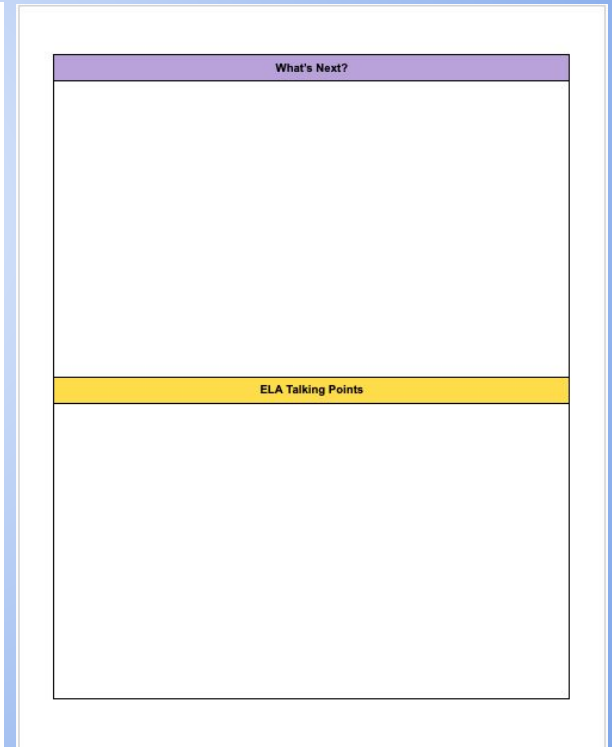


APPLETON AREA SCHOOL DISTRICT

ELA Update - 12/11/23 - Notes Document

5K-12 ELA Program Evaluation

Elementary ELA Overview



What's Next?

ELA Talking Points

Learning Intention

- We are learning about the 2022-23 AASD ELA Program Review and the resulting work taking place at the elementary and secondary levels.



Success Criteria

- We will be able to identify the key action steps taking place to improve ELA outcomes in the AASD.



2022-23 AASD ELA Program Evaluation

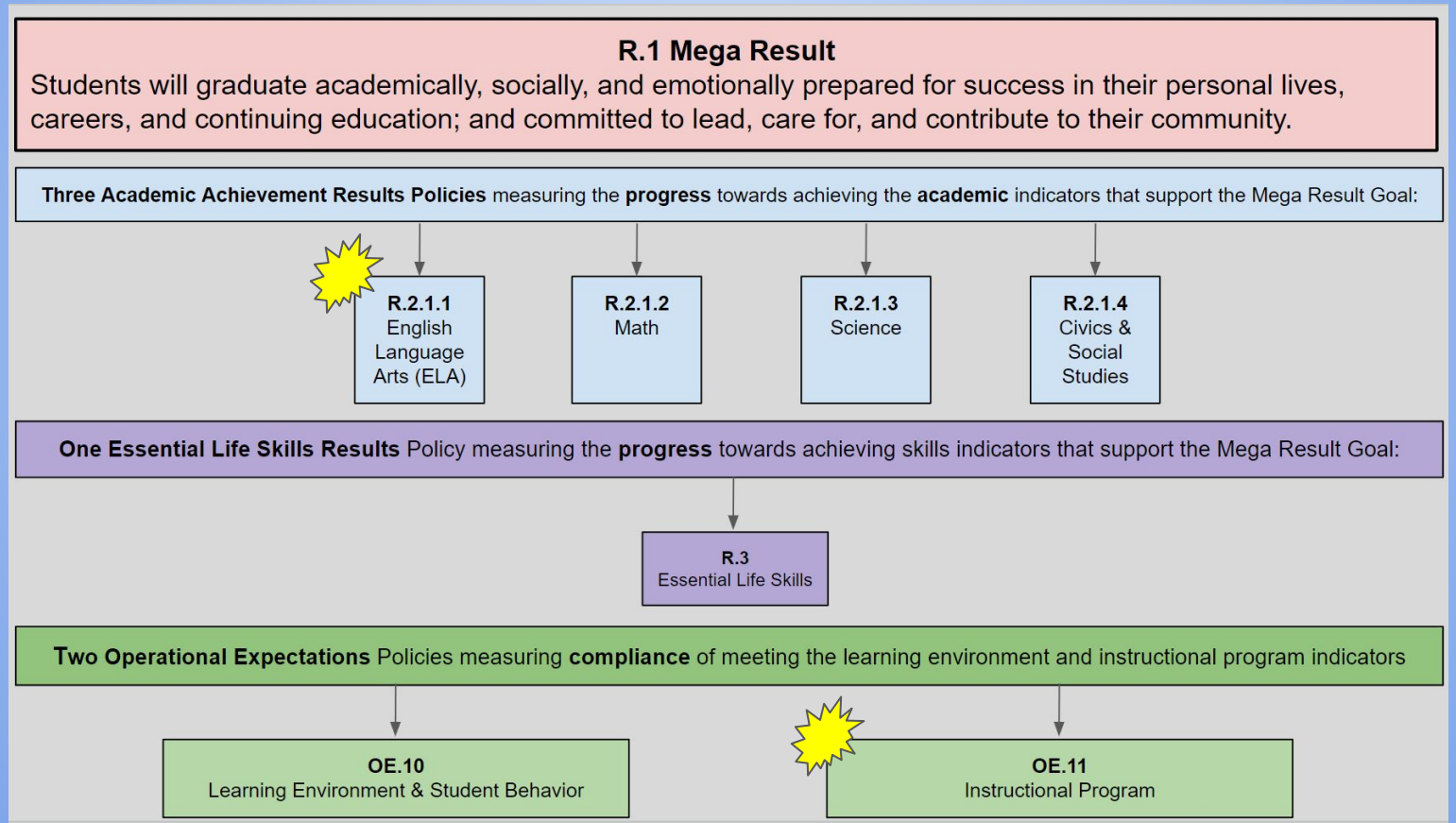


AASD Scorecard

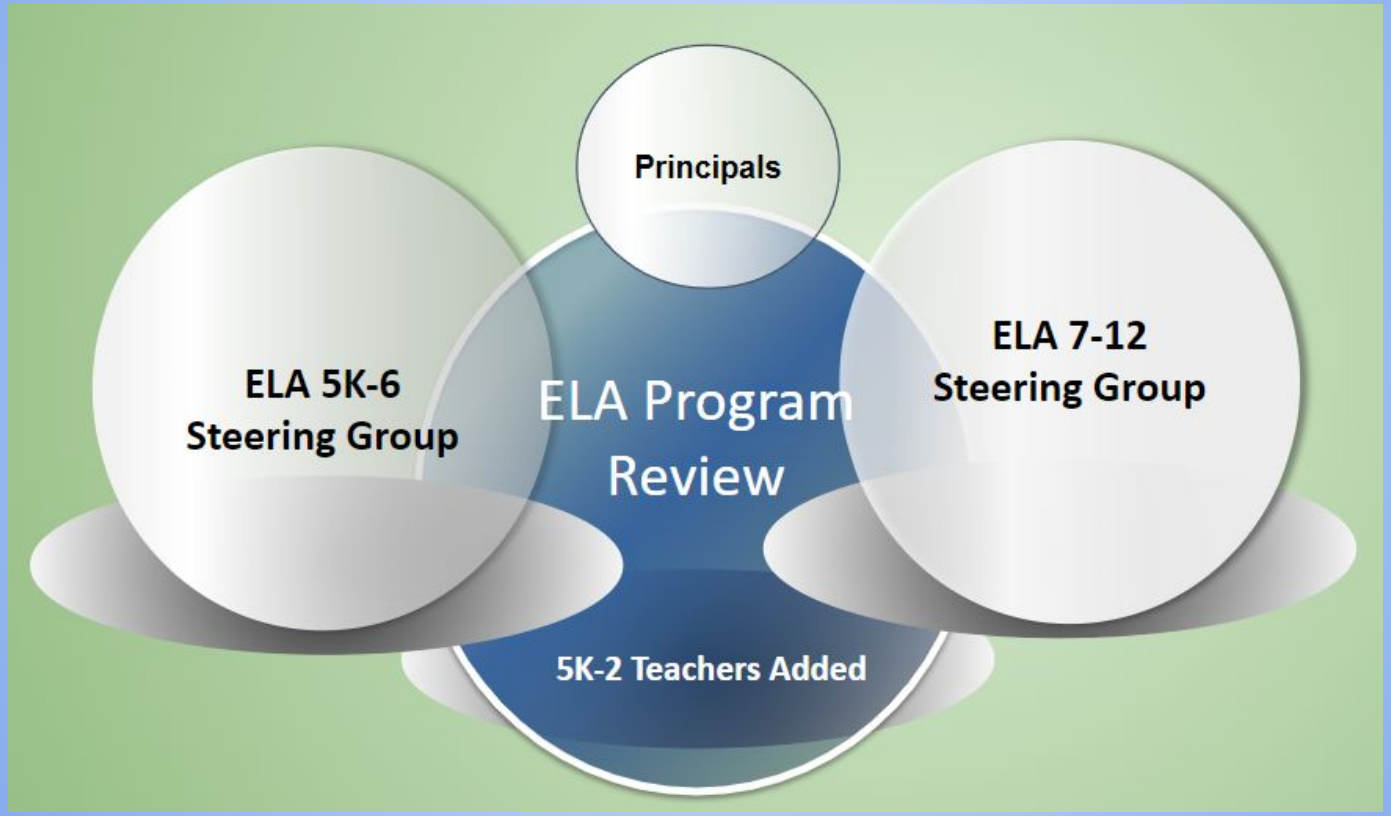
Pillar	Inclusive & Engaging Culture To Support Teaching and Learning	Student Success	Family & Community Partnerships	Resources & Operational Excellence
Descriptor	Ensure a safe, healthy and welcoming school environment for **ALL.** **Students, Families and Employees**	Ensure every student is academically, socially, and emotionally successful and graduates ready for college, career, and their community. **Students and Employees**	Create and maintain strong family, community, and business partnerships to accelerate our collective impact on student success. **Families**	Align resources and operations directly to District priorities that ensure the success of all students with maximum efficiency and excellence. **Students, Families and Employees**

Increase academic achievement and growth for all students in ELA.

AASD 5K-12 ELA Program Evaluation & Coherent Governance



Lots of Moving Parts!

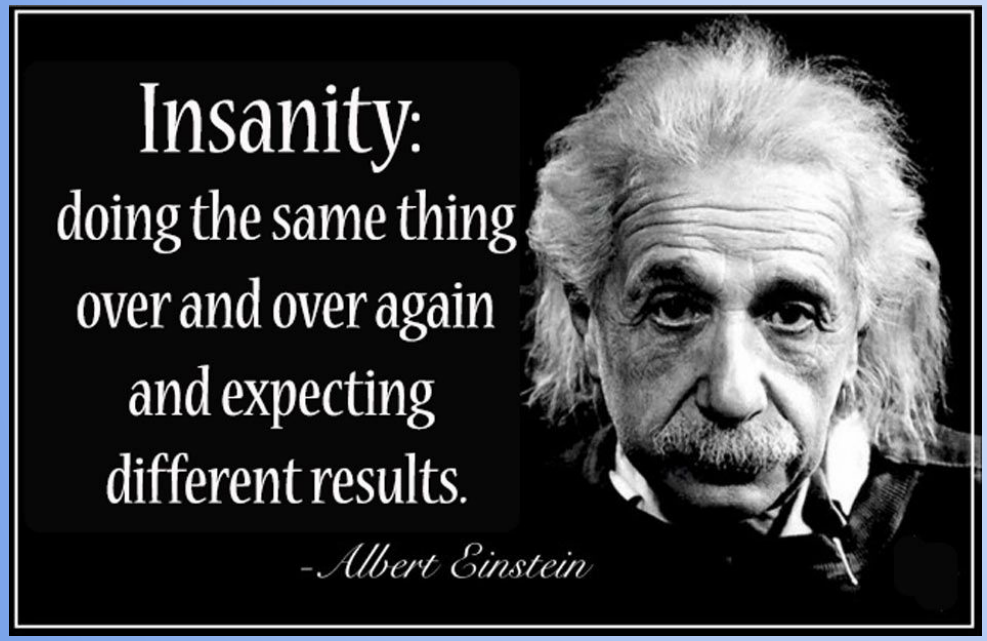


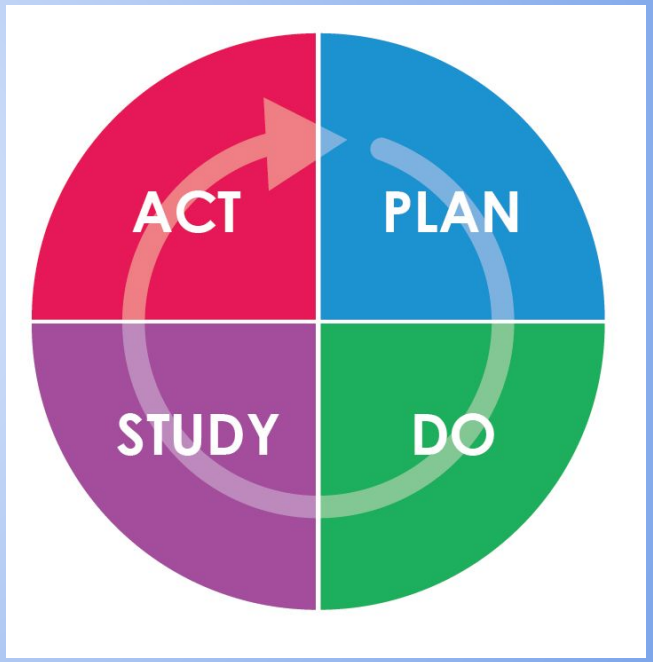
AASD 5K-12 ELA Program Evaluation

Components of ELA Program Review

1. **Student Enrollment Data**
   - Participation in Upper-level ELA Courses
2. **Student Achievement** by:
   - ELA Domain
   - Grade Level
   - Demographic
3. **Professional Development**
4. **5K-2 Instructional Practices**
   - Quantitative Results
   - Qualitative Results
5. **Instructional Materials**
6. **Assessment System**
7. **Intervention System**

Plan Do Study Act (PDSA)





AASD 5K-12 ELA Program Evaluation

ACT

Action	Program Recommendations
1. Based on the findings within the STUDY phase, what action steps are recommended for the future? For each recommendation, indicate whether it is to: ▢ ***ADOPT*** - Continue with current implementation and/or practices ▢ ***ADAPT***- Make adaptations/adjustments to current implementation and/or practices. This may include identifying new implementations/practices that are needed. ▢ ***ABANDON -*** Discontinuing a current implementation/practice	**Action steps recommended for INSTRUCTION:** ● **Action steps recommended for MATERIALS:** ● **Action steps recommended for ASSESSMENTS:** ● **Action steps recommended for PROFESSIONAL DEVELOPMENT:** ● **Action steps recommended for INTERVENTIONS:** ●

AASD 5K-12 ELA SWOT Analysis



Biggest Takeaways

1. Lack of clarity, consistency, and fidelity in:
   - ELA instructional practices
   - Use of Board adopted materials



2. District ELA outcomes lagging state average
3. We need to implement a framework of instruction that is grounded in structured literacy
4. We need instructional materials that will support the instructional practice shifts needed


PAUSE AND
DISCUSS

2022-23

ELA Program Evaluation



2023-24

Elementary and Secondary Level Action Steps

Elementary ELA Overview



Overview

01

5K-2 Literacy Screener

02

Growing Structured Literacy Instructional Practices

03

Foundational Skills Field Test

04

Exploration the *SEA* of Comprehensive ELA Resources

5K-2 Universal Literacy Screener Implemented



- All 5K-2 students assessed
- Fall, Winter, Spring
  - Letter ID and sounds
  - Short, long, variant, r controlled vowels
  - Multisyllabic words
- Shared with families at conferences

Professional Development



- Why are we making the shift to structured literacy?
- Monthly PD with CESA 6 Literacy Coach, Sarah Doerr
- Goal: Common Understanding of Structured Literacy & High Leverage Routines, with Principal Look Fors
- It’s NOT about the resource– it’s ALL about the instructional practices

Teacher Collaboration Around the “Why”

Book Study

ACI provided & Principal/ Coach Facilitated

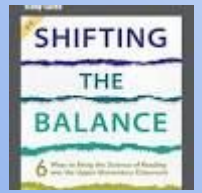
Follow Up

Site based & ACI Opportunity Hours

Field Test Conversations

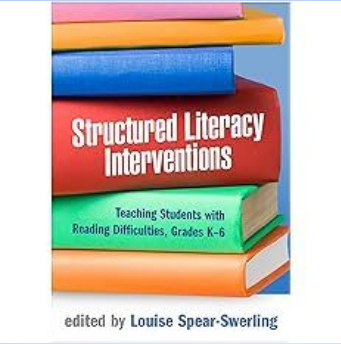
ACI led after school sessions for teachers to come together





"Reading and Writing float in a sea of language.”

PD for Leaders: Principals, Literacy Interventionists & Site Coaches



Principals

- Lead Learner sessions with Sarah Doerr
- Principal Team “Leading Literacy”

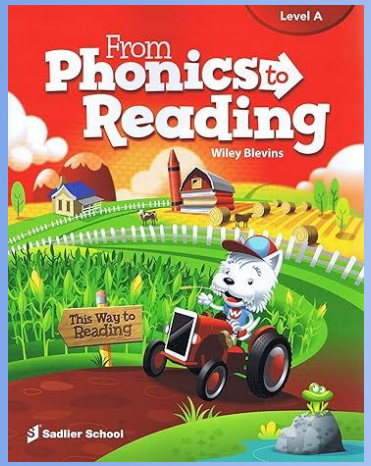
Interventionists

- All elementary Interventionists participate in the CESA 6 Structured Literacy Intervention Academy

Site Coaches

- Jan Burkins Training
- Monthly Dept meetings and Monthly Principal-Coach meetings

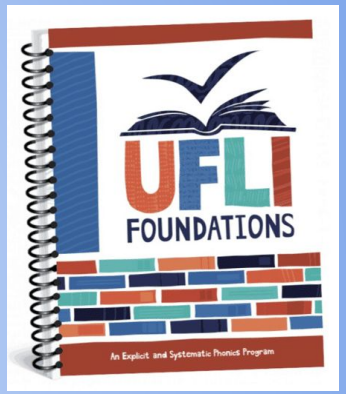
Foundational Skills Field Test



47 teachers
@ 5 sites

BRIDGE TO Reading

51 teachers
@ 5 sites



35 teachers
@ 3 sites

Field Test Teacher Input Survey & Collaboration Meetings: Qtr 1

- Teachers LOVE the resources
- Teachers report substantial student growth
- Teachers report evidence of high leverage routines

AASD 5K-3 Phono/Phonics Instruction Look-fors

Teacher:	Date:	Duration (minutes):
Resources Used:	Grade:	Subject:

	Descriptions and Look Fors	Notes
Classroom Environment	☐ Practice activities are fast-paced and engaging.	
	☐ Focus on phonological awareness that supports the new phonics work (oral blending, segmenting of sentences, adding, deleting or substituting sounds) (K-1)	
	☐ Supports and scaffolds are provided in the resource (picture cards, sound boxes, chips as sound markers, lines as word markers)	
	☐ Activities allow all students to be active (motions, clapping, chanting, etc) with hearing and producing words and individual sounds (K-1)	
Explicit Instruction	☐ The resource provides a specific word or words to describe the phonics skill	
	☐ Writing/spelling the word is included in practice using the phonics skill	
	☐ The curriculum provides opportunities within the lesson to revisit known phonics skills	
	☐ Language is provided when a student is asked to provide a letter sound and a letter name is given (and vice versa) (K/1)	
Blending/ Segmenting	☐ Words used in activities are words students are likely to encounter	
	☐ Modeling, demonstrating, and scaffolds provided during blending work, can be evidenced by the use of Elkonin boxes or other scaffolds	
	☐ The resource uses engaging, multisensory blending and segmenting activities to provide significant practice for students (ie: choral, white boards, magnetic letters, chips, etc)	
	☐ Students are supported in building alphabet recognition and connecting letters to sounds (K-1)	
	☐ One or two words are given as models during phonics, and then students chorally do the rest	
Dictation	☐ Dictation is included for extra practice for students to write words with the new phonics skills	
Reading and Writing in Connected Text	☐ Blending practice focuses on the skill of reading/decoding OR writing/encoding (sometimes it is both)	
	☐ Accountable text is a part of the daily phonics instruction and independent or partner follow-up work, as evidenced by decodable passage, decodable sentence, etc.	
Word Awareness Activities	☐ Discussion opportunities are part of the lesson for students to study words and talk about how words work	
Readiness Skills	☐ Practice is provided with phonological awareness, including following a progression of skills (ex: syllables, onset-rime, phonemes...) (K-1)	
	☐ Scope and sequence provides systematic order of lessons	

Adapted from CESA 6 Look Fors

District Phonics Audit

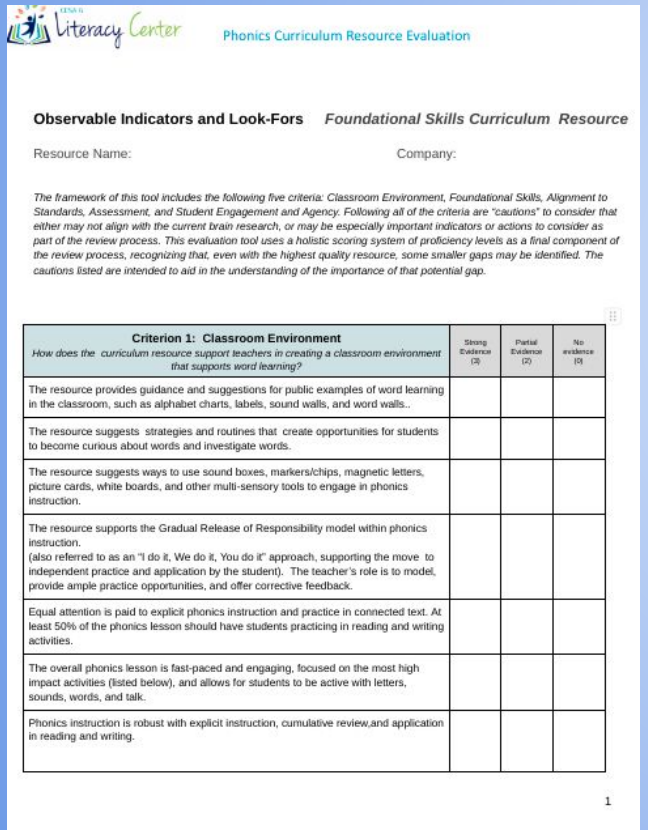
Dec. 11- Feb. 19

One grade level at
every elementary

Information Collected

- Instructional Materials
- Future Professional Development needs

Scope and Sequence Evaluation



Literacy Center

Phonics Curriculum Resource Evaluation

Observable Indicators and Look-Fors *Foundational Skills Curriculum Resource*

Resource Name: Company:

The framework of this tool includes the following five criteria: Classroom Environment, Foundational Skills, Alignment to Standards, Assessment, and Student Engagement and Agency. Following all of the criteria are "cautions" to consider that either may not align with the current brain research, or may be especially important indicators or actions to consider as part of the review process. This evaluation tool uses a holistic scoring system of proficiency levels as a final component of the review process, recognizing that, even with the highest quality resource, some smaller gaps may be identified. The cautions listed are intended to aid in the understanding of the importance of that potential gap.

Criterion 1: Classroom Environment *How does the curriculum resource support teachers in creating a classroom environment that supports word learning?*	Strong Evidence (3)	Partial Evidence (2)	No evidence (0)
The resource provides guidance and suggestions for public examples of word learning in the classroom, such as alphabet charts, labels, sound walls, and word walls..			
The resource suggests strategies and routines that create opportunities for students to become curious about words and investigate words.			
The resource suggests ways to use sound boxes, markers/chips, magnetic letters, picture cards, white boards, and other multi-sensory tools to engage in phonics instruction.			
The resource supports the Gradual Release of Responsibility model within phonics instruction. (also referred to as an "I do it, We do it, You do it" approach, supporting the move to independent practice and application by the student). The teacher's role is to model, provide ample practice opportunities, and offer corrective feedback.			
Equal attention is paid to explicit phonics instruction and practice in connected text. At least 50% of the phonics lesson should have students practicing in reading and writing activities.			
The overall phonics lesson is fast-paced and engaging, focused on the most high impact activities (listed below), and allows for students to be active with letters, sounds, words, and talk.			
Phonics instruction is robust with explicit instruction, cumulative review,and application in reading and writing.			

1

December

- Foundational Skills Resource Evaluation

Timeline of Implementation

23-24
Phonics Field Test, Aug-April


ACI reviews comprehensive models

Dec-Feb. 19
District Coaches complete audit

Feb.1, 2024
DPI Reveals Approved Resources

Week of Feb. 5
Vendors share video presentations

Feb. 21
In Person Vendor Presentation

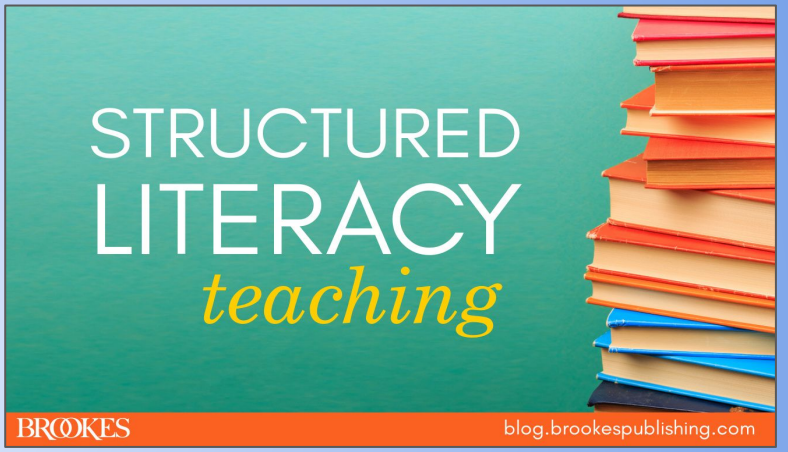

Road Trip! Site teams visit neighboring districts to see resources in action

April 2024
Phonics & Comprehensive model selected

May 2024
Board Approval

Comprehensive ELA Resource

- Knowledge Building
- EdReports & Curate Rated
- DPI Supported
- Teacher Recommended



- Arc
- Amplify
- EL Education
- Wit & Wisdom

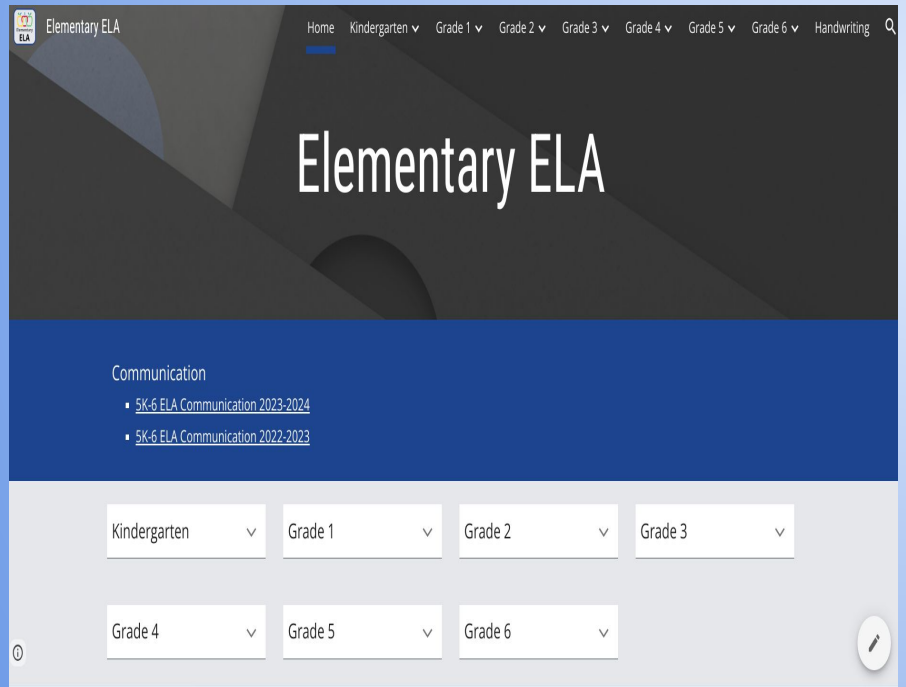
ELA Vision: *Success for Every Student, Every Day*

“Reading and Writing Float in a ***sea*** of language.”

- *Study* *Dec-Feb 1* *Teachers study digital/print access of 4*
- *Explore* *Feb 2- Feb 21* *Teachers attend curriculum fair, narrow to 2*
- *Act* *Feb 21-March 21* *Teachers visit local districts, narrow 2 to 1*

- ELA Program Evaluation Team reconvened to review data, teacher input, rubrics, and make recommendation for final resource prior to spring break.

Weekly Communication, Website, Monthly Site Visits & Loom



KWKT for Elem Teachers: **ELA/Math Resource Implementation Timeline** **Nov. 22, 2023**

When are we implementing a new ELA and Math resource?	In 2024-25 AASD will implement: • Foundational Skills Structured Literacy Resource • 5K-5 Comprehensive Structured Literacy ELA Resource from the WI DPI approved list In 2025-26 we will implement: • 5K-5 Illustrative Mathematics In 2026-27 we will implement: • Additional resources to support tiered intervention in ELA & Math
How will the foundational skills resource be determined?	A decision will be made in April based on: student growth data, teacher & principal feedback, evaluation tools, and a phonics audit. • Field Test Teachers will complete Qtr 1, Qtr 2, and Qtr 3 teacher input surveys • Phonics data (iReady, Literacy Screener) • Classroom observation/Phonics audit completed by district literacy coaches (KWKT coming out Nov. 29) • Resource Evaluation Tools in Dec (scope and sequence) and April (Foundational Skills) • Teacher & Principal feedback collected from: ○ Collaboration meetings ○ ACI Monthly Opportunity Hour visits ○ Direct teacher feedback (emails/etc) to Director of Elem Ed
How will the comprehensive ELA resource be determined?	Originally, DPI announced that their approved ELA resource list would be available to districts on Dec. 1st. Our plan was to field test two resources from the list in the second semester. However, DPI has since changed the release date of their recommended material resources to **Feb. 1st**, making it impossible to field test. Therefore, we will be **selecting** a new comprehensive ELA resource from DPI's list. We need teacher and principal input! **Timeline of Implementation** 23-24: Phonics Field Test, Aug-April ACI reviews comprehensive models Dec-Feb. 19: District Coaches complete audit Feb.1, 2024: DPI Reveals Approved Resources Week of Feb. 5: Vendors share video presentations Feb. 21: In Person Vendor Presentation Road Trip! Site teams visit neighboring districts to see resources in action April 2024: Phonics & Comprehensive model selected May 2024: Board Approval


PAUSE AND
DISCUSS

Secondary Literacy Work With CESA 6



TEAM

- CESA 6 Literacy Consultant
- District Leadership
- AC&I Director
- District Secondary Coach
- Site Administration
- High School PSTs
- Middle School Interventionist
- Middle School Instructional Coach
- Classroom Teacher



3-Year Plan

Goal One

Professional Development (expand high-leverage instructional practices in supporting universal instruction in Reading Comprehension)

Active View of Reading, explicit reading comprehension instruction for Interactive Read-alouds, tools to support reading comprehension

Goal Two

Tier 2 and Tier 3 Support for READING (basic reading skills & reading comprehension)

Diagnosing Secondary Reader Needs (Fluency, Decoding, Comprehension)
Small Group Instruction Routine and Tool to Support Executive Skill
Possible resource

Goal Three

6-8 ELA Resource Adoption

Evaluation Tool, Initial Identified List of Comprehensive Programs,
Awaiting Feb 1st recommendations from the Early Literacy Curriculum Council

Professional Development

August 28th Session

Understanding the Adolescent Brain: Reading Brain, Engagement, Executive Skills

- Executive Function Supports
- 6 Ts Planning Tool (to best prepare and anticipate curricular needs of students)
- Learning Intention & Success Criteria Log

September 25th/November 27th Session

Diagnosing Why Comprehension Breaks Down and Explicit Reading Comprehension Instruction (Interactive Read Alouds)

- Diagnosing Why Comprehension Breaks Down (Assessment options to gain additional insight into student barriers)
- Prompts to Diagnose Active View of Reading Component (Questions to assist in checking for understanding)
- Interactive Read Aloud Overview
- Interactive Read Aloud Planning Template

Professional Development cont…

1. Middle School Interventionists are participating in the CESA 6 Structured Literacy Intervention Academy
2. Calibration of common district assessments (October, January, and April)
3. Developing a writing continuum based on (pre)ACT writing prompts that address language and writing standards
4. February 19th (led by CSS)
    a. Reflection of August, September, November strategies
    b. Tools & Routines for varying levels of support
    c. CLR in the ELA/SS Classroom

Potential for Professional Development in 2024-2025 School Year

Micro-Audit

Site Administration and District AC&I with streamlined look-fors

ALL

Continue with tools and routines for varying levels of support while introducing Morphology and Vocabulary (Scope and Sequence for prefixes, suffixes, and roots)

ELA

Introduce a comprehensive diagnostic tool for MS and HS teachers to use in the first month of the school year to help determine students' needs (informal reading inventory by grade bands)

Tier 2 and Tier 3 Support for Reading

1. Continue to use iReady to support intervention in middle school for 2023-2024; determine how to structure intervention when iReady reduces to 20%
2. Lexia Learning (PowerUp)
3. Diagnosing Secondary Reader needs
   a. Screening for Accuracy & Fluency Tool
   b. Diagnosing Decoding Needs Tool
   c. Assessing Comprehension
   d. Small Group Instruction Routines



6-8 Comprehensive Resource

- Wit and Wisdom (Great Minds)
- ARC
- Imagine Learning (EL Education)
- Amplify

In addition:

Further Communication

- Level time at LL
- Other areas: Alt Ed, Special Ed, Science, CTE, Fine Arts


PAUSE AND
DISCUSS

ELA Talking Points



How Can We Support You as Board Members?

- For which ELA topics do you need talking points?
- When would you like a future update to occur?
- How would you like to engage in the process?



Learning Intention

- We are learning about the 2022-23 AASD ELA Program Review and the resulting work taking place at the elementary and secondary levels.



Success Criteria

- We will be able to identify the key action steps taking place to improve ELA outcomes in the AASD.



ITEM OF INFORMATION

Topic: **AASD 5K-12 WIDA Standards & Framework**

Background Information:

Title VI of the Civil Rights Act of 1964 requires that all English Learners (ELs) have equal access to a high-quality education and the opportunity to achieve their full academic potential. ELs are entitled to age-appropriate core curricula at all levels of English proficiency and must be able to meaningfully and equally participate in all aspects of schooling. The World-class Instructional Design and Assessment (WIDA) English Language Development (ELD) Standards have reflected the belief that multilingual learners are best served when they learn content and language together in linguistically and culturally sustaining ways.

The AASD WIDA ELD Standards Framework is anchored by four Big Ideas that support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners' strengths and needs.

1. Equity of Opportunity and Access
2. Integration of Content and Language
3. Collaboration among Stakeholders
4. Functional Approach to Language Development

Fiscal Note: None

Instructional Impact:

The AASD 5K-12 WIDA ELD Standards will provide EL teachers with a consistent framework based on best practices for teaching multilingual learners content and language together in linguistically and culturally sustaining ways.

Contact Person(s):

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Steve Harrison, Ph.D., 920-852-53007 x60121, harrisonstepha@aasd.k12.wi.us

BOE: 12/11/23

AASD English Language Development Standards

Board of Education Meeting Presentation 12/11/23

WISCONSIN DEPARTMENT OF
Public Instruction
Jill K. Underly, PhD, State Superintendent

What Are the ELD Standards?

The English Language Development (ELD) Standards are the set of standards that support the academic language proficiency of English Learner (EL) students or multilingual Learners.

Why Are the ELD Standards Important?

"There is no equality in treatment merely by providing students with the same facilities, textbooks, teachers and curriculum … For those students who do not understand English are effectively foreclosed of any meaningful education."

Lau vs. Nichols, 1974

ELD Standards Requirements

- Per Section 1111 (b)(1)(F) of ESEA, as amended by ESSA, State education agencies (SEAs), such as DPI, must demonstrate adoption of English language proficiency (ELP) standards
- ELP standards must:
  - Be based on 4 language domains (speaking, listening, reading, writing)
  - Address different proficiency levels of ELs
  - Be aligned with challenging State academic standards
- ELP standards must be implemented by each local education agency (LEA)

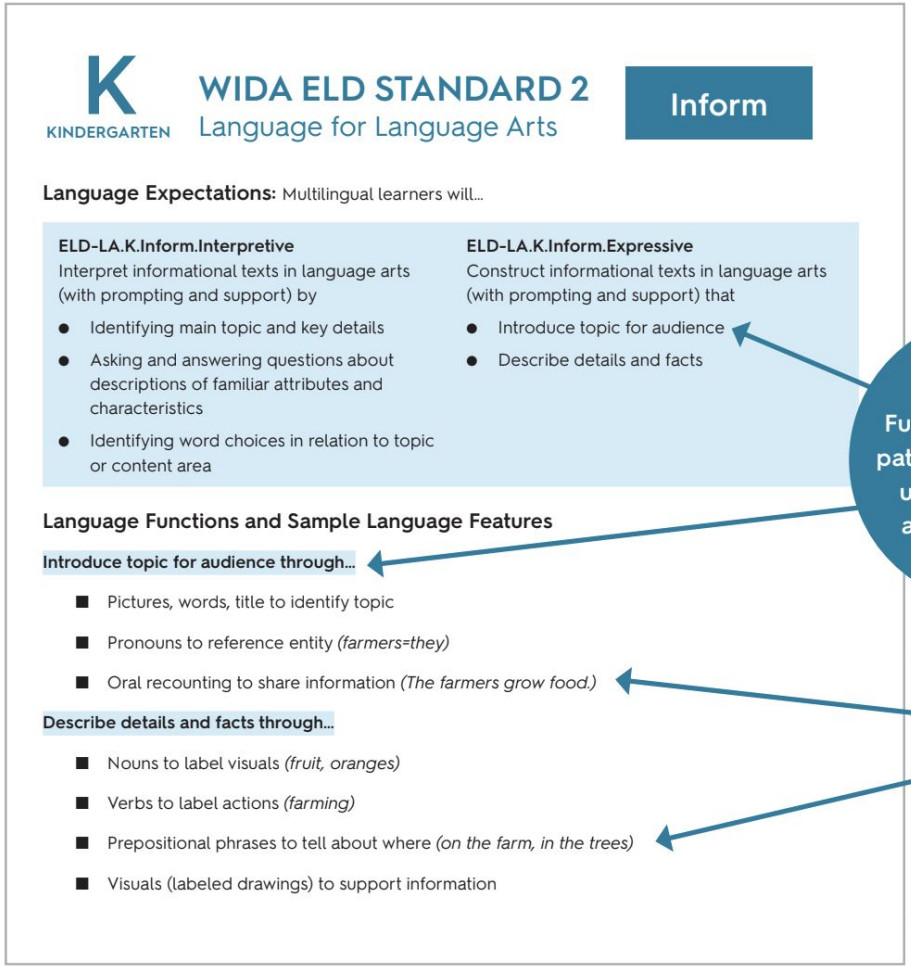


The Big Ideas



The WIDA English Language Development Standards Framework Kindergarten-Grade 12

[AASD WIDA Standards]



ELD Standards Goal

Overarching goal of ELD standards rollout:

To ensure educators are equipped with the knowledge, dispositions and resources necessary to fully implement, with integrity, the English language development standards across content areas so that all English learner students in Wisconsin graduate college, career, and life ready.



ELD Standards Guiding Beliefs

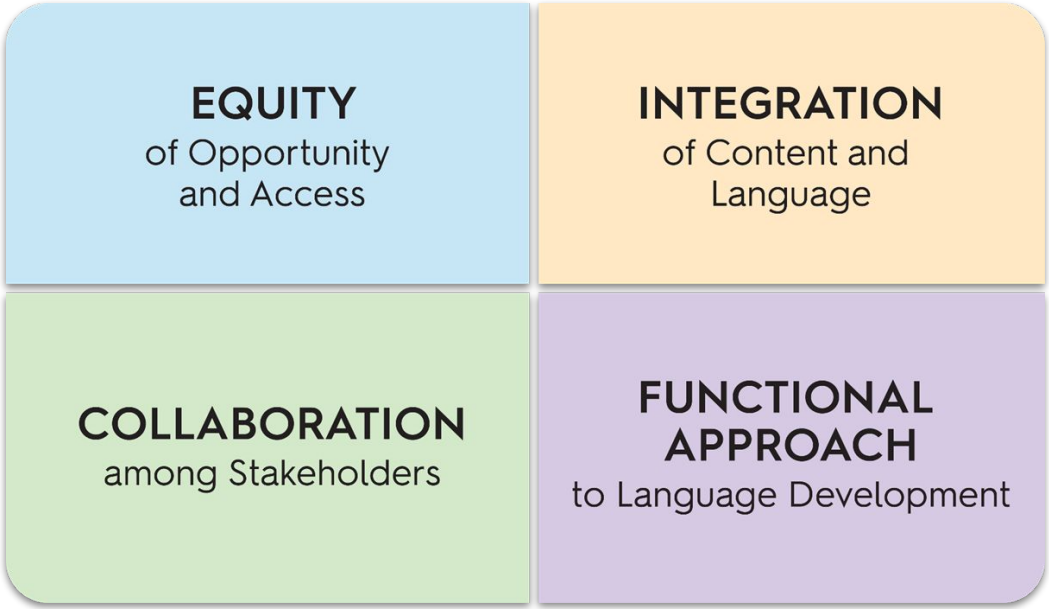
- All language(s) is an asset.
- Language is foundational to academic learning.
- Language learning should be integrated into all teaching for ELs through the ELD standards.
- All educators are language educators.
- Use of the ELD standards supports the academic language development of ALL students, not just ELs.

Universal Instruction for ELs

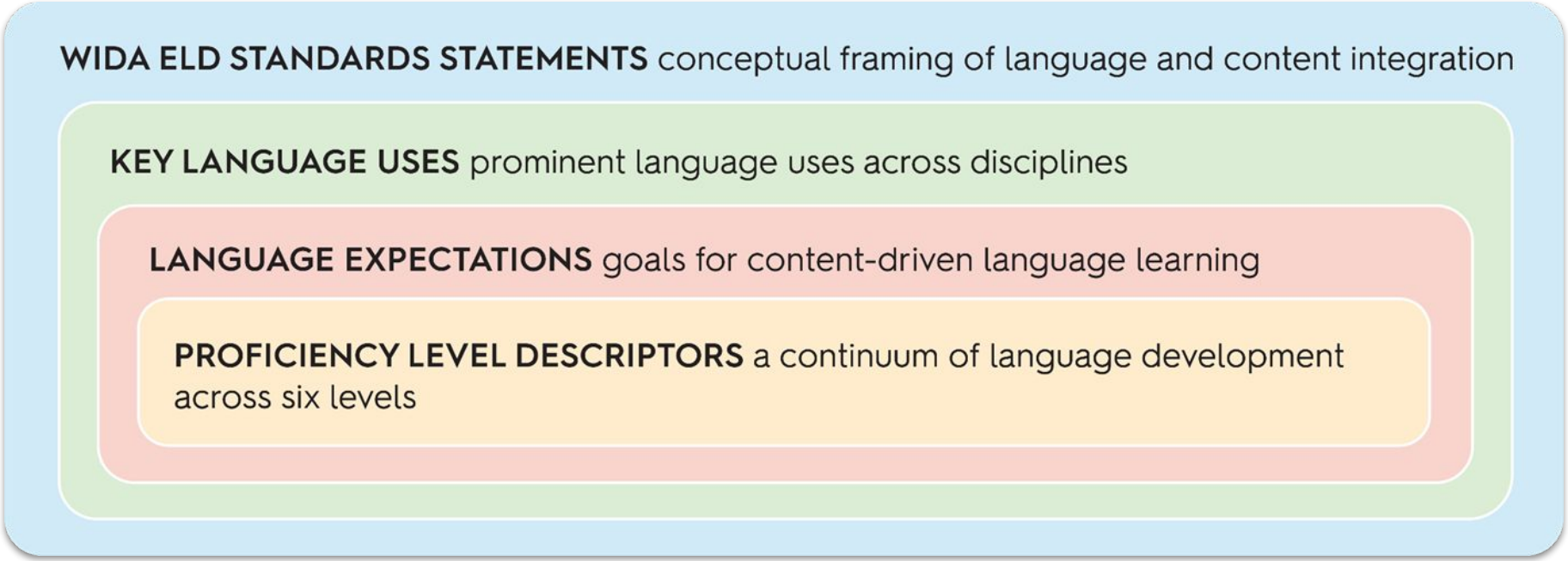
- ELD standards align with content area standards
- Tool for ALL teachers who work with ELs
- Use to integrate language teaching into content area instruction
- Planning for language use = Good teaching for ELs AND non-ELs



The Big Ideas

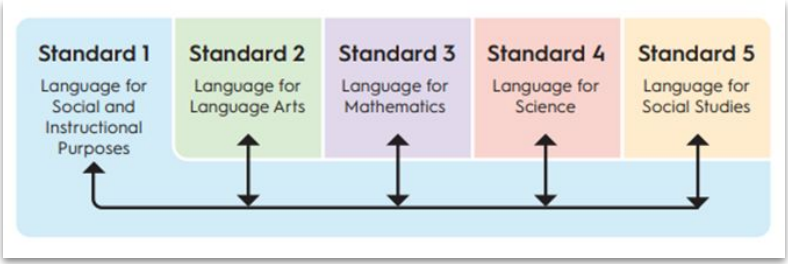


Components of the Standards Framework



ELD Standards Statements

Relationship among ELD Standards



English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Grade Level Clusters

Materials are organized into six grade-level clusters corresponding to ACCESS for ELLs Online



Key Language Uses

Narrate	Language to convey real or imaginary experiences through stories and histories.
Inform	Language to provide factual information
Explain	Language to give an account for how things work or why things happen
Argue	Language to justify claims using evidence and reasoning

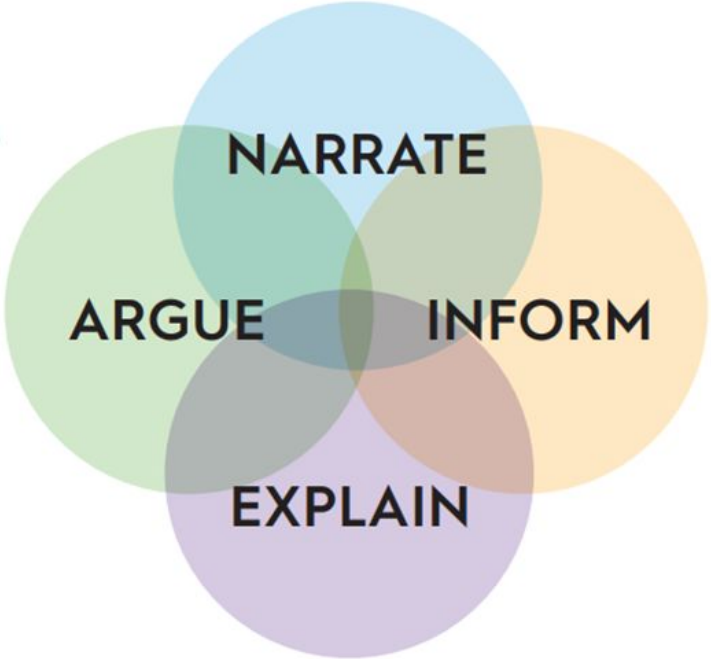
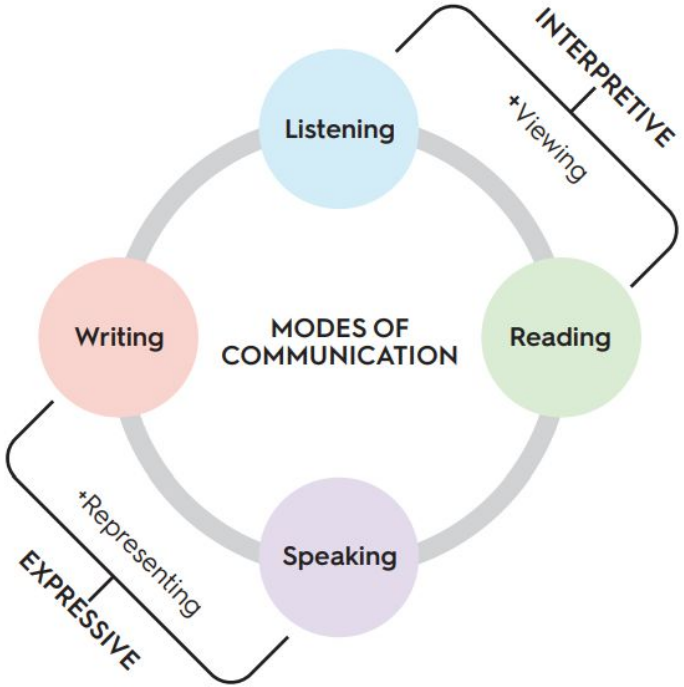
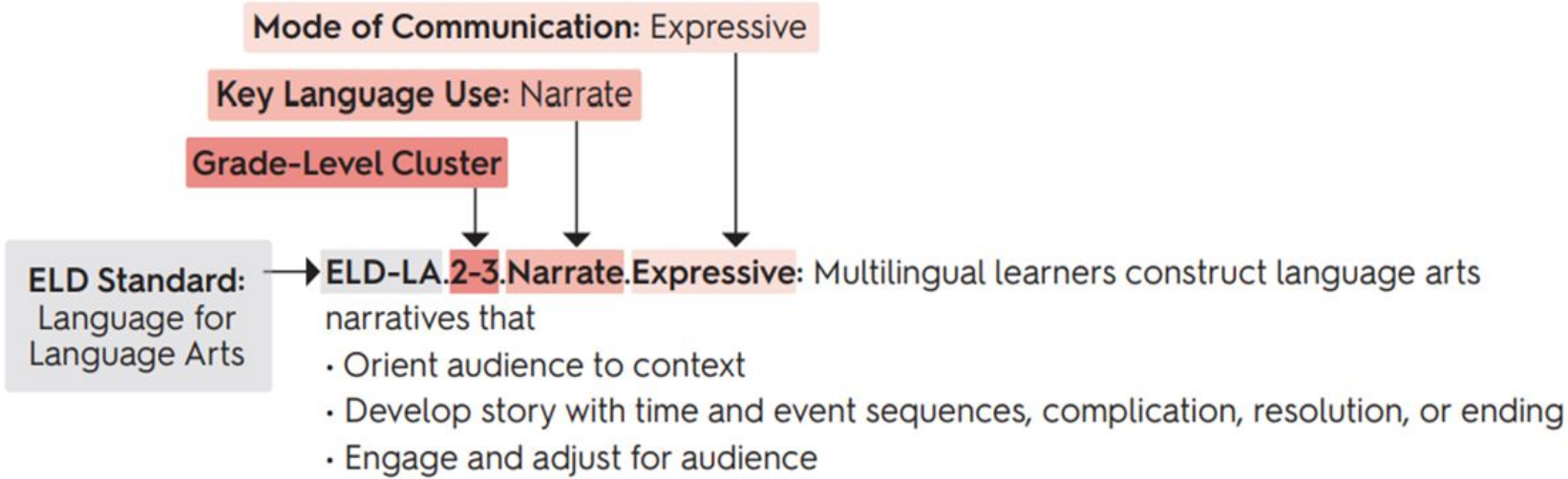


Table adapted from p. 219 of the 2020 WIDA ELD Standards.

Communication Modes



Language Expectations



Next Steps

- Continue building AASD capacity in ELD Standards Framework
- Integrate standards into EL practices/instruction in the AASD
- Explore alignment between ELD standards and content areas

AASD WIDA English Language Development Standards Framework

5K–Grade 12





Welcome to the WIDA English Language Development Standards Framework

WIDA has historically grounded its work in language development standards as a driver of equity for multilingual learners in curriculum, instruction, and assessment. This new edition reflects a continued commitment to these goals.

Table 1-1: WIDA ELD Standards Statements

WIDA ELD Standards Statements
English Language Development Standard 1: English language learners communicate for **Social and Instructional** purposes within the school setting
English Language Development Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Language Arts**
English Language Development Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Mathematics**
English Language Development Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Science**
English Language Development Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **Social Studies**

Table 1-2: Organization of the WIDA ELD Standards Framework

Section 1: Big Ideas	• Equity of access and opportunity are essential for multilingual learners' preparation for college, career, and civic participation • Integration of language and content is critical in the planning and delivery of instruction • Collaboration among stakeholders is a shared responsibility for educating multilingual learners • A functional approach to language development focuses on the purposeful use of language
Section 2: Understanding the WIDA ELD Standards Framework	• The five WIDA ELD Standards Statements—conceptual framing of language and content integration • Key Language Uses—prominent language uses across disciplines • Language Expectations—goals for content-driven language learning • Proficiency Level Descriptors—a continuum of language development
Section 3: Grade-Level Cluster Materials	• Representations of the WIDA ELD Standards Framework in sets of grade-level cluster materials • Annotated Language Samples illustrate the WIDA ELD Standards Framework in authentic grade-level texts
Section 4: Resources	• Key Language Uses: A Closer Look—extended definitions and examples for each Key Language Use • Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations • Glossary
Appendices	A. Meeting ESSA Requirements B. Correspondence Tables for Content and Language Standards C. A Compilation of K-12 Key Language Use Distribution Tables and Language Expectations D. A Compilation of K-12 Proficiency Level Descriptors, with Technical Notes E. High Level Comparison of WIDA ELD Standards Editions F. Theoretical Foundations G. References H. Acknowledgements

WIDA Mission, Vision, and Values

WIDA draws its strength from its mission, vision, and values—the Can Do Philosophy, innovation, service, collaboration, and social justice. This belief system underscores the cultural, social, emotional, and experiential assets of multilingual learners, their families, and educators. It acts as a unifying force that gives the consortium its strength of conviction and action throughout the PreK-12 education community.

Mission

WIDA advances academic language development and academic achievement for children and youth who are culturally and linguistically diverse through high quality standards, assessments, research, and professional learning for educators.



From English Language Learners to Multilingual Learners

Multilingual learners refers to all children and youth who are, or have been, consistently exposed to multiple languages.

As part of its asset-based belief system, WIDA uses the term "multilingual learners" to describe all students who come in contact with and/or interact in languages in addition to English on a regular basis. They include students who are commonly referred to as English language learners (ELLs), dual language learners (DLLs), newcomers, students with interrupted formal schooling (SIFE), long-term English learners (L-TELs), English learners with disabilities, gifted and talented English learners, heritage language learners, students with English as an additional language (EAL), and students who speak varieties of English or indigenous languages.

Throughout the field of K-12 education, you will encounter various terms to describe multilingual learners. For example, ESSA (2015) uses the term "English learners" (ELs). For policy purposes, the five original WIDA ELD Standards Statements (2004) maintain the term "English language learners." However, in an effort to encourage the field to use terminology that is asset-based and inclusive, WIDA began to use the term "multilingual learners." You will see this term used throughout this document, starting with the Guiding Principles of Language Development on the next page.

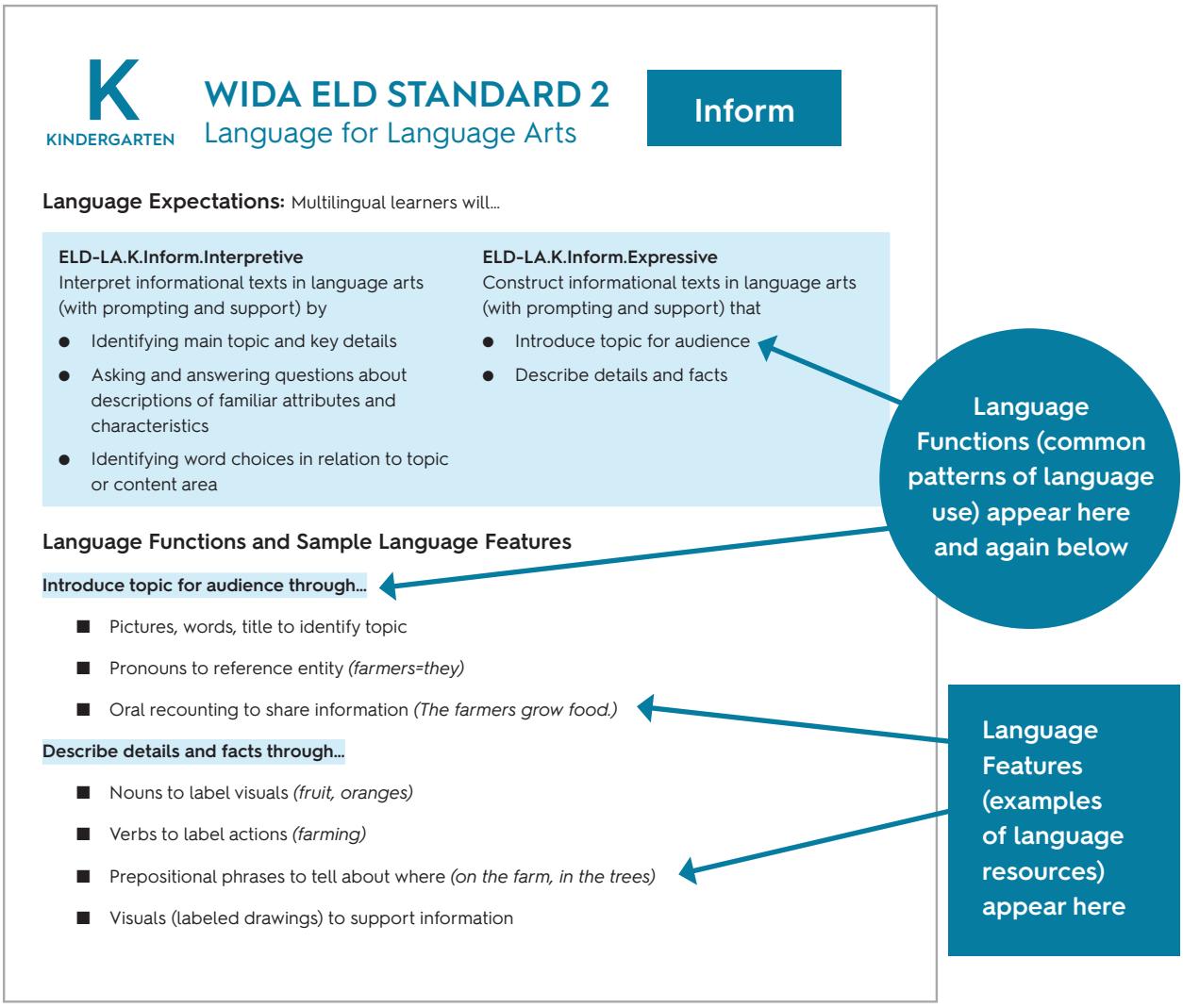
WIDA Guiding Principles of Language Development (2019)

The updated Guiding Principles of Language Development exemplify the overarching and ever-present WIDA Can Do Philosophy and emphasize the importance of language in learning. They highlight the four Big Ideas of the 2020 Edition.

1. Multilingual learners' languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners' independence and encourage their agency in learning.
2. Multilingual learners' development of multiple languages enhances their knowledge and cultural bases, their intellectual capacities, and their flexibility in language use.
3. Multilingual learners' language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools, and communities.
4. Multilingual learners' language, social-emotional, and cognitive development are inter-related processes that contribute to their success in school and beyond.
5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency.
6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication.
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts.
8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use.
9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning.
10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities.



Figure 3-1: Kindergarten Language Functions and Language Features



K
KINDERGARTEN

WIDA ELD STANDARD 1

Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

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

Language Expectations: Multilingual learners will...

Inform

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

K
KINDERGARTEN

WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

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

Language Expectations: Multilingual learners will...

Argue

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

K
KINDERGARTEN

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

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

ELD-LA.K.Narrate.Expressive
Construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

Language Functions and Sample Language Features

Orient audience to story through...

- Pictures, words, title, simple statements, or common story expressions to introduce context
- Noun groups to state who or what the story is about *(tall man, baby bear)*
- Prepositional phrases to specify location and time *(at Grandma's house, by the river; in the winter, at night)*

Describe story events through...

- Verbs to describe character actions *(jumped),* feelings *(was sad),* behaviors *(eating)*
- Connectors to establish sequence *(then, after, and)*
- Pronouns and renaming to reference a character across the text *(the girl=she=Nancy)*

K
KINDERGARTEN

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

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

ELD-LA.K.Inform.Expressive
Construct informational texts in language arts (with prompting and support) that

- Introduce topic for audience
- Describe details and facts

Language Functions and Sample Language Features

Introduce topic for audience through...

- Pictures, words, title to identify topic
- Pronouns to reference entity *(farmers=they)*
- Oral recounting to share information *(The farmers grow food.)*

Describe details and facts through...

- Nouns to label visuals *(fruit, oranges)*
- Verbs to label actions *(farming)*
- Prepositional phrases to tell about where *(on the farm, in the trees)*
- Visuals (labeled drawings) to support information

K
KINDERGARTEN

WIDA ELD STANDARD 3
Language for Mathematics

Inform

Language Expectations: Multilingual learners will...

ELD-MA.K.Inform.Interpretive
Interpret mathematical informational texts (with prompting and support) by

- Identifying concept or object
- Describing quantities and attributes

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

Language Functions and Sample Language Features

Define or classify concept or entity through...

- Single nouns to represent class of things *(colors, shapes, patterns)*
- Relating verbs *(be, have)* to define, describe, or classify *(The pattern is red, blue, red, blue.)*

Describe a concept or entity through...

- Expanded noun groups to add specificity *(The red star has five points.)*
- Sequential signals *(first, second, then, last)* to describe patterns *(First is a green bear, then two blue bears.)*
- Prepositional phrases *(behind, on top of, under, next to, below, above)* to specify location *(The blue star is next to the green triangle.)*

Compare/contrast concepts or entities through...

- Comparison/contrast language *(both, same, different)* and pointing to differentiate between entities *(This pattern is different than that one.)*
- Causal language *(because, so)* and demonstration to provide reasoning *(I can make a triangle because I have three sticks.)*

K
KINDERGARTEN

WIDA ELD STANDARD 4
Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.K.Inform.Interpretive
Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying a concept or entity

ELD-SC.K.Inform.Expressive
Construct scientific informational texts that

- Introduce others to a topic or entity
- Provide details about an entity

Language Functions and Sample Language Features

Introduce others to a topic or entity through...

- Pictures, words, drawings to introduce others to the topic
- Generalized nouns to identify class of things *(pollinators, insects)*
- Pronouns *(it, they)* to reference entity or idea *(insects=they)* (demonstratives identify that this is a plant)
- Oral recounting to share information *(The butterflies fly for a really long time.)*

Provide details about an entity through...

- Prepositional phrases to tell about where *(in the trees, on the flowers, next to, above, below)*
- Verbs to label actions *(fly, grow, eat)*
- Relating verbs *(be, have)* to define entity *(Butterflies are pollinators. Butterflies have antennae.)*
- Adjectives to add details *(red and black wings)*
- Pictures, labeled drawings, words to categorize, compare, and contrast information *(moths=night, butterflies=day)*

K
KINDERGARTEN

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

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

ELD-SC.K.Explain.Expressive
Construct scientific explanations that

- Describe information from observations about a phenomenon
- Relate how a series of events causes something to happen
- Compare multiple solutions to a problem

Language Functions and Sample Language Features

Describe information from observations about a phenomenon through...

- Single words to identify context *(floating, sinking)*
- Relating verbs *(have, be)* to state relationships or attributes
- Pictures, diagrams, to add information or illustrate phenomenon

Relate how a series of events causes something to happen through...

- Nouns to represent concepts *(investigation)*
- Simple sentences to describe the phenomenon *(A feather floats.)*
- Cohesion to reference ideas, people across text, including pronouns, articles, demonstratives *(it, a, the, this, that)*
- Causal connectors to combine ideas into logical relationships *(so, because, when/then)*
- Connectors to link or compare observations *(Paper floats but rocks sink.)*

Compare multiple solutions to a problem through...

- Simple statements to represent conclusions *(Heavy things float.)*

K
KINDERGARTEN

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce topic associated with a compelling or supporting questions through...

- Pictures, words, title to identify topic or concept *(My Neighborhood, Activities)*
- Visuals (labeled drawings, diagrams) to share information about topic attributes

Provide a detail about relevant information through...

- Nouns to label visuals or cultural items *(family members, weather words, food, events)*
- Verbs to label actions and activities *(dancing, cooking)*
- Prepositional phrases to tell about location *(on the block, in the house, next to the store, at Grandma's house, on the bus)*
- Adjectives to add description to labeled nouns and simple sentences *(It is a sunny day.)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a blue background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

K
KINDERGARTEN

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Annotated Language Sample

Context: This text was written by a multilingual kindergartner. At this time, students were writing every day about their lives or about books they were reading. This is the first of two texts presented here, written by the same kindergartner on two consecutive days. Both are modeled after a book the learner was reading.

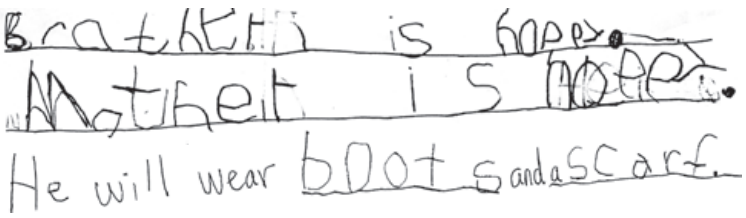
Prompt: It's story writing time!

Language Expectation: ELD-LA.K.Narrate.Expressive
Multilingual learners use language to construct language arts narratives (with prompting and support) that

- Orient audience to story
- Describe story events

Functions & Features		Functions & Features
Orient audience to story through… Simple statements • Brather … hopey Noun groups to introduce context • Brather [brother] • Mother	Brather [Brother] is hopey [hoping]. Mother is hoee [home]. He will wear boots and a scarf.	**Describe story events through…** Verbs (and verb groups) • is hopey [hoping] • will wear Pronoun to reference characters • Brather … he

Example of Student Writing



K
KINDERGARTEN

WIDA ELD STANDARD 4
Language for Science

Inform

Annotated Language Sample

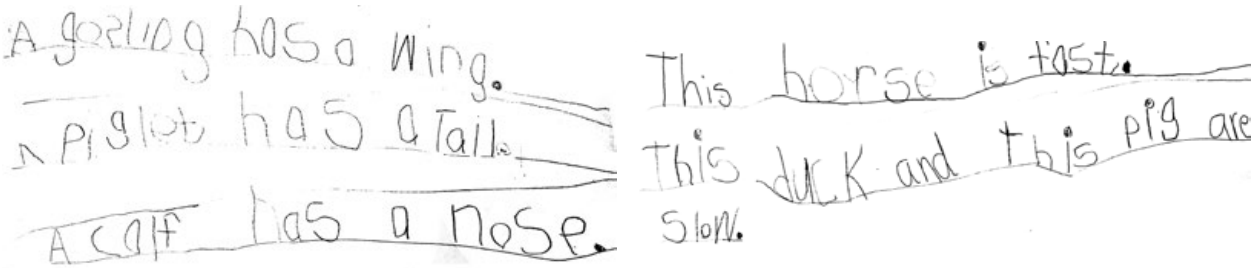
Context: This is the second text written by the same multilingual kindergartner (the first is on the previous page). The student had been reading informational books about animals.

Prompt: "Ok friends, it's writing time! Get out your notebooks and pencils. Remember you can write about books you are reading."

Language Expectation: ELD-SC.K.Inform.Expressive
Multilingual learners use language to construct scientific informational texts that
- Introduce others to a topic or entity
- Provide details about an entity

Functions & Features		Functions & Features
Introduce others to the topic through... Generalized nouns • a gosling • a piglet • a calf • a wing • a tail • a nose	A gosling has a wing. A piglet has a tail. A calf has a nose. ... This horse is *fast*. This duck and this pig are *slow*.	**Provide details about an entity through...** Relational verbs • has, is, are Adjectives to add details • *fast* • *slow* Noun groups to add details • a wing • a tail

Example of Student Writing



Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grade K WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around topics *(my family)* with words, pictures, phrases, or chunks of language	around topics *(all about me)* with repetition, rhyming, and common language patterns	around topics *(all about me)* with repetition, rhyming, and other language patterns with short sentences	to meet a purpose *(to inform, narrate, entertain)* through multiple related sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	patterned language with repetitive words	patterned language with repetitive words and phrases *(This is a duck. The duck says quack, quack. This is a goat.)*	repetitive words and phrases across a text *(Brown bear, brown bear, what do you see?)*	some frequently used cohesive devices (demonstratives: *this, these, that, those*)	a few different types of cohesive devices *(repetition, pronoun referencing, etc.)*	multiple types of cohesive devices *(synonyms, antonyms, repetition)*
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	labels with single nouns *(ball, car)*	frequently used single noun groups *(my toys, my car, your ball?)*	frequently used multi-word noun groups *(my favorite book)*	multi-word noun groups with connectors *(a shiny truck and a red ball)*	expanded noun groups with classifiers *(the red fire truck)*	expanded noun groups with prepositional phrases *(the red fire truck in the station)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	words, pictures, and phrases *(Anna's chair)*	words, pictures, phrases, and chunks of language *(ran to her room)*	chunks of language *(sat in her chair, jumps on her bed)*	simple sentences *(She picked it up.)*	related simple sentences *(She picked it up. She carried it to her room.)*	multiple related simple sentences *(She picked it up. She carried it to her room. She opened it up.)*
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	a few words and phrases in familiar contexts and topics *(map, desk, hello)*	repeated words and phrases in familiar contexts and topics *(sound it out, think first)*	frequently used words and phrases in familiar contexts *(time to clean up)*	situation-specific words and phrases *(What sounds do we hear?)*	an increasing number of words and phrases *(We need four different colors to make a pattern.)*	a growing number of words and phrases in a variety of contexts *(special visitor, school assembly)*

Grade K WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose *(and, then)*	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: *The parrot eats nuts and seeds.*)	text that conveys an intended purpose with emerging organizational patterns *(first, and then, also, next)*
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	single words and phrases related to topic *(water, leaf)*	an emerging use of cohesive devices (repetition: *water, water, the water*)	a few frequently used cohesive devices (repetition: *this leaf is red, this leaf is yellow*)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	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…**					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	simple types of elaboration (newly learned single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *the or these clouds*)
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	words, pictures, and phrases *(cats and dogs)*	words, pictures, phrases and chunks of language *(cats meow and dogs bark)*	sentence fragments *(cats and dogs)*	sentence fragments and emerging use of simple sentences *(Dogs sleep, Dogs bark.)*	simple sentences *(Cats like to climb. Dogs like to run.)*	sentences with emerging use of clauses *(My cat sleeps all day. My dog runs all the time. They are my pets.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	frequently reoccurring words and phrases *(Good Morning, let's play)*	emerging use of words and phrases with attempted precision *(Today is Friday, September 15.)*	few frequently used words and phrases with emerging precision *(lunch time, morning meeting)*	some frequently used words and phrases with some precision *(my pattern is red, blue, red, blue)*	a small repertoire of words and phrases with developing precision *(beautiful butterfly, repeating pattern)*	a growing repertoire of words and phrases with growing precision *(green and yellow stripes)*

GRADE 1 Grade 1

Moving from kindergarten to first grade can mean big changes for children in the way they think about and interact with peers and their surroundings. In general, these young learners tend to ask and answer questions about the world, themselves, and texts in multimodal ways (for example, oral, visual, or written). Social and thinking skills develop rapidly as first graders actively explore their environment and look for answers in increasingly logical ways. Working with partners or in small groups, students feel proud to share their discoveries with others. They start to combine spoken language with some reading and writing, and make connections among ideas, illustrations, and words.

In first grade, educators and families may easily connect school to home by encouraging multilingual learners to share observations about the world in multiple languages. For example, academic learning can readily be reinforced at home simply by walking around the neighborhood to describe plant life or notice environmental print. Activities like dancing, playing games, and doing chores are also great opportunities to strengthen the home-school connection in culturally and linguistically sustaining ways. Likewise, in school, multicultural books allow students to practice academic concepts in ways that reflect the experiences of multilingual learners and their families.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grade 1:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

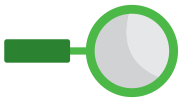
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-4 offers snapshots of some ways students engage in each Key Language Use throughout grade 1.

Table 3-4: Snapshots of Key Language Uses in Grade 1

Snapshots of Key Language Uses in Grade 1	
Narrate	• Imagine and create new stories • Begin to develop a sense of story structures • Interpret narratives read aloud with predictable structures and language patterns
Inform	• Describe and define familiar concepts or topics • Categorize and classify information • Interpret and construct brief descriptions or reports on familiar, concrete entities, such as animals, objects, places, or people
Explain	• Describe their observations in relation to concrete phenomena in their immediate environment • Ask and answer questions about how things work or why things are the way they are • Interpret and construct multimodal representations of their emerging understandings of observed relationships
Argue	• Formulate opinions • Give reasons for their opinions • Interpret persuasive texts



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grade 1 are the **basis for its Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-5. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-5: Distribution of Key Language Uses in Grade 1

Distribution of Key Language Uses in Grade 1				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	●	◐	◐
4. Language for Science	○	●	●	◐
5. Language for Social Studies	◐	●	○	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Function

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-2, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

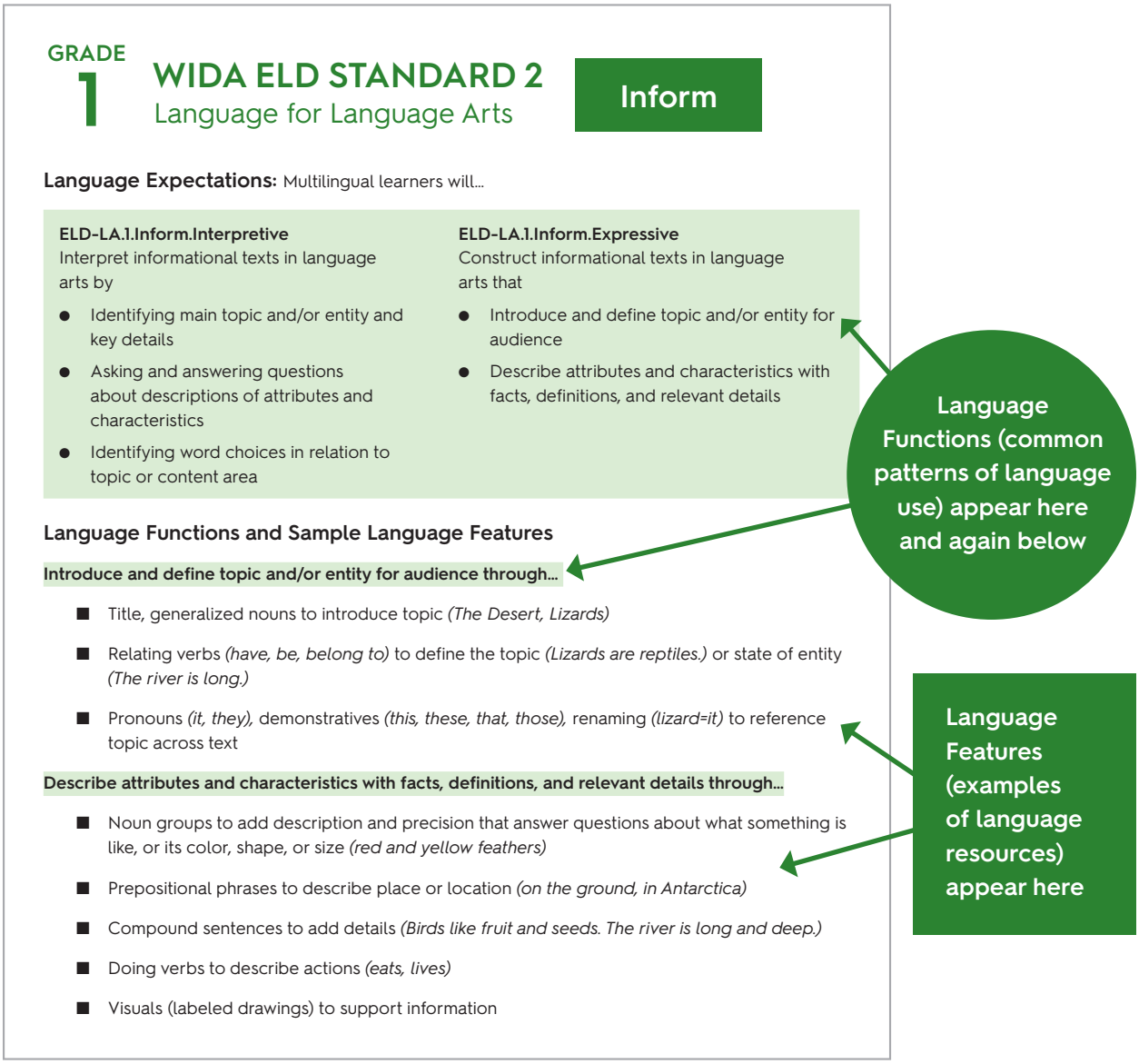
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features.** In Figure 3-2, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-2 on the next page shows how the Language Functions and Language Features appear.

Figure 3-2: Grade 1 Language Functions and Language Features



GRADE 1

WIDA ELD STANDARD 1

Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

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

Language Expectations: Multilingual learners will...

Inform

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

GRADE 1

WIDA ELD STANDARD 1

Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

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

Language Expectations: Multilingual learners will...

Argue

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

GRADE 1

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will…

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

ELD-LA.1.Narrate.Expressive
Construct language arts narratives that

- Orient audience to story
- Develop story events
- Engage and adjust for audience

Language Functions and Sample Language Features

Orient audience to story through…

- Pictures, words, title, statements or common story expressions *(Once upon a time)* to introduce context
- Noun groups to state who or what the story is about *(the white swans, Joey's big family)*
- Simple statements to introduce the problem *(They got lost.)*
- Prepositional phrases to specify location and time *(by the river, in the barn, during the summer, last year, every night)*

Develop story events through…

- Verbs to describe what characters do, think, feel, and say
- Connectors to sequence time *(first, next, and then),* and events *(before, after, later),* and to combine and link event details *(and, but, so)*
- Pronouns, renaming, and synonyms to reference a character or idea across the text *(my neighbor=Bob, the tree fort=my special place)*
- Simple statement to provide closure *(The End, And then we went home.)*

Engage and adjust for audience through…

- Pictures and other graphics to complement the storyline
- Word choices to convey attitudes, develop suspense, share excitement *(my best friend, really scary, wonderful!)*
- Literary and familiar expressions *(big, ugly monster; run, run as fast as you can!),* sensory language *(yucky)* onomatopoeia *(BOOM! CRASH!)* to add interest; tone of voice and gesturing to tell a story

GRADE 1

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Title, generalized nouns to introduce topic *(The Desert, Lizards)*
- Relating verbs *(have, be, belong to)* to define the topic *(Lizards are reptiles.)* or state of entity *(The river is long.)*
- Pronouns *(it, they),* demonstratives *(this, these, that, those),* renaming *(lizard=it)* to reference topic across text

Describe attributes and characteristics with facts, definitions, and relevant details through...

- Noun groups to add description and precision that answer questions about what something is like, or its color, shape, or size *(red and yellow feathers)*
- Prepositional phrases to describe place or location *(on the ground, in Antarctica)*
- Compound sentences to add details *(Birds like fruit and seeds. The river is long and deep.)*
- Doing verbs to describe actions *(eats, lives)*
- Visuals (labeled drawings) to support information

GRADE 1

WIDA ELD STANDARD 3
Language for Mathematics

Inform

Language Expectations: Multilingual learners will…

ELD-MA.1.Inform.Interpretive
Interpret mathematical informational texts by

- Identifying concept or entity
- Describing attributes and characteristics

ELD-MA.1.Inform.Expressive
Construct mathematical informational texts that

- Define or classify concept or entity
- Describe a concept or entity
- Compare/contrast concepts or entities

Language Functions and Sample Language Features

Define or classify concept or entity through…

- Generalized nouns to identify class of things *(shapes, patterns, properties)*
- Relating verbs *(be, have)* to define, describe, or classify *(Rectangles have four sides. This is a closed shape.)*

Describe a concept or entity through…

- Expanded noun groups to add specificity *(this has three equal sides)*
- Technical word choices to add precision and detail *(flat or solid shapes)*
- Common phrasal verbs *(part of, put together)* to describe concepts *(These two halves are part of the whole triangle.)*
- Conditional clauses *(if/then)* to demonstrate relationships *(If I put these shapes together then I can make a rectangle.)*

Compare/contrast concepts or entities through…

- Compare/contrast signals *(both, same, different, but)* to differentiate attributes of objects *(They are both solids but this one is a triangle and this one is a cube.)*
- Causal connectors *(because, so)* to link ideas and provide reasoning *(These two shapes are the same kind because they both have four sides.)*

GRADE 1

WIDA ELD STANDARD 4
Language for Science

Inform

Language Expectations: Multilingual learners will...

ELD-SC.1.Inform.Interpretive
Interpret scientific informational texts by

- Determining what text is about
- Defining or classifying concept or entity

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

Language Functions and Sample Language Features

Introduce others to the topic or entity through...

- Generalized nouns to introduce topic or idea *(Whales, Sound, Patterns)*
- Openers to address audience *(Have you ever wondered about? Did you know?)*
- Relating verbs *(belong to, have, be)* to define or present state of entity *(Whales are mammals.)*
- Pronouns *(it, they)* and demonstratives *(this, that, these, those)* to reference entity or concept across text *(Paper vibrates. It makes a sound.)*

Define, describe, and classify concept, topic, or entity through...

- Noun groups to add details that answer questions about what something is like, its qualities, and descriptions *(floating objects, long, brown fur)*
- Visuals (labeled drawings, graphs, tables) to support information
- Timeless present verbs to indicate generalizable nature of action *(floats, sinks, eats, swims, turns)*
- Qualifiers *(some, all, many)* to describe observation or fact *(some things float, all sound is vibration, many dolphins hunt together)*
- Sequence words *(first, and, then, next, last)* to clarify order or sequence of events *(First whales swim to cold water, then...)*

Summarize observations or factual information through...

- Compare/contrast signals *(-er, -est, bigger than, more, both, but, different)* to differentiate or summarize attributes, details or behaviors *(Feathers float better than paper.)*
- Declarative statements to present conclusions *(Some objects float and some sink.)*
- Speculation to hypothesize to additional contexts *(I think, I wonder if...)*

GRADE 1

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

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)

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

Language Functions and Sample Language Features

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

- Openers to engage audience *(Did you know how frogs change?)*
- Abstract and technical terms to add precision *(tadpole, adapt, life cycle)*
- Pictures, diagrams, graphs to add information or illustrate content
- Cohesion to reference ideas, people across text (pronouns, renaming subject, demonstratives such as *this, that*)

Relate how a series of events causes something to happen through...

- Timeless verbs to state on-going facts about phenomenon *(Tadpoles change into frogs)*
- Prepositional phrases to provide details *(where, when, how; Tadpoles live in the water.)*
- Relating verbs *(have, be, belong to)* and conjunctions to state relationships or compare attributes *(Tadpoles have gills but frogs have lungs.)*
- Connectors to express sequences in time *(first, next, last)*

Compare multiple solutions to a problem through...

- Visual data displays (charts, graphs) to support explanations
- Declarative statements to present conclusions *(Living things grow and change.)*
- Speculation to hypothesize to additional contexts *(I think, I wonder if...)*

GRADE 1

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Language Expectations: Multilingual learners will...

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

ELD-SS.1.Inform.Expressive
Construct informational texts in social studies that

- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Language Functions and Sample Language Features

Introduce topic associated with compelling or supporting questions through...

- Generalized nouns to introduce topic *(weather, maps, environment)*
- Pronouns *(it, they),* demonstratives *(this, these, that, those),* to reference topic or ideas across text
- Relating verbs *(have, be, belong)* to define topic or type of information *(There are seven continents.)*
- Verbs *(are going to, will,)* to link compelling questions with topic *(We're going to learn about what people do in different places.)*

Provide details about disciplinary ideas through...

- Noun groups to describe and add precision to answer questions about what something is like, its quantity, qualities *(hot places, many countries, lots of rain)*
- Prepositional phrases to describe place or location *(below the Equator, on the corner, underground, in the desert)*
- Adverbials to specify periods of time, duration, specific points in time *(last year, long ago, August 12, in the future, everyday)*
- Visuals, labeled drawings to support ideas and information
- Compound sentences to add details *(Rice grows in hot and wet places.)*

GRADE 1

WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce topic through...

- Title, generalized nouns to introduce topic *(Fresh fruit for lunch)*
- Declarative statements to identify position *(School lunch should have fresh fruit.)* and/or provide background information *(Fruit is good for children to eat.)*
- Pronouns *(it, they, we, our),* demonstratives *(these, this, that, those),* and renaming subject *(food=it; students=we=children)* to reference topic across text

Select relevant information to support claim with evidence through...

- Relating verbs *(have, be)* to identify topic *(Fruit is part of the food pyramid. Children need fruit every day.)*
- Prepositional phrases to identify time and place (every day, at lunch, in school)
- Visuals (labeled drawings) to support purpose
- Expanded noun phrases to add details *(fresh fruit, healthy food)*

Show relationship between claim and evidence, and reasoning through...

- Connectors (because, so, and) to link claims with evidence and reasoning *(We should eat fruit every day because it has vitamins to help us grow.)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a green background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADE 1

WIDA ELD STANDARD 2
Language for Language Arts

Explain

Annotated Language Sample

Context: This text was written by a first-grader as part of a lesson on how to write procedural texts. This student chose to write about making an edible spider out of Rice Krispie treats (cereal with marshmallows). The teacher guided the students to sequence the steps in the procedure using connectors (e.g., first, next, then, lastly).

Prompt: Write a paragraph that tells someone how to make something.

Language Expectation: ELD-LA.1.Inform.Expressive
Multilingual learners use language to 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

Functions & Features	How to Make a Spider Treat	Functions & Features
Introduce and define topic and/or entity for audience through… Title **Describe attributes and characteristics with facts, definitions and relevant details through…** Doing verbs to describe actions • sceesd [squeezed] • to mack [make] • use • pushd [pushed] • put	First, I sceesd [squeezed] a Rice krispy treat to mack [make] the body. Next, I use 8 pretzels for the legs and 2 for the fangs. Then, I pushd [pushed] 2 penusts [peanuts] in thet back as the spinnert [spinneret] lastly, I put 3 raisins for the eyes.	**Describe attributes and characteristics with facts, definitions and relevant details through…** Noun groups to add description and precision • Rice krispy treat • 8 pretzels • 2 penusts [peanuts] • the spinnert [spinneret] • 3 raisins Prepositional phrases • for the fangs • in thet back • for the eyes

GRADE 1

WIDA ELD STANDARD 4
Language for Science

Explain

Annotated Language Sample

Context: This text was written by first grade teacher modeling the writing of sequential explanations about observed phenomena. Together, the class deconstructed the text, examined its language and stages, and then jointly constructed a similar text about the life cycle of a butterfly.

Language Expectation ELD-SC.1.Explain.Expressive
Multilingual learners use language to 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

Functions & Features	The Life Cycle of a Frog	Functions & Features
Describe observations and/or data about a phenomenon through… Cohesion to reference ideas across a text • a tadpole … it (pronoun referencing) • the tadpole … it (pronoun referencing) Abstract and technical terms • the life cycle of a frog • stages • tadpole • froglet • adult frogs • the life cycle	The life cycle of a frog has several stages. **First,** a tadpole hatches out of an egg. It looks like a little fish. **Next,** the tadpole grows two back legs and its tail gets smaller. It is now called a "froglet." **Then,** it grows two front legs and the tail gets even smaller. **Finally,** it is a full-grown adult frog with four legs and no tail. Adult frogs can lay more eggs and the life cycle starts again.	**Relate how a series of events causes something to happen through…** Relating verbs • has • is Timeless verbs • hatches • grows Prepositional phrases to provide details about where or when • out of an egg Connectors • **first** • **next** • **then** • **finally**

GRADE 1

WIDA ELD STANDARD 5
Language for Social Studies

Inform

Annotated Language Sample

Context: This text comes from a first grade interdisciplinary unit. It was jointly written by a first grader and his teacher, who scribed for him. The student dictated the words and the teacher wrote them down. The teacher had been reading aloud informational texts on animals. The teacher had pointed out that in the texts, the authors write about what animals eat, their habitat, and where they live. Then each student chose an animal and made their own information booklet.

Prompt: Write an information report on an animal: tell your reader what type of animal it is, what it eats, and describe its habitat.

Language Expectation: ELD-SS.1.Inform.Expressive
Multilingual learners use language to construct informational texts in social studies that
- Introduce topic associated with compelling or supporting questions
- Provide details about disciplinary ideas

Functions & Features	Pandas	Functions & Features
Introduce topic associated with compelling or supporting questions through... Generalized nouns • pandas • habitat • a panda Relating verbs • are • should have	Pandas eat bamboo to stay alive. Pandas need a habitat to have food. Pandas are a type of animal. Pandas are a type of bear. A panda should have a type of habitat or a home. A panda lives in China. Pandas also have to drink fresh water.	**Provide details about disciplinary ideas through...** Noun groups to describe and add precision • a type of animal • a type of bear • a type of habitat or a home • fresh water Prepositional phrases to describe place or location • in China

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grade 1 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around topics *(all about pandas)* with repetition, rhyming, and common language patterns	around topics *(all about pandas)* with short sentences	around topics (habitat, diet, behavior) through multiple related simple sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text (to inform, narrate, entertain)	to meet a purpose through generic (not genre-specific) organizational patterns in texts (beginning, middle, end)
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	patterned language with repetitive words, phrases, and sentences	repetitive chunks of meaning across a text *(Brown bear, brown bear, what do you see?)*	some frequently used cohesive devices (demonstratives: *these, those, that, this*)	a few different types of cohesive devices (repetition, pronoun referencing, etc.)	multiple types of cohesive devices (synonyms, antonyms, *(We are all alike. We are all different.)*	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: *animals like dogs, cats, tigers*)
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	frequently used single word noun groups *(dinosaurs)*	frequently used multi-word noun groups *(big tall dinosaurs)*	multi-word noun groups with connectors *(a big **and** hungry dinosaur)*	expanded noun groups with classifiers *(the biggest meat-eating dinosaurs)*	expanded noun groups with prepositional phrases *(the meat-eating dinosaurs in the jungle)*	expanded noun groups with embedded clauses *(the biggest meat-eating dinosaurs, who lived at that time)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	words, pictures, phrases, and chunks of language *(turtle eggs)*	chunks of language *(turtles swimming)*	simple sentences *(Turtles swim in the ocean.)*	related simple sentences *(Turtles are reptiles. They like warm water.)*	multiple related simple sentences *(There are many types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.)*	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 Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	repeated words and phrases in familiar contexts and topics *(classroom helpers)*	frequently used words and phrases in familiar contexts and topics *(Would you like to share…?)*	situation-specific words and phrases *(Plant the seeds in this pot.)*	an increasing number of words and phrases *(Tell me about your picture on the left.)*	a growing number of words and phrases in a variety of contexts *(How many red triangles are there?)*	an expanding number of words and phrases, including idioms and collocations *(plus and minus)*

Grade 1 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern *(one day, first, last, I think, etc.)*	short texts that convey an intended purpose using basic connectors *(first, and then, next)*	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…**					
	patterned language with repetitive phrases and sentences *(The big, hungry bear…)*	few frequently used cohesive devices (repetition: *The tiger… The tiger…*)	some frequently used cohesive devices (simple pronouns: *it, they, she, he*)	some formulaic cohesive devices (pronoun referencing: *my ball, her brother, they gave it to us, etc.*)	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: *that one, so did I*)	an expanding number of cohesive devices to connect larger bundles of meaning (class/ subclass: *wild animals like lions, bears, tigers*)
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *those big fluffy white clouds*)	a variety of types of elaboration (adding in a variety of adjectives)
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	words, pictures, phrases, and chunks of language *(flowers and trees)*	sentence fragments *(grow taller)*	sentence fragments and emerging use of simple sentences *(had no water so died)*	simple sentences *(Plants need water. They need sun.)*	sentences with emerging use of clauses *(Plants need water but… They need sun. Those ones died.)*	simple and compound sentences (with some coordinating conjunctions: *Our plants died and those ones did too.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	emerging use of words and phrases with attempted precision *(over there, line up in a row)*	few frequently used words and phrases with emerging precision *(lunch time, clean up my desk)*	some frequently used words and phrases with some precision *(have a nice day, I'm finished)*	a small repertoire of words and phrases with developing precision *(best friend, the red ball)*	a growing repertoire of words and phrases with growing precision *(preschool friends, math time, after lunch)*	an expanding repertoire of words and phrases including idioms and collocations, with expanding precision *(do homework, saving time)*

GRADES
2-3

Grades 2-3

Second- and third-graders continue to make leaps in the ways they use language and think about themselves, their peers, and the world. These students are becoming more coordinated physically, and their problem-solving skills continue to sprout. These young learners reason and use logic to make more in-depth connections, discover causes and effects of phenomena or events, do more complex math, and experiment with how they express themselves through speech, writing, and multimodal means of communication (for example, through gestures, facial expressions, drawings, charts, and technology).

As multilingual learners explore specific activities that interest them, they can benefit from using all of their cultural experiences and multilingual skills—be it to communicate through social interactions or to tackle academic challenges. Children this age tend to enjoy being part of groups and teams and are generally eager to fit in. By partnering with families, educators can create culturally and linguistically sustaining classrooms so that all children feel welcome, nurtured, and safe, thus supporting their social and emotional development. As students in this age group are developmentally ready to start understanding various perspectives, this is an opportune time to highlight various cultures and languages in the classroom.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 2-3:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

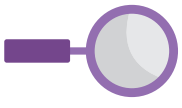
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-6 offers snapshots of some ways students engage in each Key Language Use throughout grades 2-3.

Table 3-6: Snapshots of Key Language Uses in Grades 2-3

Snapshots of Key Language Uses in Grades 2-3	
Narrate	• Develop a sense of narrative structure and the purposes for which people use narratives • Structure narratives to express experiences and ideas about familiar places and people • Add interactions and reactions to characters' actions to develop characters' inner and outer worlds
Inform	• Recognize the difference between imaginative stories and nonfiction informational texts • Develop an emerging sense of text structure as they interpret and create multimodal representations of their knowledge on topics of interest • Develop emerging research skills to build knowledge for reports
Explain	• Develop a sense of some causal, sequential, and cyclical relationships by observing concrete phenomena • Report observations of phenomena to build understanding of the world around them • Interpret and construct multimodal representations, such as diagrams and drawings, to illustrate how or why things work
Argue	• State opinions or construct tentative claims and offer those in class discussions • Recognize the difference between claims with and without support • Offer observations to support opinions and claims • Develop emerging research skills to use in constructing claims • Begin to use data from observations as evidence for their claims



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 2-3 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-7. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-7: Distribution of Key Language Uses in Grades 2-3

Distribution of Key Language Uses in Grades 2-3				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	○	◐
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-3, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

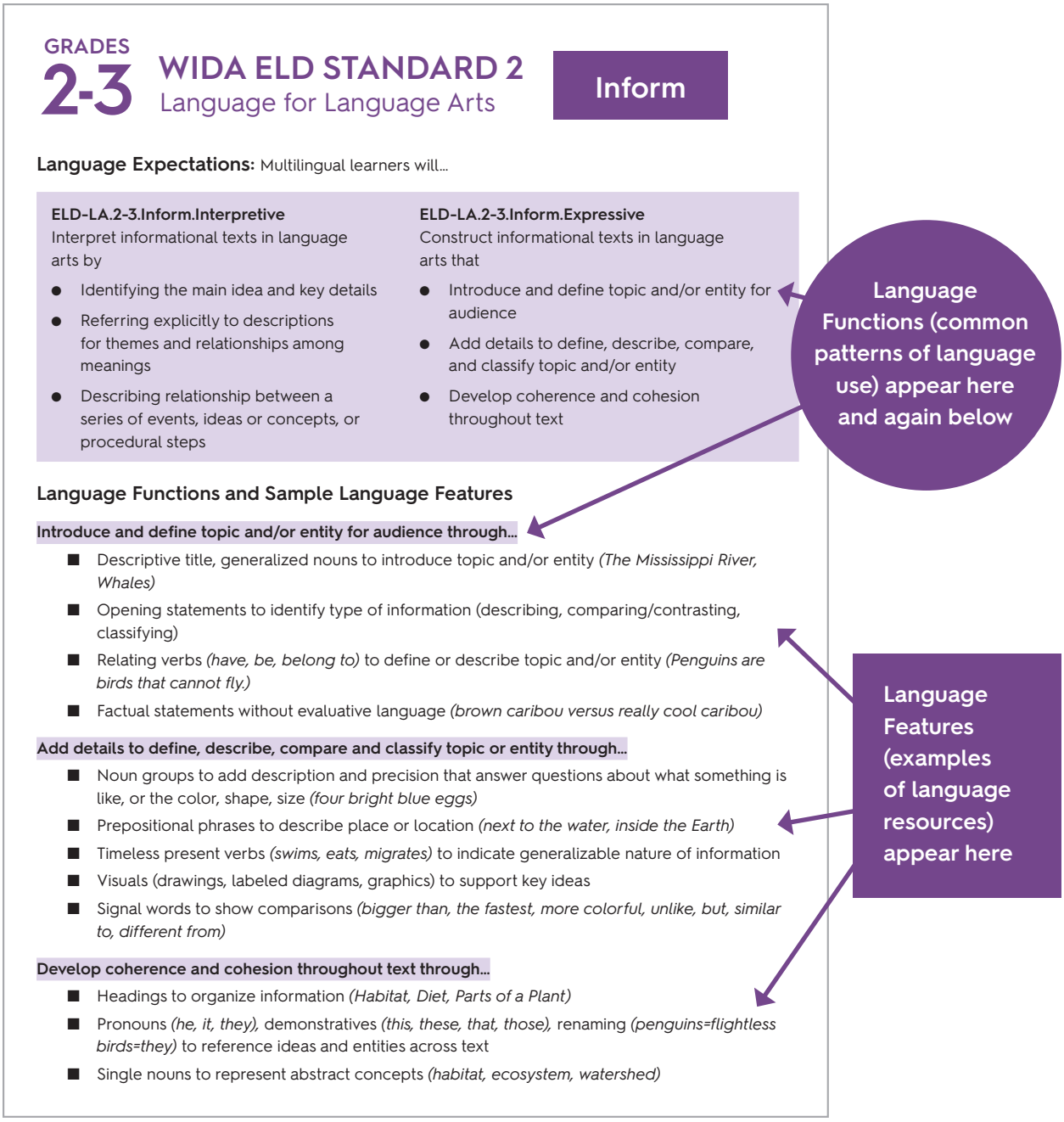
Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

The Language Functions of Standards 2-5 are further delineated with **Language Features.** In Figure 3-3, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-3 on the next page shows how the Language Functions and Language Features appear.

Figure 3-3: Grades 2-3 Language Functions and Language Features



GRADES
2-3 WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations are the same for students in kindergarten through grade 3.

Language Expectations: Multilingual learners will...

Narrate

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

Language Expectations: Multilingual learners will...

Inform

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

GRADES
2-3 WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

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

Language Expectations: Multilingual learners will...

Argue

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

GRADES 2-3

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Orient audience to context through...

- Pictures, descriptive title, opening statements *(It was a dark and stormy night; "What?!" exclaimed Mom)* to capture the reader's interest
- Expanded noun groups to introduce characters *(the old man on the block, the hungry little mouse)*
- Adverbials and prepositional phrases to establish time and location *(a hundred years ago, when I was six, on the playground, around the corner)*
- Statements to introduce problem or complication *(The boat began to leak. It all started when...)*

Develop story with time and event sequences, complication, resolution, or ending through...

- Saying verbs *(yelled, said, whispered)* to add details about characters in dialogs
- Verbs to describe what characters do, think, and feel
- Pronouns, renaming, and synonyms to reference characters, situations, or ideas across the text *(Miguel=my little brother=he; that night=the worst night)*
- Connectors to sequence time *(first, next, and then)* and events *(before, after, later),* and to combine and link event details *(and, but, so)*
- Verbs and adjectives to judge behavior and situation *(mended, destroyed, nasty, thoughtful)*
- Declarative statements to provide closure *(The End, It was over for good.)*

Engage and adjust for audience through...

- Language to address reader/listener and draw them in *(It was so exciting!)*
- Word choices to convey attitudes, develop suspense, share excitement *(my amazing adventure, super interesting, fantastic!)*
- Sensory and literary language *(yucky),* onomatopoeia *(BOOM! CRASH!)* to add interest
- Tone of voice, gesturing, acting behaviors to adjust for story audience
- Pictures and other graphics to complement storyline

GRADES
2-3 WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Descriptive title, generalized nouns to introduce topic and/or entity *(The Mississippi River, Whales)*
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs *(have, be, belong to)* to define or describe topic and/or entity *(Penguins are birds that cannot fly.)*
- Factual statements without evaluative language *(brown caribou versus really cool caribou)*

Add details to define, describe, compare, and classify topic or entity through...

- Noun groups to add description and precision that answer questions about what something is like, or the color, shape, size *(four bright blue eggs)*
- Prepositional phrases to describe place or location *(next to the water, inside the Earth)*
- Timeless present verbs *(swims, eats, migrates)* to indicate generalizable nature of information
- Visuals (drawings, labeled diagrams, graphics) to support key ideas
- Signal words to show comparisons *(bigger than, the fastest, more colorful, unlike, but, similar to, different from)*

Develop coherence and cohesion throughout text through...

- Headings to organize information *(Habitat, Diet, Parts of a Plant)*
- Pronouns *(he, it, they),* demonstratives *(this, these, that, those),* renaming *(penguins=flightless birds=they)* to reference ideas and entities across text
- Single nouns to represent abstract concepts *(habitat, ecosystem, watershed)*

GRADES
2-3 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce a concept or entity through...

- Generalized nouns to identify concept *(fractions, equations, plot graphs)*
- Relating verbs *(be, have)* to define or describe concept *(Fractions are pieces of a whole thing.)*
- Mathematical terms to describe concept, process, purpose, or action *(mean, quotient, divide, subtract, reduce)*

Describe solution and steps used to solve problem with others through...

- Abstract nouns to establish context *(process, answer, approach, solution)*
- Past tense doing *(added, grouped)* and thinking *(thought, remembered)* verbs to recount steps
- Visuals (charts, diagrams, manipulatives, drawings) to support approach and/or solution
- Connectors to order steps *(first, next, then)* and show causal relationships *(because, so, then)*
- Compare/contrast signal words to differentiate results, approaches, objects *(Our solution is... but your group has a different solution.)*

State reasoning used to generate solution through...

- If/then clause structures to show reasoning *(if a shape only has 3 sides, then it is a triangle)*
- Declarative statements to state conclusion with a neutral stance of authority *(This shows five 3rd-grade students jumped higher than the average of seven inches.)*
- Thinking verbs to reflect on process *(I wonder if we tried, if it would be different, I think we should have done...)*

GRADES
2-3 WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Create conjecture using definitions through...

- Relating verbs *(have, belong to, be)* to make claim *(A is bigger than B because it is taller.)*
- Adverbial phrases (qualities, quantities, frequency) to add precision related to conjecture *(All squares have 4 equal sides. Triangles always have 3 sides.)*

Generalize by finding commonalities across cases through...

- A variety of structures such as comparatives *(er, est; more, most);* demonstratives *(these, both, that)* to point out similarities *(Both squares and rhombuses have 4 equal sides, ½ is bigger than ¼)*
- Conditional structures *(if/then, when)* to draw conclusions *(If 34+68=102 then 102-68=34, When a number is even you can divide it into two equal parts.)*

Justify conclusion steps and strategies in simple patterns through...

- Technical nouns to add precision and details *(place value, commutative property, angles, measurement, fractions, even/odd)*
- Causal connectors *(because, so, that means)* to present case to others *(The taller rectangle isn't always bigger because you have to look at the area inside.)*
- Drawings, manipulatives, models, diagrams to support thinking

Identify and respond to others' arguments through...

- Questions *(how, what, why)* to ask for clarification or information *(How did you get your answer?)*
- Declarative statements to disagree/debate *(I disagree, I'm not sure, I got a different answer...)*
- Declarative statements to counter claim or reasoning *(5-3 is not the same as 3-5, Just because it has 4 sides that doesn't make it a square, the sides have to be equal)*

GRADES
2-3 WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

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

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

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

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

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

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

GRADES
2-3 WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

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

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
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

Language Functions and Sample Language Features

Introduce topic/phenomenon for an issue related to the natural and designed world(s) through...

- Generalized nouns to interpret observations and evidence *(heating, cooling, temperatures, Heating butter makes it melt.)*
- Relating verbs *(have, belong to, be)* to define topic/phenomenon
- Nouns and adjectives to add precise technical descriptions *(solid, liquid)*

Make a claim supported by relevant evidence through...

- A variety of clause structures to connect and combine ideas *(If I add heat, I can melt butter. The butter melted because it got hot.)*
- Labeled pictures, diagrams to support claim
- Verb groups to add precision to the claim and/or evidence *(soften, harden, melt, cook, burn)*

Establish a neutral tone through...

- Declarative statements to state claim, observations, conclusion *(Temperature changes materials.)*
- Technical nouns to add precision and details *(materials, reversible/irreversible changes)*

Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim through...

- Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text *(Ice melts when it gets heated. It becomes water. Water turns to ice when it gets cold.)*
- A variety of clause structures to explain phenomenon *(because, but, when, like, so, so that)*

GRADES
2-3 WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce phenomena or events through...

- Language to speak to the reader directly and draw them in *(Did you know?)*
- Prepositional phrases of time, place to contextualize phenomena or events
- Relating verbs *(be, have)* to define phenomena or events *(Deserts are the driest places on earth)*
- Pronouns and renaming to reference ideas and people across the text *(explorers=Spaniards=they)*
- Single nouns to represent abstract concepts *(habitat, pollution)*

Describe components, order, causes, or cycles through...

- Connectors to establish relationships among ideas: sequence examples *(first, another);* time markers *(after an earthquake, millions of years later);* causality *(because, so that)*
- Prepositional phrases to add spatial and directional details *(The river flows down the mountain.)*
- Expanded noun groups that include adjectives to answer questions about how many, and what something is like (*seven continents, longest river)*
- Past tense verbs to describe events
- Adverbials to place event in time *(last year, a long time ago, everyday)*

Generalize possible reasons for a development or event through...

- Declarative statements to evaluate and interpret events *(The fish are dying because people throw trash in the ocean.)*
- Verbs and adjectives to judge behavior or moral character *(wasting, destroying, bad)*
- Verbs to highlight agents and recipients
- Evaluative language to summarize event *(best, important, dangerous, sad)*

GRADES
2-3 WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce topic through...

- Title, generalized nouns to introduce topic *(Important People, Nurses, Community Helpers)*
- Declarative statement to present position and/or provide background information *(Nurses are the most important people in our community.)*
- Pronouns *(they, we, us),* demonstratives *(these, this, that, those),* and renaming subject *(nurses=they=helpers)* to reference topic across text
- Text connectors to sequence ideas, support *(Three reasons why nurses are important. First..., Next..., Finally)*

Select relevant information to support claims with evidence from one or more sources through...

- Prepositional phrases to identify time, place, *(last year, in January, in our town, at school)*
- Past tense verbs to describe events *(helped, fixed, took care of)*
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(helped, nicely, best)*

Show relationships between claim, evidence, and reasoning through...

- Connectors *(because, so, and)* to link claims with evidence and reasoning *(Nurses are important because they help sick people feel better.)*
- Connectors show concession or comparison/contrast *(if, but; Some people don't like shots but nurses do other things to help people.)*
- Summary statements to reiterate position *(That's why nurses are important community helpers.)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a purple background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES
2-3 WIDA ELD STANDARD 2
Language for Language Arts

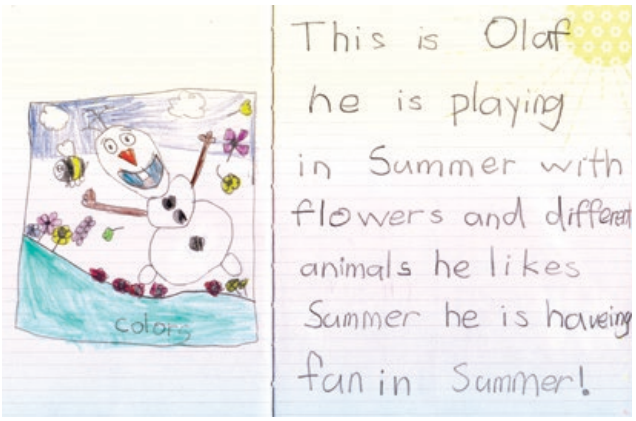
Narrate

Annotated Language Sample

Context: This text was written by a multilingual student in grade 2. As part of the language arts program, the teacher asks students to write every day in a journal. This is a piece from that journal.

Prompt: It is journal writing time. You can write about whatever you would like. Maybe you want to write a story, or some of you might want to write about characters from movies you like.

Language Expectation: ELD-LA.2-3.Narrate.Expressive
Multilingual learners use language to 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

Functions & Features	Olaf	Functions & Features
Orient audience to context through… Pictures Noun groups to introduce characters • Olaf Prepositional phrases to establish time and location • in Summer	This is Olaf he is playing in Summer with flowers and different animals he likes Summer he is *haveing* *fun* in Summer! *Example of Student Writing*  	**Develop story with time and event sequences, complication, resolution or ending through…** Verbs to describe what characters do • is playing • is haveing fun Verbs to describe what characters feel • likes Pronouns to reference characters • Olaf … he …. he … he
Engage and adjust for audience through… Word choices to convey attitudes • *haveing fun*		

GRADES **2-3**

WIDA ELD STANDARD 4
Language for Science

Explain

Annotated Language Sample

Context: This text was written by a multilingual third grader. As the teacher worked on supporting students to develop explanations, she showed them how critical information was concentrated in the noun groups. Together, the class learned how to expand the noun groups to include details such as fewer sticky toe pads, the green anoles, etc. Students jointly constructed noun groups, comparing and contrasting which ones included sufficient information needed to communicate hereditary traits. After that, students wrote independently.

Prompt: Which green anoles (a type of lizard) were most likely to be caught by the brown anoles? Why is that?

Language Expectation: ELD-SC.2-3.Explain.Expressive
Multilingual learners use language to 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

Functions & Features	Green and Brown Anoles	Functions & Features
Describe observations and/or data about a phenomenon through… Declarative statements to state present facts • The green anoles that were born … good. Cohesion to reference ideas across text • a brown anole … the brown anoles (renaming subject) Relating verbs to state attributes • are	The green anoles that were born with *fewer* sticky toe scales are *most likely* to get caught by a brown anole **because** the brown anoles can't climb *that good*.	**Develop a logical sequence between data or evidence and claim through…** Causal connectors to link events • **because** Prepositional phrases to provide details • with fewer sticky toe scales • by a brown anole Comparatives to show similarities and differences • *fewer* • *most likely* • *that good*

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 2-3 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific 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…**					
	repetitive chunks of meaning across text *(red crayon, yellow crayon, blue crayon)*	frequently used cohesive devices (demonstratives: *this, that, these, those*)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, class/subclass, substitution: *The **rectangle** is a big **one**.*) and ellipsis *(There isn't any. [milk])*
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	frequently used multi-word noun groups *(green frogs)*	multi-word noun groups with connectors *(green **and** slimy frogs)*	expanded noun groups with classifiers *(tree frogs and poison frogs)*	expanded noun groups with prepositional phrases *(three little green tree frogs on the log)*	expanded noun groups with embedded clauses *(three little green tree frogs that jumped into the water)*	expanded noun groups with a variety of embedded clauses *(three little green tree frogs with long legs that swam away and didn't come back)*
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	chunks of language *(stick to rocks and coral)*	simple sentences *(They stick to rocks and coral.)*	related simple sentences *(They look like plants. They stick to rocks and coral.)*	multiple related simple sentences *(They are called anemones. They look like plants. They stick to rocks and coral.)*	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: *They are called anemones* **and** *they look like plants.*)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: *Anemones look like plants* **but** *they are sea animals.*)
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	frequently used words and phrases in familiar contexts and topics *(time to clean up)*	situation-specific words and phrases *(How do we spell that word?)*	an increasing number of words and phrases (my favorite characters in this story)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins…)

Grades 2-3 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: *Last week, When I was five, I think, etc.*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion)	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…**					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *the* or *these clouds*)	a variety of types of elaboration (adding in a variety of adjectives)	a wide variety of types of elaboration (adding in embedded clauses after the noun *(those storm clouds that we saw yesterday)*
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	sentence fragments *(triangles and rectangles)*	sentence fragments and emerging use of simple sentences *(triangle has three sides)*	simple sentences *(A square has 4 right angles.)*	sentences with emerging use of clauses *(We put triangles, then rectangles)*	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *We put blue triangles, then we put red triangles.*)	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: *We put blue triangles, then red triangles, but there was no pattern.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	few frequently used words and phrases with emerging precision *(Time to eat?)*	some frequently used words and phrases with some precision *(three groups of four equals…)*	a small repertoire of words and phrases with developing precision *(best friend, the red ball)*	a growing repertoire of words and phrases with growing precision *(preschool friends, math time, after lunch)*	an expanding repertoire of words and phrases including idioms and collocations with expanding precision *(hard as a rock)*	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(rounding off and finding the mean)*

GRADES
4-5

Grades 4-5

In the upper elementary grades, the classroom is bustling with activity as learners interact, interpret, and express themselves in multimodal ways. These students are beginning to think about more abstract ideas, and they are developing the ability to understand different points of view. They are improving their skills to plan and organize their thoughts and actions as they predict, process information, connect causes and effects, distinguish opinions from claims, and formulate claims substantiated with evidence. In the social-emotional realm, these students have a growing need to be independent, but also to be accepted and nurtured by family, adults in the school community, and peers.

Classrooms are windows for multilingual learners to make discoveries while expanding their language repertoire in content area learning. The oral and written language of fourth and fifth graders is becoming more sophisticated, and multilingual learners are increasing their range of numeracy, literacy, and other academic experiences through multiple languages and cultures. Authentic hands-on activities offer opportunities for multilingual learners to interact in pairs and small groups to enhance their learning. Collaborating in teams, multilingual learners rely on each other to problem-solve, dialogue, and build relationships with their peers as they share the world around them.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 4-5:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

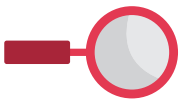
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-8 offers snapshots of some ways students engage in each Key Language Use throughout grades 4-5.

Table 3-8: Snapshots of Key Language Uses in Grades 4-5

Snapshots of Key Language Uses in Grades 4-5	
Narrate	• Add details about characters and settings • Use dialogue to provide insight into characters' motives and personalities • Create images in the reader's mind through descriptive language • Interpret and construct narratives in a variety of contexts and purposes, including fictional or historical narratives about significant individuals or events
Inform	• Provide objective general descriptions of entities and concepts of observable and unobservable phenomena • Share factual knowledge by moving from concrete and familiar topics to unfamiliar topics • Construct generalizations of concepts beyond experiences (e.g., compare earthquakes and cyclones)
Explain	• Identify consequences of actions or events • Give account for the underlying causes of how something works or why something happens • Begin to show underlying causes of more abstract phenomena
Argue	• Substantiate claims with evidence and reasoning • Use evidence from texts or data to support claims • Consider and engage with other voices, possibilities, and perspectives • Argue about topics that go beyond students' immediate contexts to topics outside their realm of personal experience



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 4-5 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-9. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-9: Distribution of Key Language Uses in Grades 4-5

Distribution of Key Language Uses in Grades 4-5				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-4, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

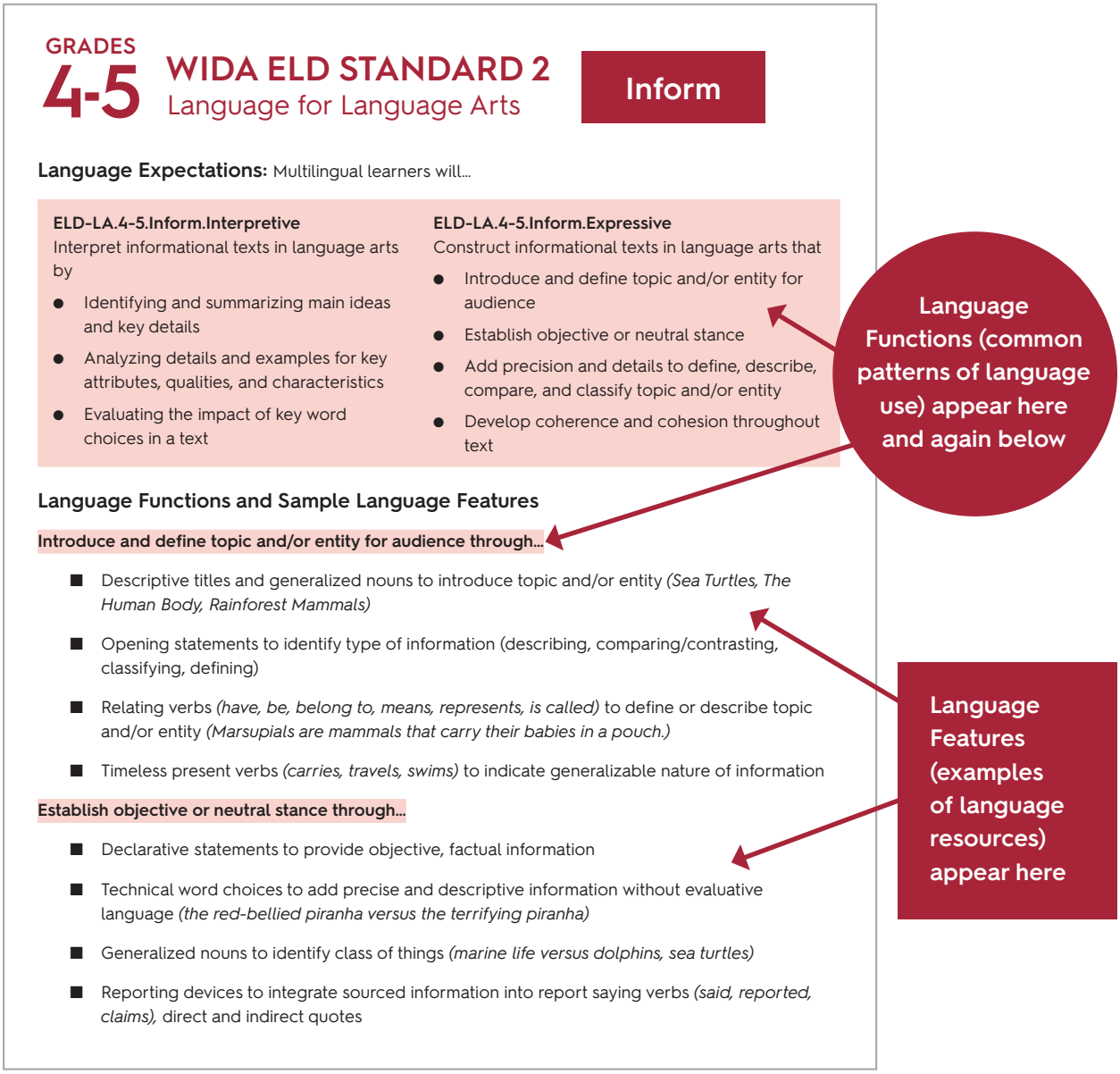
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features.** In Figure 3-4, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-4 on the next page shows how the Language Functions and Language Features appear.

Figure 3-4: Grades 4-5 Language Functions and Language Features



GRADES
4-5 WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

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

Language Expectations: Multilingual learners will...

Inform

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

GRADES
4-5

WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

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

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- 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

GRADES
4-5 WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

ELD-LA.4-5.Narrate.Interpretive
Interpret language arts narratives by

- Identifying a theme from details
- 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

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

Language Functions and Sample Language Features

Orient audience to context through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to establish the context e.g., questions, statements, dialog *("We must think only of the things that we must do," the old lady said.)*
- Adverbial and prepositional phrases to establish time and location *(During the last century, Last Tuesday, On Saturn's second outer ring, High above the city)*
- Statements and questions to foreshadow or state complication *(Would her dream ever come true? She knew not to give up.)*

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors *(raced, explored),* thoughts *(wondered, believed),* feelings *(hoped, longed for),* speech *(mumbled, screamed, questioned)*
- Expanded noun groups to add description and detail *(seven powerful kings, curly-haired baby girl)*
- Expanded verb groups to show relationship between characters *(Uncle smiled lovingly at his nephew. She whispered angrily into Sonia's ear.)*
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships
- Pronouns, demonstrative, renaming, synonyms to reference characters or ideas across the text *(he, his; these, this; Zeus=Greek God=King of Mt. Olympus)*

Develop story with complication and resolution, time and event sequences through…

- Dependent clauses to add details *(the race, which only happened every four years)*
- A variety of verb tenses to locate events in time, including dialog *("Where are you going?" I asked.)*
- Connectors to sequence time *(later that night),* and events *(While the game was on, we slipped out.)*
- Statements to provide closure, evaluate experience, or summarize narrative *(finally, it was over, the experience was enlightening, there are some things that can't be seen but only felt.)*

Engage and adjust for audience through…

- Evaluative word choices to describe author's attitudes *(awesome, scared, mean, enjoyed the time, most people)*
- Literary devices to enrich the narrative, including simile *(as cool as a cucumber),* personification, alliteration *(lounging lizard),* sensory words/phrases *(tingling),* onomatopoeia *(ZAP!)*
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in *(Listen while I tell you the most amazing story.)*

GRADES
4-5 WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Descriptive titles and generalized nouns to introduce topic and/or entity *(Sea Turtles, The Human Body, Rainforest Mammals)*
- Opening statements to identify type of information (describing, comparing/contrasting, classifying, defining)
- Relating verbs *(have, be, belong to, means, represents, is called)* to define or describe topic and/or entity *(Marsupials are mammals that carry their babies in a pouch.)*
- Timeless present verbs *(carries, travels, swims)* to indicate generalizable nature of information

Establish objective or neutral stance through...

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language *(the red-bellied piranha versus the terrifying piranha)*
- Generalized nouns to identify class of things *(marine life versus dolphins, sea turtles)*
- Reporting devices to integrate sourced information into saying verbs *(said, reported, claims)*, direct and indirect quotes

Add precision and details to define, describe, compare, and classify topic and/or entity through…

- Adverbial and prepositional phrases to specify times and location *(every year, during the 17th century, in the North Atlantic, throughout Australia)*
- Comparing/contrasting connectors to differentiate between entities or components *(unlike/like, fewer/more than, however, likewise)*
- Variety of structures (past tenses, embedded clauses, passive voice, complex sentences) to report on past events
- Expanded noun groups and adjectives to add details to the concept or entity *(spherical ball of rocks or gas),* and to classify or qualify information *(environmental threats, greenhouse gasses)*
- Visuals (graphs, labeled diagrams, photos) to support key details

Develop coherence and cohesion throughout text through…

- Pronouns, demonstratives, synonyms, and renaming to reference and link ideas/entities across sections of text *(his, he; these, this; tornado=natural disaster; Orca=ocean mammal=killer whale)*
- Ellipsis to reduce repetition and redundancy *(Scientists asked legislators to make changes to protect turtles and they did [make the changes])*
- Topic nouns to begin sentences or paragraphs across text
- Nominalizations to represent abstract concepts *(Leatherbacks are declining=this decline in population)*

GRADES
4-5 WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce and develop a topic clearly; state an opinion through...

- Declarative statements to frame topic, provide background information, and state opinion *(The Proudest Blue provides a great example of being proud of your heritage.)*
- Noun groups *(adjectives, embedded clauses)* to add description and/or introduce topic *(Lance, a first-generation immigrant; Dinner, which was always wonderful)*
- Pronouns, synonyms, renaming subjects to maintain cohesion *(they=the new arrivals=immigrants=the foreigners)*
- First person *(I think, In my opinion)* or third person *(this book provides, the author believes)* to state an opinion

Support opinions with reasons and information through...

- A variety of clauses (adverbial, embedded) to support opinion and/or claim (quotes, examples, detailed descriptions)
- Expanded noun and verb groups to add detail *(Faizah arrived for her first day of school with a new backpack and light-up shoes.)*
- Connectors to elaborate an idea/interpretation *(so, this means, therefore, a way to think about this)*
- Connectors to link claim/opinion with evidence and reasoning *(because, as a result, when, if, although, but)*
- Modality to express obligation or certainty *(might, could, must, need to, have to)*

Use a formal style through…

- First person (personal) or third person (neutral) to present point of view *(The book tells us that even through difficult times, we can still stick to our culture.)*
- Authoritative declarative sentences to evaluate and interpret events *(The Proudest Blue teaches us to be proud of our culture.)*
- Evaluative adjectives and adverbs to add writer's perspective *(beautiful, amazing, unfortunately)*
- Emotive or objective language to appeal to logic or feelings *(love flowed from everything she made versus she cooked dinner)*

Logically connect opinions to appropriate supporting evidence, facts, and details; offer a concluding statement or section through…

- That-clauses to link claim with evidence *(This shows that the theme is)*
- Connectors to sequence points in the argument *(first, furthermore, as evidenced by)*
- Summary statement to reiterate opinion or encourage a response *(I recommend this book, a book to help us remember)*

GRADES
4-5 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose *(the angles within a circle can be measured with a protractor like this)*
- Relating verbs *(belong to, are part of, be, have)* to define or describe concept

Share solution with others through...

- Generalized nouns to add precision to discussion *(conversion, measurement, volume)*
- Language choices to reflect on completed and on-going process *(we should have done this, we might be able to, what if we try)*
- First person *(I, we)* to describe approach; third person to describe approach with neutral stance of authority
- Observational *(notice, it appears, looks like)* and comparative language *(different from, similar to, the same)* to share results *(We notice our process was different, but we have the same solution.)*

Describe data and/or steps to solve problem through…

- Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions *(operation, associative property, area formula, function)*
- Past tense doing verbs *(measured, converted)* and thinking verbs *(remembered, thought, figured out)* to recount steps
- Visuals (charts, graphs, diagrams, manipulatives, drawings) to support approach and/or solution
- Connectors to order steps *(first, next, then)* and indicate causal relationships *(because, so, that means, as a result)*

State reasoning used to generate solution through…

- Declarative statements to state conclusion with a neutral stance of authority *(These two fractions are equivalent because…)*
- Causal connectors to express reasoning *(We multiplied the two numbers together because…)*
- Conjunctions *(if/then, when/then, because, as, since, so that)* to establish result/condition relationships *(if the field has a length that is twice its width, then the area is…)*

GRADES
4-5 WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Create conjecture using definitions, patterns, and rules through...

- Relating verbs *(have, belong to, be)* to make a claim *(9/15 is equivalent to 3/5 and 6/10 is an equivalent fraction too because they are all multiples)*
- Adverbial phrases *(for qualities, quantities, frequency)* to add precision related to conjecture *(The interior angles of a triangle will always add up to 180°)*

Generalize commonalities and differences across cases through...

- Conditional clauses *(when, if)* to extend conjecture *(If you remember the inverse operations, you can figure out the missing quantity by...)*
- Declarative statements to present generalizable processes *(The divisibility rules can help you find all the factor pairs of a product.)*

Justify conclusion with patterns or rules through…

- Conditional structures *(if/then, when)* to demonstrate conclusions *(Adding 3 to an even number always gives you an odd number and if you add 3 to an odd number, you will get an even number.)*
- Technical nouns and noun groups to add precision and details *(exponents, decimals, inverse operations, intersecting lines)*
- Drawings, manipulatives, diagrams, graphs, models to demonstrate thinking

Evaluate others' arguments through…

- Questions *(how, what, why)* and requests *(could, would)* to ask for clarification or information *(How did you know how to start? Could you explain this part of your diagram?)*
- Declarative statements to disagree/debate *(I don't think that's right, I disagree, how did you, I did it differently, let's compare our process)*

GRADES 4-5

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

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

- Abstract nouns to introduce concepts, ideas, and technical terms *(cycles, states of matter, condensation)*
- Cohesion to reference ideas, people across text *(pronouns, renaming subject, synonyms)*
- Relating verbs to state relationships or attributes *(have, be, belong to)*
- Timeless verbs to state on-going facts about the phenomenon *(ocean water evaporates)*

Establish neutral or objective stance in communicating results through...

- Passive voice and declarative statements *(evaporation is caused by, ice and snow evaporate)*
- Word choices to moderate stance, e.g., hedging *(could/might, sometimes, usually)*
- Objective language to adjust precision and/or invite shared interest

Develop reasoning to show relationships between evidence and claims through…

- Nominalizations to represent abstract concepts *(condensation)*
- Connectors to link clauses and combine ideas into logical relationships *(so, because, and then),* or express causality (*when, although, in order to)*
- A variety of ways to describe phenomena (relative clauses, declarative statements)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution through…

- Labeling/describing diagrams, graphs and tables to add information about the phenomenon
- Ask and answer questions to clarify or hypothesize about phenomenon
- Conditional clauses *(if/then)* to generalize phenomenon to additional contexts

GRADES
4-5 WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

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

ELD-SC.4-5.Argue.Expressive
Construct scientific arguments that

- Introduce topic/phenomenon in issues related to the 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

Language Functions and Sample Language Features

Introduce topic/phenomenon related to the natural and designed world(s) through...

- Generalized nouns to define phenomenon *(weathering, erosion, eruptions, mapping)*
- Relating verbs *(have, belong to, be)* to define topic/phenomenon *(The Earth is shaped by many forces like wind and water.)*
- Expanded noun phrases to add clarity, classify, or add descriptions *(underground pressure, marine shell fossils)*

Make and define claim based on evidence, data, and/or model through...

- Expanded noun groups to add precision and details *(Earth's cycles of heating and cooling)*
- Connectors to link ideas *(as a result, therefore, over time)*
- Maps, diagrams, graphics, data to support claim/evidence

Establish a neutral tone or an objective stance through…

- Passive voice to keep focus on topic *(The Earth was shaped by many forces.)*
- Active verb groups to describe phenomenon *(Water erodes rock over time.)*
- Declarative third person statements to record claim, observations, conclusion *(Wind causes erosion in three ways.)*

Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim through…

- Connectors to signal time *(next, at the same time),* causality *(therefore, consequently, as a result, because),* clarification *(for example, this shows how)*
- Reference devices (pronouns, synonyms, renaming subject) to create cohesion across text
- Modal verbs to describe possible impacts of phenomenon on various situations, including human *(Natural forces like tsunamis and volcanic eruptions can impact the Earth's surface and people's safety.)*

GRADES 4-5

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce phenomena or events through...

- Prepositional phrases of time, place to contextualize phenomena or events
- Relating verbs *(have, be)* to define phenomena or events
- Nouns to represent abstract concepts *(factors, effects, economics)*
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Describe components, order, causes and effects, or cycles using relevant examples and details through...

- Connectors to order, sequence, show relationships among ideas *(the first factor, after the bill passed, that caused)*
- Noun groups to provide details answering who, what, when, where *(They made maple syrup in the spring outside the winter camp.)*
- Verbs groups to add accuracy *(traveled quickly and quietly)*

Generalize probable causes and effects of developments or events through...

- Word choices to evaluate, judge, or appreciate significance of event or phenomenon
- Nominalizations to summarize events and name abstract phenomenon *(city expansion)*
- Declarative statements to evaluate or interpret events

GRADES
4-5 WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce topic through...

- Generalized nouns and descriptive title to introduce topic *(Native Peoples of Wisconsin)*
- Declarative statements to present position and/or provide background information
- Expanded noun groups to provide detail about the topic with relative clauses *(The Ho-Chunk, an Indigenous Nation in Wisconsin)*
- Pronouns, synonyms, renaming subject to create cohesion
- Connectors to structure paragraphs *(first, In the beginning, meanwhile, as a result, In conclusion)*

Select relevant information to support claims with evidence gathered from multiple sources through...

- Variety of clauses (adverbial, embedded) to add details, examples, quotes, data *(in the book, according to, the author tells us)*
- Adverbial and prepositional phrases to specify time (duration, specific date, or range), location, how or why something happened *(During the 1800s, many native peoples were forced to move west because of settlers from the east.)*
- Doing verbs *(fled, hunted)* to identify agent

Establish perspective through…

- Passive voice to keep emphasis on main topic rather than who or what is doing the action (*the people were forced off their land).* Alternately, use active voice to keep emphasis on who or what is doing the action.
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(forced, lonely, worst)*
- Objective or emotive language to appeal to logic or feelings *(relocated versus forcibly driven from their home)*

Show relationships between claims with reasons and multiple sources of evidence through…

- Connectors to link claims with evidence and reasoning *(because, so, and)*
- Connectors to signal alternate points of view *(one way, another way, on the other hand)*
- Connectors to show comparison/contrast *(if, unless, however)*
- Modality in summary statements to reiterate position, or create a call to action *(should, must, necessary to, might, could)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a red background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES 4-5

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Annotated Language Sample

Context: This is a mentor text developed by a teacher to apprentice her fourth-grade class to write arguments. The teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured, as well as the way certain language features are employed to meet the purpose of the argument. Then, the teacher and students jointly constructed another argument text making use of similar structures and language features.

Language Expectation: ELD-LA.4-5.Argue.Expressive
Multilingual learners use language to 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

Functions & Features	School over Summer?	Functions & Features
Introduce and develop a topic clearly; state an opinion through… Declarative statement to frame the topic • Although there are … school over the summer. First person to state an opinion • I • my position Noun groups to introduce topic • many great things about vacations • students and teachers	Although there are many great things about vacations, students and teachers should go to school over the summer. I will share several reasons to support my position on this issue. **First**, if students went to school over the summer, they would forget less of what they learned during the school year and be better prepared for the next grade. **Also**, some students do not go on trips or go to camp, and going to school over the summer means they would not get bored.	**Support opinions with reasons and information through…** Noun groups and verb groups to add detail • several reasons • school year • would forget • do not go • would not get bored **Logically connect opinions to appropriate evidence through…** Connectors to sequence points in the argument • **first** • **also**

Functions & Features	School over Summer? *Continued*	Functions & Features
Introduce and develop a topic clearly; state an opinion through… Pronouns and renaming subject to maintain cohesion • teachers …. their own … their time **Use a formal style through…** Third person to present point of view • teachers • students	**Additionally**, teachers work on their own during the summer anyway, and it *would be* a better use of their time to work with students. **As stated above**, it is my position that going to school over the summer would benefit students and teachers.	**Logically connect opinions to appropriate evidence through…** Connectors to sequence points in the argument • **additionally** • **as stated above** **Support opinions with reasons and information through…** Modality to express certainty • *would be* … Summary statement to reiterate opinion • As stated above, it is my position that… teachers.

GRADES 4-5

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Annotated Language Sample

Context: This mentor text was developed by a researcher who modeled for fourth graders how to write an explanation for a social studies unit focusing on the indigenous people of Wisconsin. Students learned about who the groups of people are (and were) and studied the causes and effects of phenomena, such as removing people from their land, sending children to boarding schools, and treaties. For their writing assignment, students produced a factorial explanation where they identified and described the factors that led to a particular outcome, such as loss of identity, loss of language, and loss of culture.

Language Expectation: ELD-SS.4-5.Explain.Expressive
Multilingual learners use language to 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

Functions & Features	Loss of Identity and the Menominee	Functions & Features
Introduce phenomena or events through… Prepositional phrases of time, place to contextualize phenomenon or event • from the forest • before Europeans arrived • in western Wisconsin • along the … Green Bay • on the Wolf River Relating verbs to define phenomenon or event • is, is, is Cohesion to reference people across text • the Menominee Nation, the Menominee, Menominee people (renaming)	Identity is who you are. So, to say that you lost your identity is to say you lost who you are. This is what happened to the Menominee Nation of Wisconsin. The Menominee Nation is a group of people native to Wisconsin. Their traditions and identity come from the forest. Before the Europeans arrived the Menominee lived in western Wisconsin along the shores of Lake Michigan and Green Bay. They hunted for animals and fished for sturgeon on the Wolf River. The forest was very important to them. The forest is their identity. Menominee people say, "we are the forest".	**Describe components, order, causes and effects, or cycles using relevant examples and details through…** Noun groups to provide details answering who, what, when, where • the Menominee Nation of Wisconsin • a group of people native to Wisconsin • their tradition and identity • the forest • Menominee people Verbs groups to add accuracy • lived • hunted • fished

Functions & Features	Loss of Identity and the Menominee Continued	Functions & Features

Introduce phenomena or events through…

Nouns to represent abstract concepts
- identity
- factors
- homelands

Cohesion to reference ideas, people across text
- the first factor … this … it (pronouns)
- they, they, they (repetition)
- had to give up, had to give up (repetition)

Generalize probable causes and effects of events or developments through…

Nominalizations to summarize event and name abstract phenomenon
- taking their land away
- cutting down their forest
- assimilation

When the Europeans arrived in the 1600s, everything changed for the worse. The Menominee people lost their identity, almost forever. **There are three factors** which caused the Menominee to lose their identity. The first is taking their land away, the second is cutting down their forest, the third is assimilation.

The first factor that caused the Menominee people to lose their identity was that the US government forced them to give up their land. This happened first in the 1820s. Native peoples from New York were pushed out of their homelands and were trying to find a new place to live. The US government told the Menominee they had to give up 500,000 acres of their land to the Oneida and the Mochican. It happened again in 1848, when Wisconsin became a state. They had to give up the rest of their land. Without their forests, they couldn't be themselves. They lost their identity. *Fortunately*, some of the Menominee leaders fought back. In 1854, they got back 276,000 of forest along the Wolf River.

Describe components, order, causes and effects, or cycles using relevant examples and details through…

Connectors to order, sequence, show relationships among ideas
- **there are three factors**
- **the first factor**

Noun groups to provide details answering who or what
- the US government
- native peoples from New York
- the Oneida and the Mochican
- 500,000 acres of their land
- some of the Menominee leaders
- 276,000 of forest along the Wolf River

Verbs groups to add accuracy
- caused to lose
- forced … to give up
- happened
- were pushed out
- were trying to find
- had to give up
- couldn't be …
- lost

Functions & Features	Loss of Identity and the Menominee Continued	Functions & Features
Introduce phenomena or events through… Nouns to represent abstract concepts • tradition • assimilation Relating verbs to define phenomenon • is **Generalize probable causes and effects of events or developments through…** Word choices to evaluate, judge, or appreciate significance of event • *unfortunately* • *destroyed* • *fortunately* • *alive* • *almost lost forever* • *never do that again* Declarative statements to evaluate or interpret events • Unfortunately, the US … forest. • Fortunately, … assimilation. • We should … group of people.	**The second factor** that caused the Menominee to lose their identity was logging. The Menominee tradition was to only cut down mature trees. This is a way to protect the forest. *Unfortunately,* the US forest service put a big sawmill on their land and used it to clear-cut big sections of the forest. Clear-cut is when you cut down everything at once. The forest service also left behind lots of brush which caught fire and *destroyed* more of the forest. The Menominee believe that they are the forest. When you cut down the forest, you cut down the people. **The third factor** that led to the Menominee to lose their identity was assimilation. …. *Fortunately*, there were enough Menominee people who fought the US government against taking their land, logging, and assimilation. **One time** the Menominee elders lay down on the highway to prevent the land from being sold. In 1969, a law was passed that gave them back their Reservation. **Today** there are many Menominee people who still remember their identity and teach their ways to the children. So the Menonimee identity is still *alive*. But because of the bad things the US government did, it was *almost lost forever*. We should remember what happened and *never do that again* to a group of people.	**Describe components, order, causes and effects, or cycles using relevant examples and details through…** Connectors to order, sequence, show relationships among ideas • **the second factor** • **the third factor** • **one time** • **today** Noun groups to provide details about who or what • the second factor that caused the Menominee to lose their identity • the Menominee tradition • the US forest service • big sections of the forest • the Menominee elders • the Menonimee identity • a group of people Verb groups to add accuracy • fought • lay down…to prevent • was passed • teach • should remember

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how multilingual learners might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward their independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 4-5 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	around specific topics *(clean water)* with multiple related simple sentences	to meet a purpose (to inform, argue, explain or narrate) in a series of topic-related extended sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in a text (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	to meet a purpose through genre-specific 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…**					
	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/ subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	multi-word noun groups with connectors *(mean and nasty bullies)*	expanded noun groups with classifiers *(mean and nasty fourth grade bullies)*	expanded noun groups with prepositional phrases *(my favorite character in this book)*	expanded noun groups with embedded clauses *(my favorite character who stood up to the bullies)*	expanded noun groups with a variety of embedded clauses *(my favorite character who stood up to the bullies and hardship)*	expanded noun groups with a wide variety embedded clauses and compacted noun groups (nominalization: *she stood up to bullies = her courage*)
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	simple sentences *(Strong winds blow through the forest.)*	related simple sentences *(Winds blow through the forest. The trees sway and shake.)*	multiple related simple sentences *(Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.)*	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.*)	compound sentences with frequently used ways of combining clauses *(Strong winds blow through the forests,* ***but*** *the mighty oaks stand tall and proud.)*	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area *(****When*** *strong winds blow through the forests, the trees sway and shake.)*
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	situation-specific words and phrases *(between those two black wires)*	an increasing number of words and phrases *(Over there on the board?)*	a growing number of words and phrases in a variety of contexts *(lightbulb went off, the electric circuit)*	an expanding number of words and phrases including idioms and collocations *(push and pull, quit pulling my leg)*	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns *(the invisible force between two magnets)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas *(electric shock versus I'm shocked)*

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: *first, and then, then*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text *(the first reason, the second reason, the evidence is…)*
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	a few types of elaboration (adding familiar adjectives to describe nouns: *maple syrup*)	some types of elaboration (adding newly learned or multiple adjectives to nouns *(thick, sweet, sticky maple syrup)*	a growing number of types of elaboration (adding articles or demonstratives to nouns: *the dark syrup*)	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: *the long, slow process…*)	a wide variety of types of elaboration (adding in embedded clauses after the noun: *the sap which boiled for six hours…*)	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*)

CONTINUED

Grades 4-5 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	sentence fragments and emerging use of simple sentences *(the blue one, the red one)*	simple sentences *(The red side pushed away. The blue side stayed.)*	sentences with emerging use of clauses *(The red side blocked the paperclip. The blue side picked it up. They are opposites.)*	simple or compound sentences with familiar ways of combining clauses (with coordinating conjunctions: *The red side repelled the paperclip, but also it….*)	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions: *Neither the red one nor the blue one…*)	compound and complex sentences characteristic of the genre and content area, with a variety of ways of combining clauses (with a range of techniques to extend, or shorten sentences: *The magnetic force caused the paperclip to lift off the table because the paperclip is metal.*)
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	some frequently used words and phrases with some precision *(social studies, government)*	a small repertoire of words and phrases with developing precision *(branches of government, executive power)*	a growing repertoire of words and phrases with growing precision *(the founders, "two if by land…")*	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision *(the lights are on but nobody's home…)*	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision *(as a result of the war, forming a new nation)*	a variety of words and phrases, including evaluation, obligation, idioms, and collocations *(necessary sacrifices, outdated law, fit for a king)*

GRADES
6-8

Grades 6-8

Middle schoolers are developing a stronger sense of independence, becoming more sophisticated thinkers and problem solvers. As they develop, they can more strategically self-regulate and plan how to use resources (including multiple languages and cultures), make decisions, and take steps to address academic challenges. They can use their thinking more flexibly, separate opinion from fact, substantiate claims with evidence, and recognize perspective and bias.

The home–school connection continues to be an important facet of education for middle-schoolers. Their interest in inquiry presents opportunities to explore various cultural points of view. In school and at home, students, families, and educators can discuss world events and issues while capitalizing on the community's collective linguistic and cultural knowledge.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statements** are the same from kindergarten through grade 12. Then, you will find the following materials for grades 6-8:

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

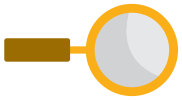
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-10 offers snapshots of some ways students engage in each Key Language Use throughout grades 6-8.

Table 3-10: Snapshots of Key Language Uses in Grades 6-8

Snapshots of Key Language Uses in Grades 6-8	
Narrate	• Describe people, objects, and scenes using imagery, metaphors, and other stylistic devices • Manipulate pace to bring attention to key points in the narrative • Underscore the significance of events • Create tension and suspense • Interpret and use historical narratives as primary source evidence in constructing arguments
Inform	• Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Interpret multiple sources of information to develop knowledge before reporting on topics • Construct research reports that require multiple sources of factual information
Explain	• Identify, analyze, and give account for causal, consequential, or systems relationships • Apply scientific reasoning to show how or why something works • Construct explanations using models or representations • Use evidence in the construction of scientific explanations
Argue	• Interpret multiple sources of information to develop claims and counterclaims • Construct claims and offer them for debate • Respond to counterclaims • Contextualize and evaluate primary and secondary sources • Analyze literary techniques, such as the development of theme and characterization in works of fiction



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 6-8 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-11. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-11: Distribution of Key Language Uses in Grades 6-8

Distribution of Key Language Uses in Grades 6-8				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-5, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

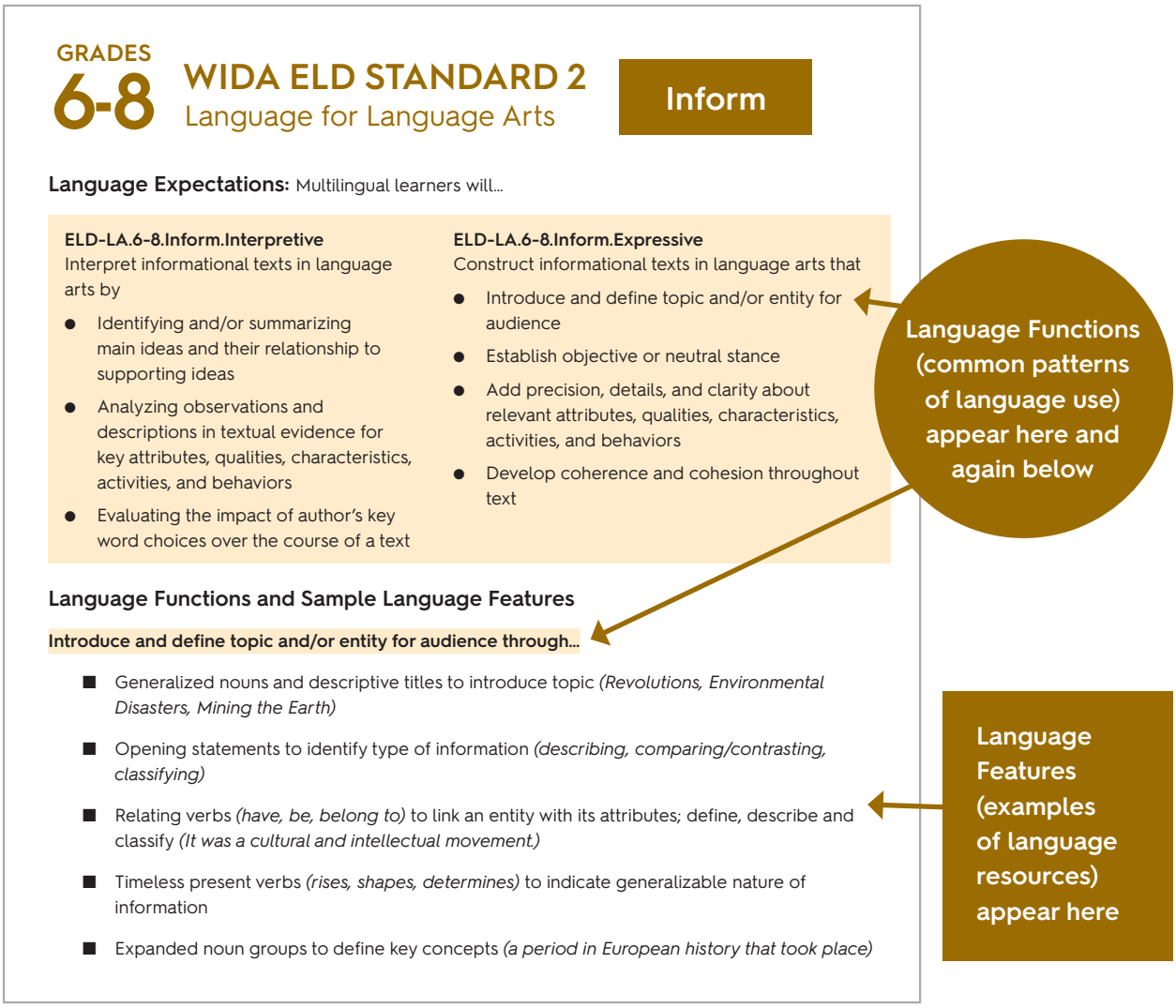
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-5, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-5 on the next page shows how the Language Functions and Language Features appear.

Figure 3-5: Grades 6-8 Language Functions and Language Features



GRADES
6-8 WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

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

Language Expectations: Multilingual learners will...

Inform

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

GRADES
6-8

WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

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

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- 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

GRADES
6-8 WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Orient audience to context and point of view through...

- Expanded noun groups to state who or what the narrative is about
- A variety of sentence types to introduce the context such as rhetorical and other questions, statements, dialog *(Are we ever truly happy? It was confusing time, nothing seemed normal.)*
- Adverbial and prepositional phrases to establish time and location *(They stood together silently on the hill as the sun rose.)*
- Statements and questions to foreshadow or state complication *(As she walked home, she felt watched.)*

Develop and describe characters and their relationships through...

- Verbs to describe character behaviors *(turned instinctively),* thoughts *(concerned),* feelings *(pleased),* speech *(asked weakly)*
- Expanded verb groups to show relationship between characters
- Saying, thinking, and feeling dialog verbs to add nuance to characters' relationships *("Danny," the old man said, "I was angry. Forgive me.")*
- Expanded noun groups to add description and detail *(He was short, but strong, with light, closely cut hair and a determined face.)*
- Cohesive devices (pronouns, demonstratives, renaming, synonyms) to reference characters or ideas across the text

Develop story, including themes with complication and resolution, time, and event sequences through…

- Dependent clauses to add details *(the race, which only happened every four years)*
- A variety of verb tenses to pace narrative and locate events in time, including dialog *("Where are you going?," I asked.)*
- Connectors to develop and link sections of text to sequence time *(meanwhile, later),* ideas *(in the first place, at this point),* and add information *(what's more, likewise, in addition)*
- Statements to provide closure, evaluate experience, or summarize narrative *(Finally, it was over; The experience was enlightening; There are some things that can't be seen but only felt.)*

Engage and adjust for audience through…

- Evaluative word choices to describe author's attitudes *(with death-cold scorn in his voice; pitiful, gracious, self-sacrificing, enriching)*
- Literary devices (similes and metaphors) to enrich the narrative *(fly like an eagle, life is a highway),* alliteration *(babbling brook),* sensory words/phrases, and onomatopoeia *(tick-tock)*
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in *(She scuffled away across the snowy field like a small hunched animal.)*

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Generalized nouns and descriptive titles to introduce topic *(Revolutions, Environmental Disasters, Mining the Earth)*
- Opening statements to identify type of information *(describing, comparing/contrasting, classifying)*
- Relating verbs *(have, be, belong to)* to link an entity with its attributes; define, describe, and classify *(It was a cultural and intellectual movement.)*
- Timeless present verbs *(rises, shapes, determines)* to indicate generalizable nature of information
- Expanded noun groups to define key concepts *(a period in European history that took place)*

Establish objective or neutral stance through…

- Declarative statements to provide objective, factual information
- Technical word choices to add precise and descriptive information without evaluative language *(the effects versus devastating effects)*
- Generalized nouns to maintain neutrality *(millennials, stringed instruments, marsupials)*
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices (saying verbs) to integrate sourced information into report *(said, reported, claims),* direct and indirect quotes

Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through…

- Adverbial and prepositional phrases to specify time and location *(in 1592, following the Middle Ages, during the spring, along the ridge, located within the Earth's core)*
- Expanded noun groups to add precision *(strummed or plucked vibration of the strings)*
- Adjectives and adverbs to answer questions about quantity, size, shape, manner *(microscopic, right-angled, voraciously, precisely)*
- Contrasting connectors to differentiate between entities or components *(unlike, as opposed to, however)*
- Visuals (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through…

- Referential devices (pronoun reference, synonyms, renaming, collocations) to link ideas across sections of text
- Topic or headings to serve as openers for sentences or paragraphs
- Nominalization to condense clauses *(it rained year after year=annual floods)* or summarize key ideas

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

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)

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

Language Functions and Sample Language Features

Introduce and develop claim(s) and acknowledge counterclaim(s) through...

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim *(Graphic novels provide a unique way to read that appeals to many teenagers.)*
- Noun groups to provide details *(Maus, a graphic novel written and illustrated by Art Spiegelman...)*
- Connectors to introduce alternative points of view *(although, on the other hand, unlike, contrary to common belief)*
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion *(graphic novels=these unique texts=young adult comic books)*

Support claims with reasons and evidence that are clear, relevant, and credible through…

- A variety of clauses (adverbial, embedded) to support opinion and/or claim(s) (quotes, references, detailed descriptions, examples or other sources and data) *(according to X, the author's claim)*
- Connectors to elaborate an idea/interpretation *(so, this means, therefore, leading one to believe, a way to think about this)*
- Connectors to link claim(s) with evidence and reasoning *(because, as a result, when, if, although, but)*
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty *(might, could, must, need to)* or to open up to other possibilities *(possibly, apparently, perhaps, definitely, absolutely)*

Establish and maintain formal style through…

- First, second, third person use to connect with reader, build alliance, or maintain neutrality *(unjust power, a theme throughout the text, reminds us to be aware of our individual resourcefulness as sources of hope in desperate situations)*
- Authoritative declarative sentences to evaluate and interpret events *(Spiegelman's clever use of imagery and graphic layout presents a unique way of using the graphic novel format.)*
- Nouns, adjectives, verbs, and adverbs to adjust intensity and strength of message *(somewhat powerful versus incredibly powerful; ugly versus grotesque)*

Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion through…

- Connectors to support inferential conclusions *(Students' preference for graphic novels is evident because/due to the rate these novels are checked out of the library.)*
- Comparing/contrasting connectors to differentiate between claims and counterclaims *(unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)*
- Verb structures to present information in a variety of ways *(past, timeless present, passive voice)*
- Connectors to sequence points in the argument and maintain logical progression *(one way, another point, as mentioned previously, in addition)*
- Summary statement to reiterate claim(s), call to action, or encourage a response *(While Maus relies on images to get the point across, the message of how we dehumanize others is loud and clear.)*

GRADES
6-8 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

ELD-MA.6-8.Explain.Interpretive
Interpret mathematical explanations by

- Identifying concept or entity
- Analyzing possible ways to represent and solve a problem
- Evaluating model and rationale for underlying relationships in selected problem-solving approach

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

Language Functions and Sample Language Features

Introduce concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose *(this probability model, randomized sampling will provide more valid results)*
- Relating verbs *(belong to, are part of, be, have)* to define or describe concept

Share solution with others through...

- Generalized nouns to add precision to discussion *(distributions, probability, frequencies)*
- Language choices to reflect on completed and on-going process *(we should have done this, we might be able to, what if we try)*
- First person *(I, We)* to describe approach; third person to describe approach with neutral stance of authority
- Observational *(notice, it appears, looks like)* and comparative language *(different from, similar to, the same)* to share results *(We notice our process was different, but we have the same solution.)*
- Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement *(It's a possibility, We have to do it this way, Maybe we could look at)*

Describe data and/or problem-solving strategy through…

- Abstract, generalized, or multi-meaning noun groups to add precision to mathematical descriptions *(randomized variation, proportional relationships, constituents)*
- Visual data displays (tables, tree diagrams, simulations, data charts, manipulatives) to clarify approach and/or solution
- Connectors to link sentences and longer stretches of text signaling details of time *(next, at the same time),* causality *(therefore, consequently, as a result),* clarification *(for example, as seen in the model)*
- Passive voice verbs to explain or analyze *(The variable is given a value of six.)*
- Timeless present verbs to present generalizable truths *(The hypotenuse is opposite the right angle.)*

State reasoning used to generate solution through…

- Causal connectors to express reasoning *(We took these steps to solve problems with the ratios because…)*
- Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships *(if/will, if we follow the order of operations, we will show that…)*

GRADES 6-8

WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Create conjecture, using definitions and previously established results through...

- Conditional conjunctions *(if or when)* to make and justify conjecture *(If I add 4/5 and 3/4, the result will be less than 2 because each fraction is less than a whole number.)*
- Relating verbs *(have, belong to, be)* to define principles, operational theorems, and properties *(for right angled triangles the Pythagorean formula is $a^2 + b^2 = c^2$)*
- Adverbial phrases (qualities, quantities, frequencies) to add precision related to conjecture *(For all integers, For every vote candidate A received, candidate B received three votes which means...)*

Generalize logic across cases through...

- Declarative statements to present generalizable processes *(The expression 4n-1 can be used to find any value in the pattern.)*
- Verbs to apply mathematical principles (commands) *(use, do, apply, divide)* across cases *(Use the distributive property when there is no common factor.)*

Justify conclusions with evidence and mathematical facts through…

- Conditional structures *(if/then, when)* to demonstrate conclusions *(If it's a proportional relationship then the ratio between the 2 variables is always going to be the same thing.)*
- Technical nouns and noun groups to add precision and details *(coordinate plane, one-variable equations, two- and three-dimensional shapes)*
- Models, drawings, graphs to demonstrate principles

Evaluate and critique others' arguments through…

- Questions *(what, how, why, do),* requests *(could, would)* to request information, clarification, procedure *(Could you show me how you got that answer? Why did you do…instead of…?)*
- Causal connectors *(so, because, therefore)* to identify misconceptions *(The pattern is multiplying by a factor of 2, so it can't be a linear function.)*
- Negation *(don't, doesn't, can't)* and obligation modal verbs *(have to, must, should, could, might)* to engage with others *(I don't think you can apply that theorem, I think you have to use this…)*

GRADES 6-8

WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Describe valid and reliable evidence from sources about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms *(effects, predator-prey relationships, magnetic forces)*
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)
- Relating verb groups to state relationships or attributes *(have, be, belong to)*
- A variety of ways to define phenomenon (relative clauses, declarative statements)

Establish neutral or objective stance in how results are communicated through...

- Passive voice and declarative statements *(Indonesia was formed by, tectonic plates have shifted for billions of years)*
- Word choices to moderate stance (hedging) *(could/might, a possibility, usually)*
- Objective and evaluative language to adjust precision and establish shared interest

Develop reasoning to show relationships among independent and dependent variables in models and simple systems through…

- Connectors to link clauses and combine ideas into logical relationships *(as a result, therefore)* or order events
- Variety of clause types to express causality *(If magma is thick, gas bubbles cannot easily escape, building pressure as the magma rises.)*
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize patterns in evidence, making trade-offs, revising, and retesting through…

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon
- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
- Conditional clauses *(if/then)* to generalize a phenomenon to additional contexts

GRADES 6-8

WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

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 from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

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

Language Functions and Sample Language Features

Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s) through...

- A variety of ways to define phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms *(molecules, atoms, reactions, energy, regrouping)*
- A variety of verb groups (past, timeless present, future, conditional) to describe events known or anticipated

Support or refute a claim based on data and evidence through...

- Expanded noun groups to classify and/or add details *(energy releasing reactions, reconfigured molecular bonds)*
- Connectors to link clauses and establish logical relationships *(as a result, therefore, to be more precise, instead, however, on the other hand)*
- Variety of clause types to express causality *(If the total number in each type of atom is conserved, there is no change in the atom's mass.)*
- Diagrams, models, data, graphics to add support to claim or evidence

Establish and maintain a neutral or objective stance through…

- Passive voice and declarative statement to establish a factual stance *(Some chemical reactions release energy, others store it.)*
- Word choices to moderate stance (hedging) *(could/might, a possibility, usually, often)*

Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim through…

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Cohesion to reference ideas, concepts, phenomena across text (pronouns, substitutions, renaming subjects, collocations, synonyms)
- Connectors to signal time *(next, at the same time),* causality *(therefore, consequently, as a result, because),* clarification *(for example, this shows how…)*

GRADES 6-8

WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce and contextualize phenomena or events through...

- Prepositional phrases of time, place to contextualize phenomena or events *(a place where tourists already come)*
- A variety of structures (embedded clauses, relating verbs, nominalizations, noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Establish perspective for communicating outcomes, consequences, or documentation through...

- Passive voice to emphasize main topic *(British trade was disrupted by...)*
- Active verbs to highlight agents and recipients *(The colonists disrupted British trade.)*
- Declarative statements to evaluate and interpret events *(Feudalism was the ultimate system of control for medieval society.)*
- Verbs and adjectives to judge behavior or moral character *(rallied, conquered, cruel, compassionate)*

Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses through…

- Nominalizations to name abstract concepts, ideas, ideologies *(colonization, feudalism)*
- Dependent clauses to express details as a result of place, manner, duration, extent
- Complex sentences to clarify causal, linked, time-bound, or sequential relationships
- Expanded noun groups to add details *(living standards of 18th century people)*
- Connectors to maintain chronological, causal or logical relationships *(as a result, meanwhile, later, in order to)*

Generalize multiple causes and effects of events and developments through…

- Word choices to evaluate, judge, or appreciate significance of events or phenomena
- Nominalizations to summarize events and name abstract phenomena

GRADES
6-8 WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce and contextualize topic through...

- Generalized nouns and a descriptive title to introduce topic *(empire, excavation, The Cradle of Modern Civilization)*
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details *(Mesopotamia, often referred to as the Cradle of Life, was located between the Tigris and Euphrates Rivers.)*
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Connectors to structure paragraphs *(first, in the beginning, meanwhile, as a result, in conclusion)*
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Select relevant information to support claims with evidence gathered from multiple sources through…

- A variety of clauses to frame details, examples, quotes, data *(according to, historians dis/agree, several sources suggest, these data suggest)*
- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened *(during the late Neolithic period, the area between…)*
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions *(I contradicted him, we support, they challenged)*

Establish perspective through…

- Passive voice to keep emphasis on main topic rather than who or what is doing the action *(Soldiers were housed in primitive tents.)* or to keep emphasis on who or what is doing the action
- Objective or emotive language to appeal to logic or feelings *(credited with inventing the wheel versus the greatest inventions of all times)*
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(dominated, absolutely, compelling)*

Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning through…

- Connectors to link claims with evidence and reasoning *(because, but, as a result, when, if, although, therefore)*
- Connectors to signal alternate points of view *(on the other hand, contrary to common belief, according to),* show concession or comparison/contrast *(while, although, instead, despite this, however)*
- Modality in summary statements to reiterate position, or create a call to action *(could be argued, undoubtedly, ought to, may)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on a gold background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES 6-8

WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Annotated Language Sample

Context: This is a mentor text developed by an ELA teacher to apprentice her seventh-grade students to write narratives with a climax and resolution. When she taught her personal narrative unit, the teacher read, deconstructed, and analyzed the mentor text with her students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the narrative. For example, students learned to identify how writers use language to engage their audience and build tension. Students later were able to use this kind of language in their own writing.

Language Expectation: ELD-LA.6-8.Narrate.Expressive
Multilingual learners use language to construct language arts narratives that

- Orient the 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

Functions & Features	Minerva	Functions & Features
Orient the reader to the point of view and context through… First person signaling this is a personal narrative • I • my Prepositional phrases to establish time and location • on the floor of my bedroom • for 12 hours • to a new house Statement foreshadowing complication • She was gone and it was all my fault.	I *collapsed* on the floor of my bedroom, *sobbing*. I had been trying not to cry for 12 hours, and I couldn't hold it in any longer. She was gone, and it was all my fault. I *never should have* moved to a new house. The day before, I moved from my apartment to a new house. The house was bigger than my apartment, with more space for my furniture, my piano, and most importantly of all, my two cats. But soon after I moved in, I thought I had made a terrible mistake by bringing my cats here.	**Engage and adjust for audience through…** Language to draw the reader in • *collapsed* • *sobbing* • *never should have* **Develop and describe characters and their relationships through…** Verbs describing thoughts • thought • had made

Functions & Features	Minerva Continued	Functions & Features
Develop the story with complication through… Dependent clauses to add details • *fixing the garage door* • *what to do out there* • *to take my search back outside* A variety of verb tenses • was • make • left…to unpack • walked • wouldn't know Dialog • "Please make sure you don't let the cats outside" • "Minerva! Minerva!"	A contractor was at the house *fixing the garage door*. "Please make sure you don't let the cats outside," I told him. "Make sure you don't leave the door open." Then I left the room to unpack - that is where I went wrong. **A little while later** I walked into the kitchen and I noticed the garage door was wide open. My heart started *pounding*. My cats had never been outside alone before, and they wouldn't know *what to do out there*. I quickly checked outside but I didn't see either cat, so I started to search the house. I found one cat, but not the other. Minerva was *missing*. I continued to search, getting more and more frantic as I ran around the house looking inside and under and behind anything I could think of. She was *nowhere to be found*. I knew I had *to take my search back outside*. … "Minerva! Minerva!" I called, my voice shaking as I tried not to cry. With no luck finding her, I went back inside.	**Develop and describe characters and their relationships through…** Expanded verb groups • had never been • started to search • continued to search Saying, thinking, and feeling verbs • told • noticed • called • tried not to cry Cohesive devices • my cats … they … either cat … one cat … the other (pronoun referencing) • Minerva … she (pronoun referencing) Expanded noun groups to add description and detail • one cat, but not the other
Develop the story with time and event sequences through… Connectors to sequence time • **a little while later**		**Engage and adjust for audience through…** Descriptive emotive language builds tension • *pounding* • *missing* • *nowhere to be found*
Develop the story with complication through… Prepositional phrases • around the house • under and behind anything		

Functions & Features	Minerva Continued	Functions & Features
Develop the story with complication through… Dependent clauses to add details • *to see if they had found any cats.* • *that I would probably never see her again.*	I called animal control *to see if they had found any cats*. They had not, and they told me to keep looking. They didn't sound optimistic. **At that point** it was almost 9 o'clock at night, and she had been missing **since 9 o'clock** that morning. 12 hours and no sign of Minerva. "How could I let this happen?" I thought to myself. "I can't believe I rescued her from a shelter and then I lost her. She would have been better off if I had never gotten her at all. I let it sink in that I *would probably never see her again*." **That's how** I *ended up on the floor, crying*.	**Develop and describe characters and their relationships through…** Verbs to describe behavior • called • had found • whipped • heard • searched Expanded noun groups to add description and detail • noise that sounded like a cat's meow
Develop the story with time and event sequences through… Connectors to sequence time • **at that point** • **since 9 o'clock** Connectors to link ideas • **that's how** • **just then**	…. **Just then**, as I started to pack my bag for school, I heard a noise that sounded like a cat's meow. I whipped my head around. "Is that..?" I heard it again. It was so quiet that it had to be coming from outside. I went back out and searched again. I even looked up in the trees this time but she wasn't there. So I went back inside and listened very carefully. I heard the meow again but I still didn't see her.	**Engage and adjust for audience through…** Language to address reader/listener and draw them in • *probably never see her again* • *ended up on the floor, crying.*

Functions & Features

Orient audience to context and point of view through…

Prepositional phrases to establish location

- behind the dryer
- in the house
- in a little hole in the wall
- in one of her hiding spots
- up in the ceiling of the garage
- in my lap

Prepositional phrases to establish time

- for at least the fifth time
- the whole time
- all day

Develop story with complication and resolution, time and event sequences through…

Statements to provide closure, evaluate experience, or summarize narrative

- Now I call her … to panic.
- The whole ordeal was exhausting, … than ever that I adopted her.
- And when she's curled up in my lap, I think she's grateful, too.

Minerva
Continued

Then, as I looked behind the dryer for at least the fifth time, I heard a tiny meow and saw a little bit of fur poking out from a hole in the wall. It looked like a hole where a mouse in a cartoon might live. But it was no mouse - it was Minerva!

I pulled her out of the hole in the wall and *hugged her tightly*. I *kissed* her on the head and told *her how happy I was to see her*. "I'll *never lose* you again!" I said to her through happy tears. But then I thought, "I never really lost her at all!" She was in the house the whole time, hiding in a little hole in the wall all day. I never knew a cat could do that!

Now I call her my expert hider, and whenever I can't find her, I know not to panic. She's just in one of her hiding spots- most recently it was up in the ceiling of the garage!

More often than not, however, she's in my lap snuggling and purring. The whole ordeal was exhausting, but when it was over, I felt more grateful than ever that I adopted her. And when she's curled up in my lap, I think she's grateful, too.

Functions & Features

Develop and describe characters and their relationships through…

Expanded noun groups to add description and detail

- a tiny meow
- a little bit of fur
- my expert hider

Saying, thinking, and feeling verbs to add nuance to characters' relationships

- told
- said
- thought

Cohesive devices to reference character across text (repetition)

- her … her … her

Engage and adjust for audience through…

Evaluative word choices to describe author's attitudes

- *hugged her tightly*
- *kissed*
- *how happy*
- *never lose*

GRADES **6-8**

WIDA ELD STANDARD 2
Language for Language Arts

Inform

Annotated Language Sample

Context: This text was written by a multilingual 8th grader. As part of the English language arts curriculum, the students had been studying the genre of biography. Students were paired and interviewed each other. Each wrote an "author biography" of a peer. (Kamaly Tineaval is a pseudonym).

Prompt: Imagine you are a biographer. Write a biography that tells the story of your subject.

Language Expectation: ELD-LA.6-8.Inform.Expressive
Multilingual learners use language to 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 relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

Functions & Features	Kamaly Tineaval	Functions & Features
Introduce and define topic and/or entity for audience through… Opening statements to identify type of information (describing) • Kamaly … Massachusetts Relating verbs to link an entity with its attributes • is Expanded noun groups • an author/poet …, Massachusetts **Develop coherence and cohesion throughout text through…** • Kamaly Tineaval (repetition) • Kamaly Tineaval … his birth … his safe spot	Kamaly Tineaval is an author/poet and student living in Leeds, Massachusetts. Kamaly Tineaval was born on January 8, 2005, in Holyoke, Massachusetts but then moved to PR for nursery school. Since his birth he has explored through, essays, chapter books, coloring books, and so on. And finally found his safe spot in poems.	**Establish an objective or neutral stance through…** Generalized nouns • essays • chapter books • coloring books **Add precision, details, and clarity about complex attributes through…** Prepositional and adverbial phrases to specify time and duration • on January 8, 2005 • in Holyoke, Massachusetts • since his birth

Functions & Features	Kamaly Tineaval Continued	Functions & Features
Develop coherence and cohesion throughout text through… Referential devices to link ideas across text • he … he … he (repetition) • Kamaly Tineaval… he's, his (pronoun referencing) • the teacher … his English teachers Topic or headings to serve as openers for sentences or paragraphs • **Kamaly Tineaval** • **he**	After moving back from PR to Holyoke and then from Holyoke to Northampton, he started new school at Leeds Elementary. When he was in elementary school, he taught by his teachers how to speak English. Soon, he learned to write stories about the worst day of his life and his favorite seasons. He also learned from texting his mom that he don't know how to work the machine and keeping up with his Insta followers how to write. After elementary school he moved on to JFK, where he learned new things and is a better writer now. **Kamaly Tineaval** writes all different kinds of poems to[sic], list poems, similes, utopia poems. Some poems that Kamaly Tineaval has written are called, "I had a Goldfish", "Seasons", and "Things I hear in the morning…." Kamaly Tineaval never won an award, but never say never! He's very determined to be the best author/poet he can be and make his *old/new* teachers, friends, and family proud. **He** *mostly* edits all of his pieces and makes sure they're *presentable* to the teacher. With the help of his English teachers he gets his work out there for others to see, admire and to gawk over. Right now Kamaly Tineaval is starting 8th grade and is also working on a new masterpiece called "Kamaly Tineaval's Author bio" (coming out soon).	**Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors through…** Adverbials and prepositional phrases to specify time and location • after moving back from … Holyoke • from … Northampton • at Leeds Elementary • in elementary school • after elementary school • on to JFK • where he … things • out there for others to see Expanded noun groups to add precision • stories about the worst day of his life • his Insta followers • all different kinds … poems. • the best author/poet he can be • a new masterpiece called … bio Adjectives and adverbs to answer questions about size, shape, manner • *better* • *never, never* • *very determined* • *old/new* • *mostly* • *presentable*

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how *multilingual learners* might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 6-8 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic-related sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (orientation and explanation sequence)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons	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)
DISCOURSE Cohesion of language	**Understand how ideas are connected across a whole text through…**					
	a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)	cohesive devices and common strategies that connect ideas throughout text (given/new)	various types of cohesive devices and strategies that connect ideas throughout text
DISCOURSE Density of language	**Understand how ideas are elaborated or condensed through…**					
	expanded noun groups with classifiers *(crescent moon)*	expanded noun groups with prepositional phrases *(waxing crescent moon in the second half of the month)*	expanded noun groups with embedded clauses *(waxing crescent moon that was growing each day)*	expanded noun groups with a variety of embedded clauses *(predictable and observable moon phases in your particular time zone)*	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)	multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas *(the relative positions of the sun, earth, and moon cause these changes)*

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	related simple sentences *(African savannas are full of wildlife.)*	multiple related simple sentences *(African savannas are full of life. Explore Tanzania.)*	simple or compound sentences with familiar ways of combining clauses through (using coordinating conjunctions: *African savannas are unique* ***and*** *they have amazing wildlife.*)	compound sentences with frequently used ways of combining clauses *(A variety of wildlife live in the savanna* ***such as…****)*	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area *(****Since*** *it's an ecosystem, it has a variety of…)*	a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area *(The Black Rhino is at risk of extinction,* ***unless…****)*
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	an increasing number of words and phrases *(don't be late for class)*	a growing number of words and phrases in a variety of contexts *(inside the membrane)*	an expanding number of words and phrases including idioms and collocations *(gravity is bringing me down)*	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns *(at the speed of light)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas	strategic use of various words, phrases, and expressions with shades of meaning across content areas *(trembling in the corner, pounding rain, the whisper of dragonfly wings)*

Grades 6-8 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: *First…Finally, In 1842, This is how volcanos form*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text *(the first reason, the second reason, the evidence…)*	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
DISCOURSE Cohesion of language	**Connect ideas across a whole text through…**					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	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…**					
	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: the or these clouds)	a variety of types of elaboration (adding classifiers: *cumulus and cumulonimbus clouds*)	a wide variety of types of elaboration (adding in embedded clauses after the noun: *those storm clouds that we saw yesterday*)	a flexible range of types of elaboration and some ways to condense ideas *(scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system)*	multiple types of elaboration and a growing number of ways to condense ideas throughout a text

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	simple sentences *(The main character is Harry. He is a wizard.)*	sentences with emerging use of clauses (no conjunctions: *The main character is Harry. His friends are… They go to Hogwarts.*)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *He goes to Hogwarts School **and** his friends are…*)	compound sentences with frequently used ways of combining clauses *(They fight the forces of evil, **yet** they can't overcome them.)*	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: *Harry has a lightning bolt scar **because** he was attacked **when**…*)	a wide variety of sentence types with increasingly complex clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area *(When Harry is close to Voldemort, his scar throbs.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	a small repertoire of words and phrases with developing precision *(order of operations, on page 12)*	a growing repertoire of words and phrases with growing precision *(kinetic energy, law of motion)*	an expanding repertoire of words and phrases including idioms and collocations with expanding precision *(love-hate relationship)*	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(fill the beaker to the top line)*	a variety of words and phrases, including evaluation and obligation, with precision *(stupid test, we should figure this out)*	a wide variety of words and phrases with precision *(weighing 4.4 pounds on Earth, wrong answer)* according to the genre, purpose and discipline

GRADES
9-12

Grades 9-12

Multilingual learners bring knowledge of the world, along with multiple languages and cultural insights, to high school classrooms. Their values, experiences, and socioemotional development are foundations for formulating perspectives in the exploration of complex new ideas. Incorporating students' backgrounds and identities into meaningful topics can promote their engagement in disciplinary practices. High schoolers are critical thinkers who develop deep understandings, evaluate information and attitudes, make choices, and effect change.

Multilingual learners must have access to meaningful rigorous coursework and programs that maximize language development within and across disciplines. The course of studies that multilingual learners choose in high school plays a critical role in their successful transition to college or entrance into satisfying careers. Such coursework, including advanced classes, should be delivered through an asset-based, culturally and linguistically sustaining approach.

In this section you can find detailed, grade-level cluster specific information about the WIDA ELD Standards Framework. Remember that the **WIDA ELD Standards Statement**s are the same from kindergarten through grade 12. Then, you will find the following materials for grades 9 12.

- The most prominent **Key Language Uses**
- **Language Expectations,** Language Functions, and Language Features
    - **Annotated Language Samples** illustrating WIDA ELD Standards Statements, Language Expectations, Functions, and Features in authentic grade-level texts
- **Proficiency Level Descriptors**

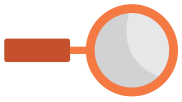
Before using these materials, be sure to read the information in Section 1 (Big Ideas) and Section 2 (Introduction to the WIDA ELD Standards Framework: WIDA ELD Standards Statements, Key Language Uses, Language Expectations, and Proficiency Level Descriptors).

Key Language Uses

Key Language Uses—Narrate, Inform, Explain, and Argue—are present across all grade levels and disciplines. Table 3-12 offers snapshots of some ways students engage in each Key Language Use throughout grades 9-12.

Table 3-12: Snapshots of Key Language Uses in Grades 9-12

Snapshots of Key Language Uses in Grades 9 12	
Narrate	• Interpret and construct narratives with complex plots, themes, and developments • Identify perspectives in historical narratives and discern authors' intent in presenting history in a particular light • Develop characters in their own stories and connect themes to issues in past and present
Inform	• Manage information about entities according to their composition, taxonomies, and classifications • Identify and describe various relationships among ideas and information • Use available new information to construct and revise research reports that incorporate multiple sources of information
Explain	• Analyze and evaluate data in explanations • Identify multilayered causal or consequential relationships in social or scientific phenomena • Apply reasoning or theory to link evidence to the claims in explanations • Construct and revise explanations based on evidence from multiple sources
Argue	• Construct claims that offer objective stance using less polarized language so that claims appear more "balanced" • Anticipate what evidence audiences will need and adjust evidence and reasoning accordingly • Adjust arguments based on new data from experiments • Discern what types of arguments are needed, when they are needed, and what purposes they meet in different content areas



Learn more about each Key Language Use across the grades and disciplines in Section 4: Resources—Key Language Uses: A Closer Look.

The **most prominent Key Language Uses** in grades 9-12 are the basis for its **Language Expectations.** They are marked with a filled-in circle (●) in the boxes of Table 3-13. The half-filled circle and the open circle indicate lesser degrees of prominence of each Key Language Use; see the legend underneath the table.

Table 3-13: Distribution of Key Language Uses in Grades 9-12

Distribution of Key Language Uses in Grades 9 12				
WIDA ELD Standard	**Narrate**	**Inform**	**Explain**	**Argue**
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	○	◐	●	●
4. Language for Science	○	◐	●	●
5. Language for Social Studies	◐	○	●	●

● Most Prominent ◐ Prominent ○ Present

Language Expectations, Functions, and Features

Language Expectations

Language Expectations are interpretive and expressive goals for content-driven language learning. They articulate the language necessary for meeting academic content standards.

Language Functions

Language Expectations are built around a set of **Language Functions.** Language Functions highlight common patterns of language use, showcasing particular ways students might use language to meet the purposes of schooling. For example, a series of Language Functions is associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining phenomena, or engaging in scientific argumentation. In Figure 3-6, you can see that the Language Functions are listed in bulleted form, under the interpretive and expressive language expectations.

Standard 1 Language Expectations and Language Functions

Given its broad scope and applicability, Language Expectations and Language Functions for **Standard 1** (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for **Standard 1** can be readily interwoven or paired with those in **Standards 2-5** (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.

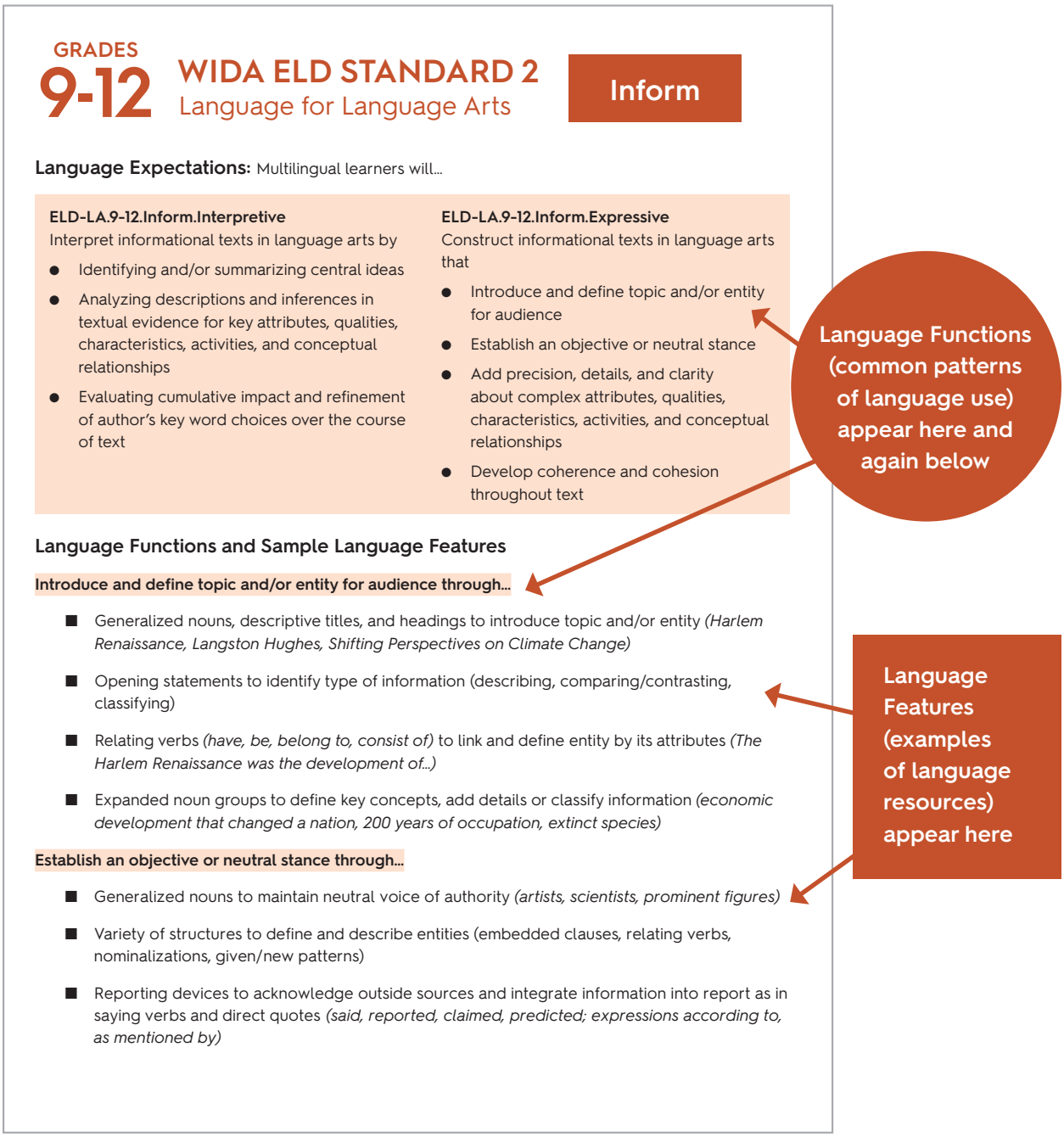
Language Features

The Language Functions of Standards 2-5 are further delineated with **Language Features**. In Figure 3-6, you can see sample Language Features for each Language Function, marked with a box (■). Language Features are examples of various language resources that carry out particular Language Functions, such as different types of sentences, clauses, phrases, and words. Due to the intertwining nature of Standard 1 with Standards 2-5, there are no specific Language Features for Standard 1.

In the example here, you can see how the Language Features connect to the Language Functions in the expressive Language Expectations. Language Features are only shown in the expressive functions because those also help us see how learners have processed information through interpretive modes. For example, when multilingual learners share information about something they have heard, read, or viewed, we can use their expressive language skills to evaluate and guide our instructional choices.

Figure 3-6 on the next page shows how the Language Functions and Language Features appear.

Figure 3-6: Grades 9-12 Language Functions and Language Features



GRADES
9-12 WIDA ELD STANDARD 1
Social and Instructional Language

The Language Expectations and Language Functions of Standard 1 are meant to be interwoven and paired with those of Standards 2-5. For this reason, remember that there are no specific Language Features for Standard 1, and that the expectations for the interpretive and expressive communication modes are the same. As you can see from the reference codes, the Language Expectations below are the same for grades 4-12.

Language Expectations: Multilingual learners will...

Narrate

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

Language Expectations: Multilingual learners will...

Inform

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

GRADES
9-12 WIDA ELD STANDARD 1
Social and Instructional Language

Language Expectations: Multilingual learners will...

Explain

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

Language Expectations: Multilingual learners will...

Argue

ELD-SI.4-12.Argue

- 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

GRADES
9-12 WIDA ELD STANDARD 2
Language for Language Arts

Narrate

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Orient audience to context and one or multiple point(s) of view through...

- Title, heading, opening statements to capture readers' interest *(March. Two people, a man and a woman, are walking along the corridor.)*
- Expanded noun groups to introduce the setting *(the sands stretch into the distance, bands of yellow, and grey and gold)*
- A variety of sentence types to introduce the context (rhetorical and other questions, statements, points of view) *(One good deed to set against other, darker, actions. What did it matter?)*
- Statements and questions to foreshadow or introduce complications *(Where the road led, he didn't know, but he was determined to leave David behind before the morning came.)*

Develop and describe characters and their relationships over a progression of experiences or events through…

- Action verbs to describe character behaviors *(Joe leaps into action, grabs his phone and dives for the door, yelling for Julie to follow him.)*
- Complex sentences to establish context and characters *(He stayed with the job because the merchant, although he was an old grouch, treated him fairly.)*
- Attitudinal word choices to express character's feelings, *(very upset),* appreciation *(lovely, fascinating),* or judgment/evaluation *(intricate, grossly incompetent)*
- Cohesive devices (pronouns, demonstratives, renaming, synonyms, collocation, deletion) *(They told us to sit, and we did.)* to reference characters or ideas across the text

Develop story, advancing the plot and themes with complications and resolutions, time and event sequences through…

- A variety of verb tenses to pace the narrative and locate events in time, including dialog *(The wind told me you would be coming and that you would need help.)*
- Dependent clauses to add details *(Village children scampered out the door, which left the room strangely quiet.)*
- A variety of short and complex sentence structures to pace the narrative *(The door flung open. The snow spat at him, sleet slashed his face, winds whistled down the hall.)*
- Connectors to develop and link sections of text as in time, sequence, clarifying *(for instance),* adding information *(likewise, furthermore),* contrast *(on the other hand, even so, at least)*
- Statements to provide closure, evaluate experience, or summarize narrative

Engage and adjust for audience through…

- Word choices to advance mood (surprise, tension, humor, reflection) and to describe author's purpose *(contemptuous eyes, his voice softened)*
- Literary devices to enrich the narrative as in similes and metaphors, alliteration, idioms *(butterflies in her stomach),* figurative and sensory words/phrases, collocation, multilingual words/phrases *(he ate like a burro, focused and intentional)*
- Tone of voice, gesturing, acting behaviors to adjust for audience
- Language to address reader/listener and draw them in *(Instantly, the tension in the room lessened.)*

GRADES
9-12 WIDA ELD STANDARD 2
Language for Language Arts

Inform

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce and define topic and/or entity for audience through...

- Generalized nouns, descriptive titles, and headings to introduce topic and/or entity *(Harlem Renaissance, Langston Hughes, Shifting Perspectives on Climate Change)*
- Opening statements to identify type of information (describing, comparing/contrasting, classifying)
- Relating verbs *(have, be, belong to, consist of)* to link and define entity by its attributes *(The Harlem Renaissance was the development of...)*
- Expanded noun groups to define key concepts, add details or classify information *(economic development that changed a nation, 200 years of occupation, extinct species)*

Establish an objective or neutral stance through...

- Generalized nouns to maintain neutral voice of authority *(artists, scientists, prominent figures)*
- Variety of structures to define and describe entities (embedded clauses, relating verbs, nominalizations, given/new patterns)
- Reporting devices to acknowledge outside sources and integrate information into report as in saying verbs and direct quotes *(said, reported, claimed, predicted; expressions according to, as mentioned by)*

Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships through…

- Adverbial and prepositional phrases to specify point in time or duration *(on Sept 12, from 1910 to 1920, during World War II),* location *(in a NYC neighborhood),* and manner *(in a calculated movement)*
- Technical word choices to define and classify entity *(Jazz, characterized by polyrhythms and improvisation was…)*
- Verb structures to present information in a variety of ways: timeless present indicates generalizable nature *(It chases and scavenges for food);* passive voice focuses attention on action *(when the food is prepared)*
- Adjectives and adverbs to answer questions about quantity, size, shape, manner *(abundant, colossal, amorphous, rightfully)*
- Comparing/contrasting connectors to entities or components *(unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)*
- Visual representations (graphs, data, diagrams) to support key details

Develop coherence and cohesion throughout text through…

- Referential devices (pronoun reference, synonyms, renaming) *(the subsequent social and artistic explosion=the Harlem Renaissance)* to link ideas across sections of text
- Topic and/or entity, headings to serve as openers for sentences and paragraphs
- Single technical nouns and collocations *(improvisation, blues, piano, double bass)* to define class/subclass *(jazz/New Orleans, West African),* general/specific *(musician/Louis Armstrong),* whole/part relationships *(historical influences on jazz)*

GRADES
9-12 WIDA ELD STANDARD 2
Language for Language Arts

Argue

Language Expectations: Multilingual learners will...

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 view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive
Construct language arts arguments that

- Introduce and develop precise claims and address counterclaims
- 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

Language Functions and Sample Language Features

Introduce and develop precise claims and address counterclaims through...

- Declarative statements to frame topic, provide background information, state claim, and acknowledge counterclaim *(In "Tongue Tied" Maxine Hong Kingston captures her experience of growing up as a Chinese American woman.)*
- Noun groups to provide details *(The Harlem Renaissance's intellectual, social, and artistic explosion)*
- Connectors to introduce alternative points of view *(although, on the other hand, unlike, contrary to common belief)*
- Pronouns, synonyms, collocations, renaming subjects to maintain cohesion *(someone=character=s/he=teenager)*

Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through…

- A variety of clauses (adverbial, embedded) to support claim (quotes, references, detailed descriptions, examples or other sources and data) and provide detail about issue/ literary technique *(In "Letter from Birmingham Jail," King's extended allusions to multiple philosophers…)*
- Connectors to elaborate an idea/interpretation *(so, this means, therefore, leading one to believe, a way to think about this)*
- Literary devices to support evidence and interpretation (similes and metaphors, alliteration, idioms, figurative and sensory words/phrases, collocation, multilingual words/phrases)
- Modality to express obligation or certainty *(might, could, must, need to),* to open up to other possibilities *(possibly, apparently, perhaps, definitely, absolutely),* or to temper space for negotiation *(most would agree, could be a consideration)*

Establish and maintain a formal style and objective tone through…

- First, second, or third person to connect with reader, build alliance, or maintain neutrality *(as teenagers, we…)*
- Authoritative declarative sentences to evaluate and interpret events *(Anzaldúa's interweaving of literary genres, languages, cultures, and identities in "Borderlands" is highly innovative.)*
- Nouns, adjectives, verbs, and adverbs to evaluate the positive/negative qualities of topic, position, or evidence *(a toxic perspective, contradictory information, impressive presentation, successful outcome)*

Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through…

- A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning (embedded clauses, active and passive voice, nominalizations, given/new patterns)
- Comparing/contrasting connectors to differentiate between claims and counterclaims *(unlike, as opposed to, contrasted with, conversely, similarly, in spite of that)*
- If/then clauses to support inferential conclusions *(If these studies are accurate, then it is reasonable to expect)*
- Cohesive devices (deletions, substitutions, ellipsis) to reduce repetition, redundancy *(Teens were told to stop and they did. Teens use social media as a substitute for in-person socializing…if they do that…)*
- Connectors to sequence points in the argument and maintain logical progression *(one way, another point, as mentioned previously, in addition, it is clear then)*
- Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps

GRADES
9-12 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce a concept or entity through...

- Mathematical terms and phrases to describe concept, process, or purpose *(the sum of the angles of a triangle is 180°)*
- Relating verbs *(belong to, are part of, be, have)* to define or describe concept

Share solutions with others through...

- Generalized nouns to add precision to discussion *(congruence, theorems, bisector)*
- Language choices to reflect on completed and on-going process *(we should have done this, we might be able to, what if we try)*
- First person *(I, We)* to describe approach; third person to describe approach with neutral stance of authority
- Observational *(notice, it appears, looks like)* and comparative language *(different from, similar to, the same)* to share results *(We notice our process was different, but we have the same solution.)*
- Modality (verbs, adverbs, nouns, adjectives) to express opinions, degrees of certainty, or temper disagreement *(it's a possibility, that's definitely wrong, we need to)*

Describe data and/or approach to solve a problem through…

- Abstract, generalized, or multi-meaning noun groups to provide precision to mathematical descriptions *(theorems, transformations, plane, translation, reflection)*
- Imperative verbs *(factor, solve, invert, simplify, apply)* to establish a process or approach
- Visual data displays (drawings, software, demonstrations, reflective devices, tables, charts) to clarify approach(es) and solution(s)
- Connectors to link sentences and longer stretches of text signaling details of time *(next, at the same time),* causality *(therefore, consequently, as a result),* clarification *(for example, as seen in the model).*
- Reference devices (personal and demonstrative pronouns, articles, text reference) to create cohesion

State reasoning used to generate own or alternate solutions through…

- Causal connectors to establish or refute relationship, solution, validity *(the relationship is not a function because a function is…)*
- Conditional conjunctions to propose future options *(if/so, if/then)* and generalized relationships *(if/will; if a transversal crosses parallel lines, then the alternate interior angles are congruent)*

GRADES
9-12 WIDA ELD STANDARD 3
Language for Mathematics

Argue

Language Expectations: Multilingual learners will...

ELD-MA.9-12.Argue.Interpretive
Interpret mathematics 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

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

Language Functions and Sample Language Features

Create precise conjecture, using definitions, previously established results, and stated assumptions through...

- Verb groups and sequential connectors *(first, then)* to recount and explain steps in solving problems assumed to be solvable
- Conditional *(if, when)* to make and justify conjecture *(If a population doubles each week, then it will always be 16 times the original population after 4 weeks.)*
- Adverbial phrases *(qualities, quantities, frequencies)* to add precision related to conjecture *(Lines with equivalent slopes will never intersect.)*
- Relating verbs *(have, belong to, be)* to define principles, operational theorems and properties *(an inscribed angle is the angle formed when... A rhombus is a parallelogram with perpendicular diagonals.)*

Generalize logical relationships across cases through...

- Declarative statements to present generalizable processes *(We don't have outliers in our data. We can use a dot plot or histogram.)*
- Verbs to apply mathematical principles, as in commands *(use, do, apply)* across cases *(We need to rewrite the equation to see if we can use factors to solve it.)*

Justify (and refute) conclusions with evidence and mathematical principles through…

- Conditional structures *(if/then, when, given)* to demonstrate conclusions *(Given all the sides of a cube are the same, take the length and raise it to the third power to find the volume.)*
- Technical nouns and noun groups to add precision and details *(inscribed and circumscribed circles, quadratic equations, recursive definition)*
- Models, drawings, graphs to demonstrate principles

Evaluate and extend other's arguments through…

- Questions *(what, how, why, do),* requests *(could, would)* to ask for information, clarification, procedure *(Could you show me how you got that answer? Why did you do…instead of…?)*
- Causal connectors *(so, because, therefore)* to identify misconceptions *(These two figures have to have the same volume because they have the same height and area even when you change the shape; it's Cavalieri's principle.)*
- Negation *(don't, doesn't, can't)* and obligation modal verbs *(have to, must, should, could, might)* to engage with others *(I don't think you can apply that theorem, I think you have to use this, I found a counterexample.)*

GRADES
9-12 WIDA ELD STANDARD 4
Language for Science

Explain

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Describe reliable and valid evidence from multiple sources about a phenomenon through...

- Abstract nouns to introduce concepts, ideas, and technical terms *(effects, impairment, perception, antioxidants)*
- Cohesion to reference ideas, information across text (pronouns, substitutions, renaming, synonyms, collocations)
- Relating verb groups to state relationships or attributes *(have, be, belong to)*
- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define a phenomenon

Establish neutral or objective stance in how results are communicated through...

- Passive voice and declarative statements *(The heat within the earth is transmitted. Disease spreads through human contact.)*
- Word choices to moderate stance, such as hedging *(could/might, a possibility, usually)*
- Objective and evaluative language to adjust precision, soften tone, acknowledge others

Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system through…

- Nominalizations to represent abstract concepts
- Connectors to link clauses and combine ideas into logical relationships *(as a result, therefore)*
- Variety of clause types to express causality *(Unable to grow or repair themselves, the corals eventually die.)*
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs through…

- Labeling/describing diagrams, graphics, data, statistics to add information about a phenomenon
- Ask and answer questions to theorize, clarify, and make extrapolations about a phenomenon
- Conditional clauses *(if/then)* to generalize a phenomenon to additional contexts

GRADES
9-12 WIDA ELD STANDARD 4
Language for Science

Argue

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science through...

- A variety of ways to define a phenomenon (relative clauses, declarative statements, relational verbs)
- Abstract nouns to introduce concepts, ideas, and technical terms *(atmosphere, organisms, carbon dioxide, noble gases)*
- A variety of verb groups (past, timeless present, future, conditional) to describe and/or extrapolate events known or anticipated

Defend or refute claim based on data and evidence through...

- Expanded noun groups to classify and/or add details *(greenhouse gasses, gradual atmospheric changes, irrevocable damage)*
- Connectors to link clauses and establish logical relationships *(as a result, therefore, to be more precise, instead, however, on the other hand)*
- Clauses to link claim with evidence and reasoning *(based on these data, the scientific principle here is...)*
- Diagrams, models, projections, data, graphics to add support to claim or evidence

Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective) through…

- Passive voice and declarative statements to establish a factual stance *(Elliptical paths around the sun are formed by orbiting objects. The sun's radiation varies due to sudden solar flares.)*
- Word choice to moderate stance, i.e., hedging *(undoubtedly, is likely, probable, a possibility, usually, arguably)*

Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal through…

- Given/new patterns to link relationships, add new details, and condense information into abstract nouns
- Cohesion to reference ideas, concepts, phenomena across text, using pronouns, substitutions, renaming subjects, collocations, synonym *(fusion-radiation-energy)*
- Connectors to signal time *(next, at the same time),* causality *(therefore, consequently, as a result, because),* clarification *(for example, this shows how…)*

GRADES
9-12 WIDA ELD STANDARD 5
Language for Social Studies

Explain

Language Expectations: Multilingual learners will...

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

ELD-SS.9-12.Explain.Expressive
Construct social studies 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

Language Functions and Sample Language Features

Introduce and contextualize multiple phenomena or events through...

- Prepositional phrases to establish conditions, time, place *(during the Industrial Revolution)*
- A variety of structures (embedded clauses, relating verbs, nominalizations, and noun groups) to define phenomena or events
- Cohesion to reference ideas, people across text (pronouns, substitutions, renaming, synonyms, collocations)

Establish perspective for communicating intended and unintended outcomes, consequences, or documentation through…

- Passive voice to keep emphasis on main topic *(Farm policies were enforced by regulatory agents.)*
- Verbs to highlight agents and recipients *(Migrant workers challenged farm policies.)*
- Declarative statements to evaluate and interpret events *(Impressionist artists showcased a new way to observe and depict the world.)*
- Evaluative verbs and adjectives to judge behavior or moral character *(dominated, succumbed to; ineffective, powerful)*

Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses through…

- Nominalizations to name abstract concepts, ideas, ideologies *(racism, reunification, criminalization)*
- Dependent clauses to express details that occur as a result of place, manner, duration, extent
- Complex sentences to clarify causal, linked, time-bound or sequential relationships
- Expanded noun groups to add details *(One young girl lives in the urban streets of Chicago.)*
- Connectors to maintain chronological, causal or logical relationships *(as a result, meanwhile, therefore)*

Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events through…

- Word choices to evaluate, judge, or appreciate significance of events or phenomena
- Nominalizations to summarize event and name abstract phenomena

GRADES
9-12 WIDA ELD STANDARD 5
Language for Social Studies

Argue

Language Expectations: Multilingual learners will...

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

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

Language Functions and Sample Language Features

Introduce and contextualize topic through...

- Generalized nouns and descriptive title to introduce topic *(occupation, reunification, The Allied and Axis forces)*
- A variety of verb tenses (past, timeless present, relational) to present position and/or provide background information
- Expanded noun groups with embedded and relative clauses to add details *(Germany's growing domination, which expanded into...)*
- Cohesion to reference ideas, people across text (pronouns, synonyms, substitutions, renaming, collocations)
- Given/new patterns to link relationships, add new details, and condense information into abstract nouns

Select relevant information to support precise and knowledgeable claims with evidence from multiple sources through…

- A variety of clauses to frame details, examples, quotes, data *(according to, historians dis/agree, several sources suggest, these data suggest)*
- Adverbial and prepositional phrases to specify time (duration, specific date or range), location, how or why something happened
- A variety of verb forms to express agency in doing, thinking, saying, feeling actions *(they decreed, she conspired, children were playing when)*

Establish perspective through…

- Passive voice to keep emphasis on main topic rather than who or what is doing the action *(Those who resisted were rounded up and sent to work camps.)* or to use active voice to keep emphasis on who or what is doing the action.
- Objective or emotive language to appeal to logic or feelings *(forces, versus brave, focused fighters)*
- Evaluative verbs, adverbs, and adjectives to add author's perspective *(tormented, bravely, substantial)*

Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning through…

- Connectors to link claims with evidence and reasoning *(because, but, as a result, when, if, although, therefore)*
- Connectors to signal alternate points of view *(on the other hand, contrary to common belief, according to);* show concession or comparison/contrast *(while, although)*
- Modality in summary statements to reiterate position or create a call to action *(could be argued, undoubtedly, ought to, may)*

Annotated Language Samples

Annotated Language Samples exemplify the WIDA ELD Standards Framework in action. In particular, they show an ELD Standards Statement, a Key Language Use, a Language Expectation, as well as its Language Functions and Language Features contextualized in authentic grade-level texts. The samples, drawn from the work of teachers and students from across the WIDA Consortium, help make more visible the language for content learning. In this way, educators can envision how to highlight language and plan for its systematic development during content learning.

LEGEND FOR THE ANNOTATED TEXTS

Several different conventions are used to indicate example Language Features in the annotated text:

- **Language Functions (bold white text on an orange background)**
- **Connectors, sequence words (in bold)**
- Nouns and noun groups (in red with dashed underline)
- Verbs and verb groups (in green with dotted underline)
- Prepositional and adverbial phrases (in blue with diamond underline)
- *Objective/evaluative language (words or phrases) (in italics)*
- Cohesive devices (circles and arrows within the text) 
- *Clauses (underlined and italics)*
- Sentences (highlighted with boxes around them)

  Note: Examples of sentences are declarative statements, statements of claims, statements foreshadowing events. See individual texts for more detail.

GRADES
9-12 WIDA ELD STANDARD 2
Language for Language Arts

Argue

Annotated Language Sample

Context: This essay *draft* was written by an 11th grader from Vietnam. Students had been defending their textual interpretations and the validity of their analyses of authors' uses of rhetorical strategies and their effects. This assignment was completed after the class and the teacher had jointly deconstructed and analyzed similar rhetorical strategies, both from published authors and from other students.

Prompt: Carefully read the first five paragraphs from Alice Walker's "Everyday Use." In the beginning of the story, the narrator describes the idealistic world of television in juxtaposition to her "real life." Consider Walker's rhetorical strategy in the context of this juxtaposition, and describe the effects.

Language Expectation: ELD-LA.9-12.Argue.Expressive
Multilingual learners use language to construct language arts arguments that
- Introduce and develop precise claim(s) and address counterclaim(s)
- 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

Functions & Features	"Everyday Use"	Functions & Features
Introduce and develop precise claims through… Declarative statements to frame topic, provide background information, state claim • In "Everyday Use" … invisible conflict. Noun groups to provide details • unique organization • an almost invisible conflict. • the opposing views in content of adjacent paragraphs • the continuing subject of division.	In "Everyday Use" Alice Walker intertwines context, unique organization and juxtaposition to subtely shine a light on an almost invisible conflict. Juxtaposition is the opposing views in content of adjacent paragraphs is used to show the continuing subject of division. The introduction of Dee is begun with *what Mama wanted with a T.V. show providing the dream setting* and *what Dee actually is in real life.*	**Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence through…** A variety of clauses to support claim • *what Mama wanted with a T.V. show providing the dream setting* • *what Dee actually is in real life.*

Functions & Features	"Everyday Use" Continued	Functions & Features
Introduce and develop precise claims through... Noun groups to provide details • slight negative tension to her arrival • the meek resentment the reader initially has • the idea of sentimenal value • the memory of the quilt. Pronouns and renaming subjects to maintain cohesion • the contrast ... the conflict ... the issue ... the true conflict (renaming) • this (pronoun)	The contrast Dee shows to Mama's hopes and dreams build slight negative tension to her arrival. The meek resentment the reader initially has is superficial as the standard Mama set was fantasy but, *the prescence of the emotion set the stage for the conflict.* The issue expands with comparisons between Maggie and Dee *to show the many differences between the two*. **Later in the story** Maggie and Dee end up arguing over a quilt. The literal argument itself is unremarkable and one-sided as Mama has to defend Maggie; the true conflict was in the idea of sentimental value. Dee puts value in the quilt and not in the memory of the quilt. She sees the quilt or any heirloom *as something to be collected or chosen.* Maggie and Mama cherish memories and knowledge in their entirety, it cannot be denied or rejected. This mirrors the context and contributes to the message of different ways *people remember not only the past but also their bloodline.*	**Support claims with valid reasoning and relevant and sufficient evidence through...** A variety of clauses (adverbial, embedded) to support claim • *the prescence of the emotion set the stage for the conflict* • *to show the many differences between the two* • *as something to be collected or chosen* • *people remember not only the past but also their bloodline* Connectors to elaborate on an idea/interpretation • **later in the story**

Functions & Features	"Everyday Use" Continued	Functions & Features
Establish and maintain a formal style and objective tone through… Third person to maintain neutrality • the "Everyday Use" • Maggie • Dee Authoritative declarative sentences to evaluate and interpret events • Such a massive … population. • Mama and Maggie's…which they are rising up against. Nouns, adjectives, verbs, and adverbs to evaluate the positive/ negative qualities of topic, position, or evidence • *took the nation by storm* • *Such a massive and sudden surge* • *the loud and proud* • *the new outspoken group* • *did little to recognize* • *a form of ignorance* • *mean little* • *has no significance*	*The "Everyday Use" is set in an era where* a new wave African-Americans *took the nation by storm. Such a massive and sudden surge* of cultural created a schism within the population. Maggie represents the old generation, characterized by her shy and nervous persona. While Dee is the new breed of *the loud and proud*. The new outspoken group Dee symbolises created the back to Africa movement and revived African pride yet *did little to recognize* the history of slavery and subsequent liberation. Mama and Maggie's generation consider that to be a form of ignorance and that they are no better than the people which they are rising up against. The quilt, names, arguments *mean little* without the context as the family would have no background *with which to draw the real issues from*. The differences between Maggie and Dee would be comparable to a sitcom *as neither person represent anything*. The fight over the quilt *has no significance* without the backdrop of the civil rights movement.	**Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations through…** A variety of structures to define, describe, interpret, and refute claims, evidence, reasoning • the "Everyday Use" is set in an era where (passive voice) • the old generation, characterized by her shy and nervous persona (expanded noun group) • the back to Africa movement (noun group and nominalization) • *with which to draw the real issues from* (subordinate clause) • *as neither person represent anything* (causal) • the fight over the quilt (nominalization) • represents, • characterized, • created, • symbolizes (verbs)

Functions & Features	"Everyday Use" Continued	Functions & Features
Establish and maintain a formal style and objective tone through… Authoritative declarative sentences to evaluate and interpret events • Had Dee and Maggie … less pronounce. • Today … not just in race. Nouns, adjectives, verbs, and adverbs to evaluate the positive/ negative qualities of topic, position, or evidence • *pervades* • *identity crises* • *has many confused*	**In the same vein** the meaning of the essay would be difficult to convey without the constant separation in character personalities. Had Dee and Maggie been more similar the representations of generations would have been less pronounce. Context and juxtaposition work in unison to focus on the issue of personal identity. **The 70's** had half the African-American population declaring their nationality and half wondering about what their ancestors would say. **Today** the same issue still persists but not just in race. It also *pervades* the culture of our people and what it means to be anything, from gender roles to sexual orientation, *identity crises has many confused*. "Everyday Use" does not offer a solution or point to what is right, instead it sends the message that there are many ways to belong to the same group and yet, at the same time be very different.	Cohesive devices • personalities …. had Dee and Maggie been more similar (whole/part) • context … the 70's (renaming) • juxtaposition … declaring their nationality …. say (renaming) • has many [people] confused (omission) Connectors to sequence points in the argument and maintain logical progression • **In the same vein** • **The 70's** • **Today** Summary statement to reiterate claim, call to action, encourage a response, or suggest next steps • "Everyday Use" does not offer a … different

GRADES
9-12 WIDA ELD STANDARD 3
Language for Mathematics

Explain

Annotated Language Sample

Context: This mentor explanation text was developed by a teacher to illustrate the language required for students to answer this type of Algebra 1 problem they might encounter on a final exam or standardized test. The teacher read, deconstructed, and analyzed the mentor text with students to make visible how the text is structured as well as the way certain language features are employed to meet the purpose of the explanation.

Prompt: Give the domain and range of the relationship. Then tell whether the relation is a function. Explain your answer. $Y = X^2-5$

Language Expectation: ELD-MA.9-12.Explain.Expressive
Multilingual learners use language to 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

Functions & Features	Grade 10 Algebra	Functions & Features
Introduce a concept through… Relating verbs to define or describe concept • is, is, is, . Mathematical terms and phrases to describe concept, process • the equation's domain and range • the vertical line test • X • Y	I explain that this equation is a function by providing a definition of the equation's domain and range and graphing what it looks like. This helps me see if the equation passes the vertical line test. The domain is the set of all numbers that can be substituted for X in the equation. X can be any real number, so the domain is all real numbers. The range is all the possible numbers that can be Y.	**Share solutions with others through..** Generalized nouns to add precision • equation • function • domain • range First person to describe approach • I • me Third person to describe approach with neutral stance of authority • the domain • the range

Functions & Features	Grade 10 Algebra Continued	Functions & Features

Describe data and/or approach to solve a problem through…

Connectors to link sentences and longer stretches of text signaling
- **one way** (clarification)
- **as shown below** (clarification)

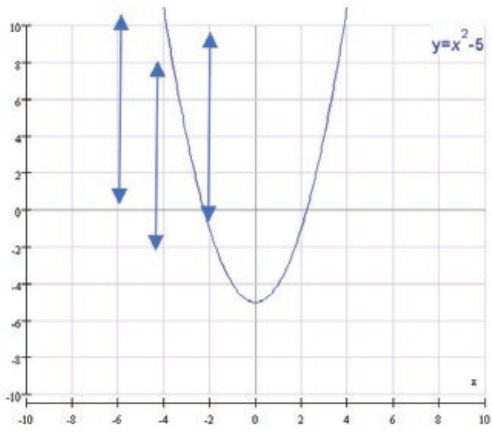
Verbs to establish a process or approach
- to graph
- intersect

Multi-meaning noun groups to provide precision to mathematical descriptions
- positive
- the range
- function
- every possible value

Reference devices to create cohesion
- the equation … the equation (repetition)
- this … this (repetition)
- X^2-5 … X^2-5 (repetition)
- Y ≥ -5 … Y (renaming)

Visual data displays to clarify approach (es) and solution(s)

Because X^2 is positive or at a minimum 0, X^2-5 could be -5 or greater. This means that the range is Y ≥ -5. **Therefore**, the equation, Y = X^2-5, is a function **because** for every possible value for X, there is only one value of Y. **One way** to show that this is true, is to graph the equation and use the vertical line test. If vertical lines intersect the graph at a single point, **then** the equation is a function, **as shown below**.



State reasoning used to generate own or alternate solutions through…

Causal connectors to establish or refute relationship, solution, validity
- **because**
- **therefore**
- **because**

Conditional conjunctions to propose future options (if/so, if/then) and generalized relationships (if/will)
- **if** … **then**

Proficiency Level Descriptors

Remember...

Proficiency Level Descriptors (PLDs) illustrate a continuum of language development for multilingual learners across six levels of English language proficiency for each grade-level cluster. The descriptors span three dimensions of language: discourse, sentence, and word/phrase.

- Each proficiency level (PL) includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4). PL6 is open-ended. It indicates that for all of us, language development continues throughout life.
- Language development is not a straightforward linear process across proficiency levels; it is contingent on a variety of factors. Multilingual learners may take various paths to develop language.
- The PLDs are designed to be used in coordination with Language Expectations, Language Functions, and Language Features.
    - Whereas Language Expectations offer goals for how *all students* might use language to meet academic content standards, PLDs offer a succinct description of how *multilingual learners* might develop language *across levels of language proficiency* in moving toward meeting Language Expectations.
- In the PLDs, *text* is multimodal, including oral, visual, and written forms.
- Scaffolding learning increases accessibility for multilingual learners, supports and bolsters their opportunities to meaningfully engage in grade-level content learning, and builds toward independence. The PLDs are predicated on the idea that appropriate scaffolding supports students in moving through the language proficiency levels.

Grades 9-12 WIDA Proficiency Level Descriptors for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Understand how coherent texts (spoken, written, multimodal) are created…**					
	to meet a purpose (to inform, narrate, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	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)	According to authors' strategic use of generic 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…**					
	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/ subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas throughout a text (given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	authors' 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…**					
	expanded noun groups with prepositional phrases *(the chemical element with the symbol H)*	expanded noun groups with embedded clauses *(chemical element that has these physical properties)*	expanded noun groups with a variety of embedded clauses *(chemical element with the symbol Na and an atomic number 11 that …)*	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers *(the chemical element with the symbol H and atomic number 1)*	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Understand how meanings are extended or enhanced through…**					
	multiple related simple sentences *(All people have needs and wants. This is called demand.)*	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: *All people have needs* ***and*** *wants and it's called demand.*)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: *All people have needs and wants* ***but*** *there are only limited…*)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area *(****Whenever*** *there is an increased demand, the prices go up.)*	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 equity, some people…)*	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area *(Interest rates are controlled by the Federal Reserve Bank, although some would argue…)* with awareness of how various sentences create different effects
WORD, PHRASE Precision of language	**Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…**					
	a growing number of words and phrases in a variety of contexts *(sit tight for the announcements, in this novel)*	an expanding number of words and phrases including idioms and collocations *(to make a long story short)*	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns *(within seconds)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas *(division of power versus long division)*	strategic use of various words, phrases, and expressions with shades of meaning across content areas *(tumultuous and catastrophic events)*	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas *(stares, hesitates, agonizes and finally…)*

Grades 9-12 WIDA Proficiency Level Descriptors for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	**Create coherent texts (spoken, written, multimodal) using…**					
	short text that conveys intended purpose using predictable organization (paragraph openers: *First…, Finally, In November, Plant cells have…*)	expanding text that conveys intended purpose using generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	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	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text	elaborated text that conveys authors' intended 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…**					
	a growing number of cohesive devices (demonstratives, repetition)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices used in genre- and discipline-specific ways	a flexible and strategic use of cohesive devices
DISCOURSE Density of language	**Elaborate or condense ideas through…**					
	some types of elaboration (demonstratives: *these five rules*)	an expanding number of types of elaboration (adding classifiers: *Roman empire*)	a variety of types of elaboration (adding in embedded clauses after the noun: *ancient kingdoms which were buried by ash*)	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization	a flexible range of types of elaboration and a growing number of ways to condense ideas	multiple and strategic use of language features to elaborate and condense ideas

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
SENTENCE Grammatical complexity	**Extend or enhance meanings through…**					
	simple sentences with emerging use of clauses *(Bolivia is in South America. It's a home to…)*	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions *(Bolivia is in South America and it's a home to…)*	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas *(Democracy was established in the 1980s, **yet**, leaders…)*	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: ***Although** the northern part of…)*	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area *(**Despite** the country's suffering…)*	strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area *(**Even though** Spanish is the official language, several indigenous languages are spoken.)*
WORD, PHRASE Precision of language	**Create precise meanings through everyday, cross-disciplinary, and technical language with…**					
	a growing repertoire of words and phrases with growing precision *(mitosis, symbiotic relationships)*	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision *(miss the boat)*	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(by exploring cultures, later that day)*	a variety of words and phrases, including evaluation and obligation, with precision *(we shall overcome)*	a wide variety of words and phrases with precision *(the dictator ruled with terror)* according to the genre, purpose, and discipline	flexible and strategic use of various words and phrases *(marveled at the Eiffel Tower)* according to the genre, purpose, and discipline

ITEM OF INFORMATION

Topic: District Policy - 342.7 Services for Multilingual Learners

Background Information:

Earlier in the year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a policy audit. Through the audit, policies were identified to be either created or revised. The policy work was delegated to administrators who oversee the respective area of the policy. These administrators utilized WASB-recommended sample policies and researched other districts or sought legal advice depending on the complexities of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

Policy 342.7 Services for Multilingual Learners was a policy identified for creation and does not replace a current policy.

Instructional Impact:

Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment, and providing high-quality instruction for our students.

Contact Person(s):

Amy Swick, Ed.D., 920-832-6157 ext. 60172, swickamy@aasd.k12.wi.us
Steve Harrison, Ph.D., 920-852-53007 x60121, harrisonstepha@aasd.k12.wi.us

BOE: 12/11/ 2023

SERVICES FOR MULTILINGUAL LEARNERS

All cultures and languages are valuable resources to learn and live in the Appleton Area School District (AASD) and our global community. Multilingualism creates learning environments that draw from the rich linguistic diversity and cultural strengths of AASD students. Research shows when students' identities, histories, cultures, and languages are included in a meaningful and equitable education, they are better able to learn academic content and the official language medium of education, be it English or other primary languages.

The Board of Education recognizes the important role of multilingualism in providing a meaningful and equitable education for student achievement:

- All languages are an asset.
- Language is foundational to academic learning.
- Language learning should be integrated into all teaching for MLs.
- All educators are language educators.
- English Language Development Standards support the language development of ALL students.

The AASD shall strive to meet the following goals of this policy:

1. provide a range of language program(s) for multilingual students, which include students identified as English Learners ("EL") and students who want to learn an additional language;

2. provide effective educators with appropriate knowledge, skills, and instructional materials; and

3. provide outreach support to families to become actively engaged in their children's education.

The School Board shall provide appropriate educational and support services for students whose primary language is not English to help them acquire English language skills that will enable them to function successfully in an all-English classroom and help them meet established academic standards.

The District shall assess the English proficiency and academic progress of English Learners (EL) in accordance with legal requirements and established District procedures.

Adoption Date: January, 8, 2024

SERVICES FOR ENGLISH LANGUAGE LEARNERS

Procedures

A. MULTILINGUAL ADVISORY COMMITTEE

1. To promote partnerships that support the implementation of this policy, the Department shall establish a permanent advisory committee made up of diverse stakeholders, including family members, community leaders, multilingual speakers, educational experts, school practitioners, and administrators.

2. The EL/Bilingual Coordinator shall provide an annual report on the implementation of this policy to the Board.

3. The EL/Bilingual Coordinator shall seek the necessary funds to implement this policy, but nothing in this policy shall require the expenditure of funds in excess of what is appropriated to the Assessment, Curriculum & Instruction Department.

4. The AASD shall comply with all state and federal laws related to language in education, but nothing in this policy shall confer any rights or obligations to students, parents, employees or other persons, beyond those provided for by law.

B. DECISIONS REGARDING ADMINISTRATION OF STATE-WIDE ACADEMIC TESTS

1. Decisions regarding the administration of state-wide academic tests to EL students shall be made on an individualized, case-by-case basis. The District may not exempt EL students from taking state-wide academic tests based solely on their EL status. However, testing accommodations shall be provided if the student needs such accommodations. Any accommodations made shall maintain the validity of the test, as determined by the Department of Public Instruction (DPI). The degree of testing accommodations, curricular and instructional modification, type of support services, and their duration shall be determined individually based on student need.

2. The results of state-wide academic tests shall be used in a manner that is consistent with District policies in making instructional, promotion, and graduation decisions. Neither the results on such tests nor the exemption of a student from taking any such test(s) may be used as the sole criterion in re-classifying an EL student from a bilingual-bicultural education program or in determining grade promotion, eligibility for courses or programs, eligibility for graduation or eligibility for participation in postsecondary education opportunities

3. Parents and guardians of EL students shall be notified of student testing arrangements and of educational programs and services available to help their children improve their English language skills and academic achievement. These notifications shall be made consistent with legal requirements and in such a manner as to ensure that the student's parent or guardian understands them.

4. Students shall be exited from EL programs or services when they have met the District guidelines and state criteria for English proficiency.
    a. Students reaching an Overall Composite of 5.0 or greater on the annual English Language Proficiency Assessment, and students reaching an Overall Composite of 4.5 - 4.9 with additional evidence of proficiency based on the Multiple Indicator Protocol must be reclassified to English Proficient.

    b. Once students have been exited, they shall no longer be tested on their English proficiency or receive state testing accommodations for EL students.

    c. Former EL students shall be monitored for two years after exiting the program. If during that time, it is determined that the student was exited from the EL program prematurely, they may be placed back into the program based on the results of the multiple indicator protocol. Students who return to EL status must then participate in the annual English Language Proficiency Assessment. State reporting of the academic progress of former EL students shall be done in accordance with legal requirements and as required by the DPI.

Cross References: Equal Opportunity, 411
Student Nondiscrimination, 411.2

Legal References: Wisconsin Statutes 115.96, 115.97, 118.13, 118.30(2)(b)2, 121.01(1)(r), 121.02(1)(s)
Administrative Rule PI 8.01(r), PI 13

Adoption Date: January, 8, 2024

ITEM FOR INFORMATION

Topic: District Policy - 522.1 Alcohol & Drug-Free Workplace

Background Information:

Earlier in the year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a policy audit. Through the audit policies were identified to be either created or revised. The policy work was delegated to administrators who oversee the respective area of the policy. These administrators utilized WASB recommended sample policies and researched other districts or sought legal advice depending on the complexities of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

Policy 522.1 Employee Alcohol and Drug-Free Workplace was a policy requiring updates and replaces the current policy.

Instructional Impact:

Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment and providing high quality instruction for our students.

Contact Person(s): Julie King, (920) 852-5302

BOE: December 11, 2023

~~522.1~~

~~DRUG-FREE WORKPLACE~~

~~The Appleton Area School District is committed to maintaining a drug free workplace. Therefore, the manufacture, distribution, dispensing, possession, or use of alcohol or controlled substance by an employee during the workday or while engaged in extra duty assignments, shall be strictly prohibited.~~

~~All employees shall be expected to abide by the provisions of this policy. In addition, staff members employed through a federal project shall notify the district administrator of any criminal drug statute conviction occurring in the workplace within five days of such conviction. The district administrator shall notify the appropriate federal agency from which the federal funds were received of the conviction within 10 days.~~

~~Any employee who violates this policy shall be subject to disciplinary action in accordance with the provisions of the current employee agreement, or other procedures established by the Board.~~

~~This policy shall be published annually and distributed to all employees of the district. In addition, staff development programs shall be planned which inform employees about the dangers of drug abuse in the workplace; any available drug counseling, rehabilitation, and employee assistance programs; and penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.~~

~~Cross Reference: Employee Agreement, Employee Assistance Program Legal References:~~

~~Drug Free Workplace Act of 1988~~
~~34.CFR Part 85, Subpart F~~
~~(Regulations Implementing Drug-Free Workplace Act)~~
~~125.09 Alcohol Possession on School Grounds~~

~~Adoption Date: October 9, 1989~~
~~Amended Date: June 23, 2008~~

ALCOHOL AND DRUG-FREE WORKPLACE

The School Board believes that an alcohol-free and drug-free workplace promotes safety, health, and productivity. In addition, District employees who misuse alcohol or drugs can undermine the Board's learning objectives for students, erode the public's confidence in the District's programs and operations, and present a danger to themselves, students, coworkers, and other persons.

District employees are prohibited from engaging in the following conduct on District-premises, in any vehicle being used for District business, or, regardless of location, at any District-authorized activity, event, or function at a time when the employee is acting in the scope of his/her employment, responsible for District students, or otherwise acting as an agent of the District:

- The unlawful manufacture, distribution, dispensation, possession, or use of alcohol or a controlled substance.
- Attempting or intending to unlawfully sell or otherwise distribute alcohol or controlled substances.
- Being under the influence of a controlled substance, except that an employee may possess, and work while he/she is taking, over-the-counter medication(s) and his/her own prescription medication(s) provided that (1) the employee follows the relevant instructions for and does not misuse the medication(s), and (2) the use of the medication(s) does not prevent the safe and acceptable performance of the employee's job duties.
- Possessing, selling, or distributing, or attempting to sell or distribute, look-alike controlled substances (substances that are represented as an illegal drug regardless of the true nature of the substance) or any unlawful synthetic drugs that are not expressly classified as a controlled substance but that purportedly produce similar subjective effects to illegal drugs.
- Using or being under the influence of a hazardous inhalant.
- Possessing, using, or distributing drug paraphernalia.

Employees are notified by this policy that where an employee's off-duty conduct relating to alcohol or controlled substances has a legally sufficient connection to the individual's employment, the off-duty conduct can serve as the basis for employment-related discipline or other employment-related consequences.

Certain employees may be subject to further requirements and restrictions related to alcohol and controlled substances based on their positions or job duties. For example, an employee who is engaged in the performance of a federal contract or qualifying federal grant must notify the District Administrator of any criminal drug statute conviction for a violation that occurred in the workplace. This notification shall be made within five (5)

days of the conviction. The District Administrator or his/her designee must notify the appropriate federal agency and take other appropriate action.

Adherence to the District's alcohol-free and drug-free workplace policy is a condition of employment with the District. Employees who violate the District's policies or rules regarding these substances are subject to consequences.

In addition to any consequences that may be required by applicable laws, possible consequences include referral to drug and alcohol counseling or rehabilitation programs (including the District Employee Assistance Program), reassignment, and monitoring plans)which, to the extent permitted by law, may include testing), discipline (up to and including termination), and/or, if determined to be appropriate, referral to law enforcement officials. A referral for evaluation, counseling, or treatment does not include any District commitment to pay for such services.

This policy, or a reference to and summary of this policy, shall be included in the District's Employee Handbook and annual training.

Legal References:	Wisconsin Statutes Section 111.35, Section 121.02(1)(i), Section 125.09, Section 346.63, Section 939.22(15) and Chapter 961 Administrative Code Trans 300.16
Federal Laws and Regulations:	41 U.S.C Ch. 81 2 C.F.R. Ch. 1, Part 182, Subpart B 21 C.F.R. Part 1308
Cross References:	Employee Alcohol and Drug Testing, 523.11

Adoption Date: January 8, 2024

ITEM FOR CONSIDERATION

Topic: District Policy - 523.11 Employee Alcohol and Drug Testing

Background Information:

Earlier in the year, the Wisconsin Association of School Boards (WASB) was contracted to conduct a policy audit. Through the audit policies were identified to be either created or revised. The policy work was delegated to administrators who oversee the respective area of the policy. These administrators utilized WASB recommended sample policies and researched other districts or sought legal advice depending on the complexities of the policy.

As policies are created or revised, they will be Items of Information at Board of Education meetings for discussion and then be scheduled for a future meeting as an Item for Consideration.

Policy 523.11 Employee Alcohol and Drug Testing was a policy identified for creation.

Instructional Impact: Accurate and current Board policies are critical to school operations, establishing a safe and welcoming school environment and providing high quality instruction for our students.

Fiscal Impact: None.

Administrative Recommendation: The administration recommends approval.

Contact Person(s): Julie King, (920) 852-5302

BOE: December 11, 2023

EMPLOYEE ALCOHOL AND DRUG TESTING

Any drug and alcohol testing of District employees shall be conducted using procedures that reasonably protect the privacy interests of the employee and the integrity of the test results. Employees' compliance and cooperation with the District's policies and procedures regarding alcohol and drug testing is required as a condition of employment.

Employee Drug and Alcohol Testing Based on Individualized Circumstances

If a supervisor or administrator has actual knowledge of or reasonable suspicion concerning an employee's employment-related manufacture, distribution, dispensing, possession or use of alcohol or controlled substances in violation of District policy or any applicable law (e.g., use on the job or being under the influence upon reporting for work or while working), the employee may be required to submit to testing for alcohol and/or controlled substances.

Although other facts and circumstances may also create or support an individualized determination to require such testing when reasonable suspicion is based on observations of an employee's appearance, behavior, speech, or body odors, such observations shall be (1) documented; (2) reasonably occurring at the same time of the determination of individualized suspicion and the directive to submit to testing; and (3) based on reasonably-specific physical, behavioral, speech, and performance indicators that have been shown by reliable authorities to be signs of possible drug or alcohol use, including but not limited to indicators of the chronic effects of the use of controlled substances.

Reasonable suspicion to require testing may not be based on information about an employee's lawful use of a lawful product that occurred off District premises and during non-working hours unless such use has a legally sufficient connection or nexus to the employee's work-related responsibilities or his/her obligations under applicable law or District policies.

If an individual remains employed by the District after the District's determination that the employee violated applicable laws or District policies related to alcohol or controlled substances, then, to the extent permitted by law, the District may condition the employee's return to work and/or his/her continued employment on submitting to and passing one or more drug and/or alcohol tests. The employee will be informed of any such conditions in writing.

Consequences

Under its authority as an employer, the district reserves the right to impose consequences for violations of District policies or rules regarding drugs and alcohol, including for test results that provide evidence of such a violation. In addition to any consequences that may be required by applicable laws, possible consequences include referral to drug and alcohol counseling or rehabilitation programs, reassignment, monitoring plans, discipline (up to and including termination), and/or, if determined to be appropriate, referral to law enforcement officials.

If an employee refuses a District directive to submit to a test for alcohol or controlled substances that is permitted or required under applicable law, or refuses to cooperate with the testing procedures, the employee is subject to consequences for the refusal, which may include (1) consequences defined by any applicable state or federal laws; (2) the drawing of adverse factual inferences related to the matter being addressed by the directive; and (3) other consequences that apply to failed tests and to other violations of the District's policies or rules related to drugs and alcohol in the workplace.

Legal References: Wisconsin Statutes 111.35 and 346.63
Administrative Code Trans 300.16

Federal Laws and Regulations: 41 U.S.C. Chapter 81, 21 C.F.R Part 1308

Adoption Date: December 11, 2023

ITEM FOR CONSIDERATION

Topic: Appleton Area School District 2024-2025 School Calendar

Background Information:

The District Leadership Team worked with representative administrators and the Calendar Workgroup to gather input on the proposed calendar for the 2024-2025 school year. A tentative calendar had been established based on input from these representatives with subsequent review by the District Leadership Team. Board approval is the final step in the approval process.

A proposed calendar was brought forward as an Item for Consideration on November 27, 2023. It was recommended that further input from educators be gathered, specifically on where to place the 14th Professional Development/Training Day.

Survey results from the 627 educators who completed the survey indicate their first preference is **August 21, 2024,** for the 14th Professional Development/Training Day.

For the 2024-2025 school year, September 3, 2024, is the proposed start date for elementary, middle, and high school students. Staff would return to school on August 21, 2024. The last day of school for students and staff would be June 6, 2025.

Fiscal Note: No cost will be incurred by the Appleton Area School District.

Administrative Recommendation: Approval as submitted.

Instructional Impact: Approval of the proposed Appleton Area School District 2024-2025 School Calendar.

Contact Person(s): Sheree Garvey, (920) 852-5300 ext. 60118, garveysheree@aasd.k12.wi.us

BOE: 12/11/2023

Appleton Area School District Calendar 2024-2025

Half Days

June 2024

S	M	T	W	R	F	S
						1
2	3	4	5	6	7	8
9	SS	SS	SS	SS	SS	15
16	SS	SS	19	SS	SS	22
23/30	SS	SS	SS	SS	SS	29

July 2024

S	M	T	W	R	F	S
	SS	SS	SS	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

August 2024

S	M	T	W	R	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	NTO	NTO	SO/PD	SO/PD	NS	24
25	SO/PD	SO/PD	SO/PD	SO/PD	NS	31

6

September 2024

0	S	M	T	W	R	F	S	
0	1	NS	3	4	5	6	7	19
0	8	9	10	11	12	13	14	19
	15	16	17	18	19	20	21	19
	22	23	24	25	26	27	28	
	29	PD						

20

October 2024

0	S	M	T	W	R	F	S	
0			1	2	3	4	5	22
0	6	7	8	9	10	11	12	22
	13	14	15	16	17	18	19	22
	20	21	22	23	24	PD	26	
	27	28	29	30	31			

23

November 2024

0	S	M	T	W	R	F	S	
0						1	2	18
0	3	4	5	6	7	8	9	18
	10	11	12	13	14	15	16	18
	17	18	19	20	21	22	23	
19	24	25	26	C	NS	NS	30	

68

Days of School

Elem
MS
HS

Notes Regarding Bolded Calendar Days

June 2024
10 to 30 Summer School (E/M) (no summer school 6/19)
10 to 28 Summer School (S) (no summer school 6/19)

July 2024
1 to 3 Summer School (E/M)

August 2024
19 & 20 New Teacher Orientation
21 & 22 Staff Orientation/Professional Development
23 No School
26 to 29 Staff Orientation/Professional Developmen
30 No School

September 2024
2 No School - Labor Day
3 First Day of School
30 No Class All Day - Professional Development

October 2024
25 No Class All Day - Professional Development

November 2024
27 No Class All Day - Conference Compensation
28 & 29 - No School - Thanksgiving Break

December 2024
23 to 31 No School - Winter Break

January 2025
1 No School - New Year's Day
2 Classes resume
17 No Class All Day - Professional Development
20 No School - Martin Luther King Day

February 2025
17 No Class All Day - Professional Development

March 2025
21 No Class All Day - Conference Compensation
24 to 28 - No School - Spring Break

April 2025
18 No Class All Day - Professional Development

May 2025
23 No Class All Day - Professional Development
26 No School - Memorial Day

June 2025
6 Last Day of School (E,M,S)
6 PM - No Class - Records (E,M,S)

December 2024

0	S	M	T	W	R	F	S	
	1	2	3	4	5	6	7	15
0	8	9	10	11	12	13	14	15
0	15	16	17	18	19	20	21	15
	22	NS	NS	NS	NS	NS	28	
15	29	NS	NS					

January 2025

0	S	M	T	W	R	F	S	
				NS	2	3	4	20
0	5	6	7	8	9	10	11	20
	12	13	14	15	16	PD	18	
	19	NS	21	22	23	24	25	
	26	27	28	29	30	31		

21 Elem Arbitrary Monday = January 21

February 2025

0	S	M	T	W	R	F	S	
							1	19
0	2	3	4	5	6	7	8	19
0	9	10	11	12	13	14	15	
	16	PD	18	19	20	21	22	
	23	24	25	26	27	28		

20

March 2025

0	S	M	T	W	R	F	S	
							1	15
0	2	3	4	5	6	7	8	15
0	9	10	11	12	13	14	15	
0	16	17	18	19	20	C	22	
	23	NS	NS	NS	NS	NS	29	
16	30	31						

Elem Arbitrary Friday = March 20th

April 2025

0	S	M	T	W	R	F	S	
			1	2	3	4	5	21
0	6	7	8	9	10	11	12	21
0	13	14	15	16	17	PD	19	
	20	21	22	23	24	25	26	
22	27	28	29	30				

May 2025

0	S	M	T	W	R	F	S	
					1	2	3	20
0	4	5	6	7	8	9	10	20
0	11	12	13	14	15	16	17	
	18	19	20	21	22	PD	24	
21	25	NS	27	28	29	30	31	

June 2025

1	S	M	T	W	R	F	S	
1	1	2	3	4	5	EMS/R	7	5
5	8	9	10	11	12	13	14	

120
188

E = Elementary School
M = Middle School
S = Senior High School
C = Conference Compensation
NS = No School (Non-Contract)
NTO = New Teacher Orientation
PD = Professional Development
R = Records
SO/PD = Staff Orientation/ Professional Development TBD
SS = Summer School

Semester Dates

End of 1st Qtr	November	1	42
End of 2nd Qtr/Semester	January	16	43
End of 3rd Qtr	March	21	42
End of 4th Qtr/Semester	June	6	47

APPLETON AREA SCHOOL DISTRICT 2024-2025 CALENDAR

SEPT

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

- 2 No School *Labor Day*
- 3 First Day of School
- 30 No School*

OCT

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 25 No School*

NOV

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

- 1 End of 1st Quarter
- 27 No School
- 28 No School *Thanksgiving Break*
- 29 No School *Thanksgiving Break*

DEC

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

- 23 No School *Winter Break*
- 24 No School *Winter Break*
- 25 No School *Winter Break*
- 26 No School *Winter Break*
- 27 No School *Winter Break*
- 30 No School *Winter Break*
- 31 No School *Winter Break*

JAN

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

- 1 No School
- 16 End of 2nd Quarter/Semester
- 17 No School*
- 20 No School *Martin Luther King Jr. Day*

FEB

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

- 17 No School*

MAR

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

- 21 End of 3rd Quarter
- 21 No School
- 24 No School *Spring Break*
- 25 No School *Spring Break*
- 26 No School *Spring Break*
- 27 No School *Spring Break*
- 28 No School *Spring Break*

APR

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

- 18 No School*

MAY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

- 23 No School*
- 26 No School *Memorial Day*

JUNE

S	M	T	W	T	F	S
1	2	3	4	5	6	7

- 6 End of 4th Quarter/ Semester
- 6 Last Day of School *No PM Classes / Half Day Dismissal*

ELEMENTARY ARBITRARY DAYS

Arbitrary Monday - January 21
Arbitrary Friday - March 20

SEMESTER DATES

End of 1st Quarter - November 1
End of 2nd Quarter/Semester - January 16
End of 3rd Quarter - March 21
End of 4th Quarter/Semester - June 6

**AASD Staff have full-day professional development on these days.*

Policy Type: Operational Expectations

Financial Administration

The Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board, that cause or allow any fiscal condition that is inconsistent with achieving the Board's ***Results*** priorities or meeting any ***Operational Expectations*** goals; or that jeopardizes the financial health of the district.

The Superintendent will:

1. Assure that payroll and legitimate debts of the district are promptly paid when due.
2. Assure that all micro and small purchases are made in accordance with Policy 672- Purchasing Policy.
3. Assure that all large purchases, including the purchase of supplies, materials, and equipment, and any contracted services except professional services, are completed in accordance with Policy 672- Purchasing Policy.
4. Coordinate and cooperate with the Board's appointed financial auditor for an annual audit of all district funds and accounts.
5. Make all reasonable efforts to collect any funds due to the district from any source.
6. Keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.
7. Publish a financial condition statement annually.

The Superintendent may not:

8. Expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of funds from reserve funds or from tax anticipation notes.
9. Indebt the District.
10. Permanently transfer money from one dedicated fund to another.
11. Allow any required reports to be overdue or inaccurately filed.

Adopted: June 14, 2021
Revised: July 26, 2021
Revised: December 11, 2023

Monitoring Method: External Report & Internal Report
Monitoring Frequency: Annually

Aspen Group International LLC©

Success for Every Student, Every Day

Appleton Area School District
Operational Expectations Monitoring Report
OE-6 Financial Administration

SUPERINTENDENT CERTIFICATION:

With respect to Operational Expectations Policy 6, Financial Administration, the Superintendent certifies that the following information is accurate and complete, and the Organization is:

____ **Compliant**

____ **Compliant with the exceptions noted**

____ **Non-Compliant**

Compliant Indicators	Noncompliant Indicators
Total Indicators:	

Executive Summary/Analysis:

Notes or exceptions, if any:

_____

_____

_____

Signed: _____ Date: _____
Superintendent

BOARD ACTION:

With respect to Operational Expectations Policy OE-6, Financial Administration, the Board finds that the organization is:

_____ Compliant

_____ Compliant with the exceptions noted

_____ Non-Compliant

Summary Statements of the Board, if any:

_____

_____

_____

_____

Signed: _____ Date: _____
Board President

Document submitted: _____Re-submitted: _____

OE - 6: Financial Administration
The Superintendent shall not cause or allow any financial activity or condition that materially deviates from the budget adopted by the Board; cause or allow any fiscal condition that is inconsistent with achieving the Board's ***Results*** or meeting any ***Operational Expectations*** goals; or places the long-term financial health of the district in jeopardy.

SUPERINTENDENT Interpretation:

The Board values a well-managed, balanced budget with expenditures that are consistent with District goals and support the achievement of the Board's Results policies and Operational Expectations policies.

- **Financial activity** shall mean any action conducted by District employees that is conducted on behalf of the District and incurs a monetary cost.
- **Materially deviates** (greater than 5%) shall mean causing the District to expend more in a budget category than the annual appropriation resolution adopted by the Board of Education or as amended by the Board of Education through supplemental appropriations.
- **Fiscal condition** shall mean the cash flow position needed to meet financial obligations.
- **Long-term financial health** shall mean the ability of the District to meet its monetary obligations for the current fiscal year and preserving a fund balance that provides for monetary requirements for the ensuing fiscal year.

OE – 6.1 The Superintendent will assure that payroll and legitimate debts of the district are promptly paid when due.

SUPERINTENDENT Interpretation:

- **Payroll** shall mean monies owed to employees as a result of contracts with the District or services rendered.
- **Legitimate debts** shall mean legal obligations due for goods or services performed in compliance with terms and conditions outlined in district policy, contracts or agreements.
- **Promptly paid** shall mean covering District financial obligations within the time period noted in contracts, district policy and financing arrangements, and within a time period that maintains or improves the District's credit rating.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when: **6.1.1-** 100% of employees are accurately and timely paid. **6.1.2-** 100% of payroll related liabilities are accurately and timely paid in accordance with timeframes established by the IRS, WRS and Wisconsin Department of Revenue. **6.1.3-** 100% of invoices have been reviewed for completeness and appropriateness and judged to be accurate before a vendor is paid. Proof of receipt of materials or services is evident on the invoice. **6.1.4-** 100% or the District long-term debt General Obligation bonds are paid in accordance with the bond debt service schedules.		

SUPERINTENDENT Evidence of Compliance:

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OE – 6.2 The Superintendent will assure that all micro and small purchases are made in accordance with Policy 672 - Purchasing Policy.

SUPERINTENDENT Interpretation:

- **Policy 672 - Purchasing Policy and 672-Rule - Purchasing Procedures** will be followed for all material and service purchases of the District.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when: **6.2.1-** All purchases costing less than $10,000 and less than $250,000 respectively, will be completed in accordance with 672-Rule - Purchasing Procedures.		

SUPERINTENDENT Evidence of Compliance:

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OE – 6.3 The Superintendent will assure that all large purchases, including the purchase of supplies, materials and equipment, and any contracted services except professional services, are completed in accordance with Policy 672 - Purchasing Policy.

SUPERINTENDENT Interpretation:

- **Contracted services** shall mean work that is completed by vendors (not AASD employees).
- **Professional services** shall mean architects, accountants, engineers, lawyers, teachers, etc.
- **Policy 672 - Purchasing Policy and 672-Rule - Purchasing Procedures** will be followed for all material and service purchases of the District.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **6.3.1-** Purchases of supplies, materials, or equipment in the amount of $250,000 or more are awarded to the most reasonable and responsible bid submitted by a qualified supplier, taking into consideration the needs of the District, the quality of materials (services) desired, and their contribution to the District program/school in accordance with Policy 672-Rule - Purchasing Procedures. Compliance with purchasing procedures will be documented by the Business Services Department.	**In Compliance**	**Not in Compliance**

SUPERINTENDENT Evidence of Compliance:

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OE – 6.4 The Superintendent will coordinate and cooperate with the Board's appointed financial auditor for an annual audit of all district funds and accounts.

SUPERINTENDENT Interpretation:

- **Coordinate and cooperate with** shall mean to provide all information to the auditors as requested to enable the auditors complete an annual Comprehensive Annual Financial Report following the end of each fiscal year.
- **All district funds and accounts** shall mean all financial information and records contained in the accounting financial software.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **6.4.1-** The District's appointed financial auditing firm completes the annual independent audit and presents an "Unqualified Opinion" report to the Board of Education prior to January 31st following the fiscal year end.	**In Compliance**	**Not in Compliance**

SUPERINTENDENT Evidence of Compliance:

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OE – 6.5 The Superintendent will make all reasonable efforts to collect any funds due the district from any source.

SUPERINTENDENT Interpretation:

- **Reasonable efforts** shall mean internal procedures and contracted external efforts to include a variety of methods depending on amounts of uncollected funds.
- **Source** shall mean funding mechanisms of state and federal government, students, employees, vendors and any other financially related party.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when: **6.5.1-** Uncollected funds (non-student) have been processed through collection efforts including reminder letters, phone calls, penalties for late payments, collection agencies, liens and attorney involvement. The cost (either monetarily and/or time resources) of collection efforts has been weighed against the amount to be collected and a purposeful decision has been made about whether or not to write off a receivable. The District's Director of Auxiliary Services generates a report of outstanding balances for review by the Board. **6.5.2-** Uncollected student funds have been processed through collection efforts including reminder letters, phone calls, and individual conferences. A report will be generated, and reviewed by the Board, showing uncollected funds at the end of each year, and will indicate that reasonable efforts were made to collect funds.		

SUPERINTENDENT Evidence of Compliance:

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OE – 6.6 The Superintendent will keep complete and accurate financial records by funds and accounts in accordance with Generally Accepted Accounting Principles.

SUPERINTENDENT Interpretation:

- **Keep complete and accurate financial records** shall mean the District will account for all financial resources and expenditures per the Financial Policies and Procedures account structure and report to the public using Generally Accepted Accounting Principles.

- **Generally Accepted Accounting Principles** shall mean guidelines and standards for financial reporting promulgated by the Federal Accounting Standards Board.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when: **6.6.1-** The independent financial auditors express an ***"unqualified opinion"*** on the basic financial statements and conformity with accounting principles generally accepted in the United States of America. **6.6.2-** The audit report contains a fiscal year report of receipts and expenditures of each fund with designated program reports in accordance with the Financial Policies and Wisconsin Uniform Financial Accounting Requirements. The supplemental Schedules for each fund will be in the format prescribed by the Wisconsin Department of Public Instruction and shall be in agreement with the audited financial statements of the school district. **6.6.3**- The independent financial auditors confirm in the audit report that the District is in conformity with the Financial Accreditation audit process required by the Department of Education to ensure compliance with budgetary, accounting and reporting requirements.		

SUPERINTENDENT Evidence of Compliance:

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OE – 6.7 The Superintendent will publish a financial condition statement annually.

SUPERINTENDENT Interpretation:

- **Publish a financial condition statement annually** shall mean publishing an easily read complete audit report statement of net assets, statement of activities, balance sheet and reconciliation of the governmental funds consistent with generally accepted accounting principles and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants.
- **Publishing** shall mean producing hard copy print for the Board of Education and for review by the public, and available on the District website.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **6.7.1-** The District publishes a complete set of financial statements and a report consistent with generally accepted accounting principles and audited in accordance with generally accepted auditing standards by a firm of licensed certified public accountants. **6.7.2-** The statements and reports are published in print for the Board and copies made available to the public, and are posted for download on the District's website.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

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OE – 6.8 The Superintendent may not expend more funds than have been received in the fiscal year unless revenues are made available through other legal means, including the use of fund balances, the authorized transfer of funds from reserve funds or from tax anticipation notes.

SUPERINTENDENT Interpretation:

- **Expend more funds than made available** shall mean spend more money at the fund level than was budgeted and originally adopted by the Board or as amended by the Board of Education through supplemental appropriations.
- **Legal means** shall mean the use of appropriation resolution authorizing expenditures, use of fund balance, and transfers of interfund borrowing.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **6.8.1-** As reported in the annual financial audit, expenditures at the fund level do not exceed appropriation amounts originally adopted, or as amended by the Board of Education through supplemental appropriations. **6.8.2-** There is no violation of state law or notification of a violation in connection with expenditures exceeding appropriations as determined by external auditors.	In Compliance	Not in Compliance

SUPERINTENDENT Evidence of Compliance:

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OE – 6.9 The Superintendent may not indebt the District.

SUPERINTENDENT Interpretation:

- **Indebt the district** shall mean incurring short (within the current fiscal year) or long term (beyond the current year) financial obligations that are not planned for and approved by the Board or, in the case of a bond election or mill levy override, by the community.

SUPERINTENDENT Indicators of Compliance:	**In Compliance**	**Not in Compliance**
We will know we are compliant when: **6.9.1-** As reported in the annual financial audit, there are no short or long term financial obligations or debts except those that have been approved by the Board. **6.9.2-** The external auditors make no reference to unapproved material obligations remaining unpaid 60 days after the close of the fiscal year. **6.9.3-** All payment registers are approved by the Board within 60 days of the close of a month.		

SUPERINTENDENT Evidence of Compliance:

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OE – 6.10 The Superintendent may not permanently transfer money from one dedicated fund to another.

SUPERINTENDENT Interpretation:

- **Dedicated funds** include the General fund, Grants fund, Trust/Special Revenue fund, Special Education fund, Non-Referendum Debt fund, Referendum Debt fund, Capital Projects fund, Food Service fund, and Community Service fund.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **6.10.1-** As reported in the annual financial audit, no funds were permanently transferred from one dedicated fund to another without Board approval.	**In Compliance**	**Not in Compliance**

SUPERINTENDENT Evidence of Compliance:

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OE – 6.11 The Superintendent may not allow any required reports to be overdue or inaccurately filed.

SUPERINTENDENT Interpretation:

- **Overdue or inaccurately filed** shall mean all deadlines will be met or an extension requested and reports will be filed as accurately as possible with the most current information and knowledge available.

SUPERINTENDENT Indicators of Compliance: We will know we are compliant when: **6.11.1-** The external auditors find there to be no material internal control weaknesses inherent in the District's financial system.	**In Compliance**	**Not in Compliance**

SUPERINTENDENT Evidence of Compliance:

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