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The WIDA Framework for Equitable Instruction of Multilingual Children and Youth in Content-Area Classrooms

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Abstract

This paper discusses the purpose and content of the WIDA Framework for Equitable Instruction (FEI). The FEI is an instruction-focused resource designed to promote the equitable engagement in disciplinary learning and language development of multilingual learners. It complements the WIDA English Language Development Standards Framework in that it offers guidance on how educators can design learning environments that promote language growth in the context of disciplinary learning. The paper details the approach to language instruction reflected in the FEI and describes its four key principles. The paper also discusses the different components of the FEI: cross-disciplinary teacher actions that promote equitable learning and language practices, as well as discipline-specific teacher actions, student actions, language functions, and language trajectories. The paper concludes with guidance on how educators can use the FEI to strengthen their instructional practices for multilingual learners. The appendices offer discipline-specific illustrations of the framework's components and a glossary.

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Introduction

The WIDA Framework for Equitable Instruction (FEI) is an instruction-focused resource for educators of multilingual learners. The FEI was created to guide educators in designing learning environments that promote multilingual students' equitable engagement in disciplinary learning and their language development. The FEI is an important complement to the WIDA English Language Development (ELD) Standards Framework (2020). The framework embraces the same commitments as the ELD standards to social justice, content and language integration, and collaboration among educators in the service of the education of multilingual learners. The FEI guides educators in using equitable instructional practices to promote students' disciplinary learning and language development. Language development includes both growth towards the language expectations specified in the 2020 edition of the WIDA ELD standards and additional areas of language. For a more detailed discussion about relationships between the FEI and the WIDA ELD standards, please see Appendix D.

One of the main purposes of the FEI is to promote multilingual students' equitable and meaningful engagement in the language-rich learning described in college and career readiness standards. These standards emphasize learning through disciplinary practices and represent a clear shift away from learning content only as a set of definitions, facts, rules, and procedures. Engaging in disciplinary practices involves activities like navigating complex texts, constructing arguments, and reasoning collaboratively, which are done differently in different disciplines. These kinds of activities both raise expectations for language use for all students and enable a greater focus on developing language through meaningful disciplinary learning.

Meaningful disciplinary learning requires a focus on equity. Equity for multilingual children and youth entails challenging linguistic, racial, and cultural biases (Gutiérrez et al., 2009), as well as supporting the development of disciplinary identities, disciplinary literacies, and excellence for multilingual students. Equitable instruction strives towards fairness for all students and includes opportunities for multilingual learners to draw on their full linguistic repertoires (across multiple languages); connect to content through lived experiences; co-construct meaning with peers and teachers; and contribute ideas that are valued and inform the future learning of the classroom community (Thompson et al., 2016).

For multilingual children and youth, meaningful disciplinary learning requires language instruction that focuses on language-in-use (Cook, 2002; Kibler & Valdés, 2016). This kind of language instruction

- is laser-focused on supporting students' engagement with peers, disciplinary concepts, and disciplinary practices,

- responds to students' ideas, and aims to increase students' effectiveness as communicators rather than the error-free use of language forms,
- recognizes students' use of informal language, non-dominant dialects, and still-developing English proficiency as important resources for engaging in disciplinary practices, and
- asks educators to recognize and build on students' existing knowledge and expertise, including their effective use of translanguaging[1] and other multilingual language practices in the service of learning.

The FEI is intended for educators (including teachers, coaches, and administrators) who work with multilingual children and youth. The purpose of the document is to strengthen these educators' efforts to advance the teaching, learning, and wellbeing of multilingual students. The document can inform teachers' practice; support teacher collaboration within and across disciplines (including language development and content-area instruction); and serve as a foundation for the design of professional learning opportunities and resources, among other uses.

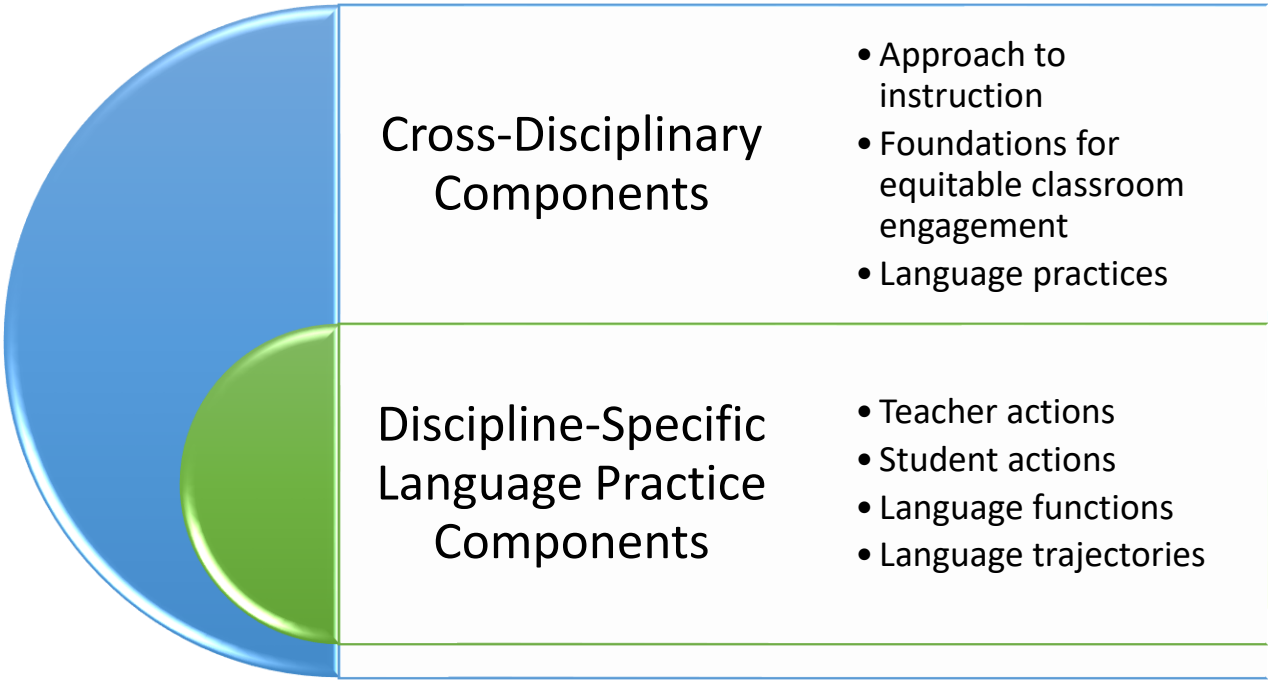
The Framework for Equitable Instruction (FEI)

The WIDA FEI is a research-based **approach** to promoting multilingual students' equitable disciplinary and language learning (see next section for a detailed description). The approach is defined by four key principles (described below) of language use and language development that are grounded in the literature on second language acquisition, language instruction, and content-area learning (e.g., Heritage et al., 2015). The approach positions students' meaningful participation in rigorous learning as a vehicle for expanding the language students use and how they use it. At its core, the FEI approach aims to ensure that *all* students are valued members of the classroom community whose ideas are visible, respected, and inform others' learning.

The FEI consists of several components (see **Figure 1**). One of these components is **the foundations for equitable classroom engagement** of multilingual youth. The foundations describe what teachers can do to create and sustain learning environments that support language development in the context of students' engagement in disciplinary learning.

[1] Translanguaging practices describe "the unbounded dynamic and fluid use of multilinguals' entire linguistic repertoire" (p. 554, García & Kleifgen, 2020). From the point of view of translanguaging, this repertoire is unitary even though it spans multiple named languages (such as English).

***Figure 1*. The WIDA Framework for Equitable Instruction**



The main organizing component of the FEI are four **language practices** (*express*, *co-construct*, *interpret*, and *present*; **Table 1**) that describe students' language use in the content areas The language practices reflect a language-in-use approach to language teaching and learning that emphasizes language for engagement in disciplinary learning. The practices are a departure from the traditional way of addressing language use through the language domains of speaking, listening, reading, and writing; the practices describe what students and teachers do with language in school. The four practices are intended to support teachers' enactment of the framework's approach and its foundations for equitable engagement.

Each of the language practices has four **discipline-specific components**: teacher actions, student actions, language functions, and language trajectories (**Figure 1**). The framework offers discipline-specific examples of each component that teachers can use to foster equitable learning opportunities for multilingual youth in the core content areas of English language arts, math, science, and social studies. *Teacher* and *student actions* support students' equitable participation in meaning-making, highlight opportunities for language development in disciplinary learning, and develop students' metacognitive awareness of how language works in different contexts. High-leverage *language functions* describe how students may need (or want) to use language as they engage in disciplinary learning. Finally, the discipline-specific examples in the framework include *language trajectories*, which outline how students may develop language over time.

The framework can serve as a foundation for the design of a range of tools, resources, and offerings that support multilingual students' equitable participation in disciplinary learning. Its

components promote language development and are not specific to the learning of English. The framework is relevant to the teaching of any language used for content-area instruction.

The Approach

The WIDA FEI takes a language-in-use approach to language teaching and learning (e.g., Kibler & Valdés, 2016). This approach foregrounds what students do with language. It emphasizes that the goal of language instruction is not native-like proficiency but students' effective participation in disciplinary ways of being and doing things (i.e., practices[2]) and ways of engaging with ideas and relating to others (i.e., discourses).

The approach rests on four key principles:

Principle 1. Language is more than words and rules, and there is no single academic language.

Language is much more than words and rules about putting them together. Language is a resource for making sense of and taking action in the world. To be effective users of language, language learners need to interpret a situation, decide on a response that fits both the situation and a personal goal, and leverage their language resources to craft the response. Students' interpretation of a situation and understanding of what is needed, expected, or effective shapes their linguistic effectiveness more than the grammar and vocabulary they know.

Defining language as a resource for meaning-making and taking action asks us to expand our understanding of the language of school, or academic language. We need to acknowledge that all languages and language varieties help students learn. If formal, technical uses of language are the only legitimate uses of language in a classroom, then we marginalize students' ways of knowing and being and exclude many students from participation in learning. Equitable instruction recognizes that students' familiar ways of using language support knowledge-building and identity development in the disciplines. Equitable instruction expands students' language practices and positions a range of languages and registers as essential for disciplinary learning.

Looking beyond a traditional focus on the correctness of grammar or vocabulary usage helps us see that equitable instruction for multilingual youth includes

- deepening the classroom community's understanding of and respect for students' languages and language varieties,
- exploring with students the expectations for participation and language use in different contexts and the rationales behind them,
- discussing with students how a range of responses could be effective in a context, and
- expanding students' linguistic repertoires to craft increasingly precise, complex, or nuanced responses over time.

[2] Disciplinary practices are a key component of the science and math content standards. While there are no practices for English language arts (ELA) and social studies, the anchor standards in the *Common Core State Standards for ELA* and the dimensions in the *C3 Framework for Social Studies* play a similar role and define how students construct meaning in each discipline.

Principle 2. Language proficiency is not a prerequisite for students' participation in meaningful disciplinary learning; instead, language development is an outcome of this learning.

Students expand their linguistic repertoires as they participate in learning opportunities that engage them in meaning-making. Meaning-making is a process of actively using one's resources (linguistic, cultural, and experiential) to make sense of concepts, phenomena, perspectives, experiences, or situations. Engaging in disciplinary practices means learning through meaning-making rather than learning content merely as a set of definitions, rules, procedures, or facts. Disciplinary learning through meaning-making provides abundant opportunities for language development. When students engage in the disciplinary practices described in content standards, they simultaneously develop new ways of thinking, acting, and using language (Walqui & Bunch, 2019, p.23). As they interact with peers and learn to use the tools of different disciplines, multilingual children and youth expand familiar ways of using language. Disciplinary meaning-making, while challenging, provides rich and authentic opportunities for language development because the principles that guide disciplinary learning often overlap with the principles that guide language development (such as building background knowledge, engaging in a series of activities that explore the same concepts, and revisiting and revising ideas). With support, multilingual learners can participate in disciplinary activities even at early levels of English proficiency.

Principle 3. Students do not use separate language domains; they engage in language practices that integrate multiple domains.

The traditional separation between reading, writing, listening, and speaking does not reflect the realities of classroom language use as students engage with peers in disciplinary practices. To better support students' engagement in the reasoning-focused discourses of learning, it is more helpful to think of language practices that integrate multiple language domains. For example, *critiquing the reasoning of others to co-construct new understanding* involves listening as well as speaking and may be accompanied by note-taking (writing) and references to a text (reading). Language practices encourage us to reflect on what we expect students to do with language. Language practices make visible several important characteristics of content-area instruction:

- Students deepen their learning as they engage in talking, reading, and writing about the same ideas.
- Reading and writing are not individual activities, but activities in which students negotiate meaning with peers and teachers.
- Students' language use in one context depends on opportunities they have had in the past to familiarize themselves with what is customary and expected in that context.

Principle 4. Language is but one of many resources for making meaning.

Meaning is not accomplished through language alone. Therefore, learning requires that students use multiple resources to express and make sense of ideas: gestures, drawings, models,

equations, tables, and so on. While the use of modalities other than language is particularly important for students who are beginning to learn English, this use is not something that tapers off as students develop English proficiency. Rather, using multiple modalities is an essential and distinguishing feature of the practices and discourses of the disciplines. The use of these modalities is part of disciplinary learning and is not intuitive but requires explicit instruction, collective exploration, and practice.

Foundations for Equitable Classroom Engagement

An integral part of an equity-centered approach to teaching multilingual learners in the content areas is creating classroom environments that encourage all students' participation in and contributions to learning. The four categories below are derived from the literature on high-quality teaching for multilingual students (including the CREDE Standards for Effective Pedagogy and Learning). Each category includes actions teachers can take to foster students' participation in meaningful disciplinary learning. The teacher actions apply across the disciplines.

Category 1. Connect to students' lives

To make learning meaningful to students, it is essential to open up spaces for student agency and connect learning to students' lives. In addition, this category reflects the view of language in the framework, which foregrounds students' own goals as language users. Actions include:

- Learn about and draw on students' interests, experiences, and expertise about the topic of the lesson or unit.
- Elicit authentic connections and examples from students and use these student contributions as a foundation for the learning that follows.
- Relate learning to local or global issues that impact students.
- Engage students in shared experiences related to the topic, so that students have a common foundation for reasoning and making connections.
- Engage students in reflection about their own participation and learning and set learning goals in collaboration with students.
- Give students opportunities to make choices about their learning.
- Make available to students sources that reflect perspectives from multiple different communities.

Category 2. Foster equitable community norms and peer collaboration

Peer collaboration plays a central role in students' disciplinary learning. Actions include:

- Position all students as capable and reinforce the idea that everyone's contributions are important and valued.
- Develop a classroom community where multiple languages are recognized, overtly appreciated, and incorporated in classroom discourse.
- Discuss strategies that all students can use to foster effective communication among peers. Such strategies may include simplifying language (e.g., by rephrasing and slowing

down), amplifying language (e.g., by providing multiple examples or reinforcing multimodal representations), checking for understanding, providing wait time, consulting a dictionary, and so on.
- Encourage and model respect for difference.
- Engage students in reflection on how we use language to maintain effective group relationships (e.g., by opening up spaces for people and ideas, adjusting the intensity of statements, negotiating responsibilities).
- Model persistence and patience in working to understand all students' ideas and language.
- Provide ample wait time after inviting students to share or revise ideas, and after students finish speaking.
- Encourage self-reflection by students and provide detailed, actionable feedback on student participation in classroom activities.

Category 3. Encourage the use of students' home languages and multiple modalities

Students' languages and language varieties are key to learning, and meaning is not made through language alone. Actions include:

- Recognize that students' use of familiar language(s) and language practices (such as translanguaging) can help students to clarify ideas or instructions, build background knowledge, express and deepen ideas, and feel included and valued in the classroom community.
- Build students' background knowledge using resources in their most familiar language(s) and multimodal representations (e.g., videos, graphics, and maps).
- Support students in understanding how information is represented through different disciplinary tools (e.g., charts, maps, graphs).
- Encourage students to express and explore ideas using multiple representations (e.g., drawings, models, concept maps, diagrams).
- Supplement oral language (directions, discussions, insights) with visuals, gestures or actions, and/or written documentation of key ideas.
- Frequently check student comprehension by asking questions in simple language, requesting a sketch or demonstration, or through other means appropriate for the student.

Category 4. Foster language growth and develop students' awareness of how language works in context

To develop language, students need carefully designed opportunities for language use. Language development entails not only learning more language structures (such as expressions and grammar rules) but also expanding students' understanding of how they can use language to accomplish different goals in different contexts. Teacher actions include:

- Provide rich and varied opportunities for students to make meaning with language.

- Always focus on students' meaning over linguistic correctness. Model alternate language choices and provide feedback on language when necessary, such as to avoid misunderstanding or help the student express an idea more effectively.
- Give students multiple opportunities to discuss the same ideas over time, so they can deepen their understanding and refine their language.
- Highlight context variables such as audience, purpose, and roles and relationships, and explore with students how they shape the language choices we make at the levels of the whole text, sections of the text, sentences, and words/phrases.
- When addressing language errors, focus on one or two errors over a period of time and support students in developing the capacity to self-correct for these errors. Select errors that impact how comprehensible the students' ideas are or how effective the student is at achieving their goals.
- Explore with students how they can integrate language with other modalities (such as visual representations, symbols, and models).
- Scaffold students' transition from one language practice to another (for example, the transition from reading a text and taking notes to discussing these notes with peers and then writing a summary of the text).
- Document and highlight how different students express ideas, so that students' own language can be a model for their peers.
- When providing language support, always offer students more than one way to express what they want.
- In the context of rich meaning-making opportunities for students, bring explicit attention to language forms and features that can facilitate effective communication.

Language Practices

Equitably engaging students in disciplinary practices requires an understanding of how students use language and other meaning-making resources as they engage in rigorous disciplinary learning. As we stated previously, the language practices reflect a language-in-use approach to language teaching and learning that emphasizes language for engagement in disciplinary learning. To derive the language practices, WIDA studied national and state-specific content-area standards for English language arts, mathematics, science, and social studies. In addition, we interviewed classroom teachers about the ways they sequence instruction. The systematic exploration of learning activities across the content areas enabled WIDA to identify four high-leverage language practices (see **Table 1**). For more details about the practices, please see Appendix A.

***Table 1*. Language practices in the WIDA Framework for Equitable Instruction**

EXPRESS:	express, relate, and clarify emerging ideas with peers and teachers
CO-CONSTRUCT:	contribute, probe, analyze, and critique ideas to construct new understandings with peers and teachers
INTERPRET:	interpret models, representations, and multimodal texts in discipline-specific ways
PRESENT:	present concepts, ideas, and information for specific audiences and situations in discipline-specific ways

Like disciplinary practices, the language practices do not necessarily occur in a particular order and frequently overlap in the process of learning. The language practices intentionally integrate domains (listening, speaking, reading, and writing) to reflect how communication really happens in classroom settings. They are also multimodal, involving a combination of spoken and written language, visual representations, gestures, and so on. Multimodality is a natural part of communication and an expected element in representing disciplinary ideas.

The language practices encompass a wider range of language than is typically thought of as *academic language*. Rather than limiting academic language to abstract, technical, and grammatically complex language, the language practices also include the interactive, often messy, authentic uses of language that are essential for the process of learning and that naturally occur in classroom interaction (Bunch, 2014; Bunch & Martin, 2020). Paying attention to language practices expands the kinds of language we value for rigorous learning in the disciplines.

Distinguishing between the four practices can guide educators in providing equitable instruction in several ways, including the following:

- **Make sure students' ideas are heard and used to build a foundation for learning**

EXPRESS highlights the language and the classroom norms that support students expressing their ideas and sharing their prior experiences. From an equity perspective, it is essential that multilingual learners have the same opportunities as their peers to put initial ideas on the table for consideration by others (EXPRESS). It is especially important to validate the diverse cultural resources and ways of knowing that students bring to the classroom by creating space for students to share their ideas without those ideas being immediately evaluated as right or wrong.

- **Support multilingual students' engagement in co-constructing understanding**

CO-CONSTRUCT emphasizes that there are different ways that students may participate in collaborative learning. While EXPRESS highlights how important it is that multilingual children and youth share their ideas and learn about the ideas of others, CO-CONSTRUCT foregrounds the kind of collaboration that contributes to new and often deeper understanding of disciplinary concepts, tools, and practices. When learning is organized to encourage not only sharing ideas but also co-constructing understanding, students become active contributors to each other's

learning. CO-CONSTRUCT encourages educators to create learning opportunities for all students that transform existing ideas and contribute to new insights.

- **Ensure that multilingual learners can integrate information expressed through multiple representations**

Visuals, diagrams, kinesthetic learning, and the like have often been viewed as language supports in the field of multilingual learner education. By contrast, the language practices intentionally integrate multiple modalities that are an authentic and necessary aspect of communication in the disciplines. Teacher and student actions in EXPRESS, CO-CONSTRUCT, and PRESENT highlight the importance of using multiple modalities to capture and deepen students' emerging understanding of the content. INTERPRET highlights that "reading" multimodal representations (such as maps, charts, graphs, data displays, and models) and understanding their role in a text is not intuitive but requires instruction and practice. INTERPRET also describes different purposes for reading, including identifying perspective or point of view, exploring relationships among ideas, and finding details relevant to a question or topic. By foregrounding the multimodal nature of texts and drawing attention to the different purposes for which students may interact with them, the framework emphasizes the complex linguistic, cognitive, and interpersonal work involved in navigating texts.

- **Scaffold students' transitions from one context for language use to another**

Even in classrooms that offer varied learning opportunities for students (such as lots of opportunities to talk with others, do hands-on activities, and express ideas with multiple modalities), multilingual learners need practice in moving from the language of "here and now, you and me" to situations where language must do all the work without relying on physical objects in the environment. It can be challenging, for example, to move from oral discourse to communicating information in writing, and from engaging in group work to creating a final poster that represents the group's ideas. In addition to understanding how to make these language shifts, students need opportunities to explore why certain language choices (e.g., using persuasive, authoritative, or precise language) are beneficial in certain situations. PRESENT specifically focuses on making these transitions from one context to another.

There is no one-to-one relationship between a content standard and a language practice, or between a disciplinary practice and a language practice. Language practices are best thought of as a lens that educators can use for noticing the different challenges and opportunities for language use available to students as they move across learning activities designed to meet specific standards-based goals and objectives. (For more ideas about using the language practices, see the Ideas for Using the Framework section.)

Identifying a language practice can help us see more clearly what opportunities for language use we make available to students, and what we do not, within a lesson or unit. Identifying a language practice also guides us to relevant teacher actions, student actions, language functions, and language trajectories. These components of the Language Practices are shown in **Figure 2**.

***Figure 2*. Components of language practices**

Language Practice Component	What do they do?	Why use them?
Teacher Actions	offer high-level ideas for relating topics to student interests, developing students' metacognitive awareness, and leveraging the full range of students' linguistic resources	provide examples and inspiration for the design of lessons and units that promote equitable engagement
Student Actions	support students in learning the culturally patterned and discipline-specific ways of thinking and interacting within disciplines	can increase students' sense of self-efficacy, engagement, and independence in the use of tools and resources during learning
Language Functions	identify recurring actions students perform with language during learning	support a focus on uses of language that are critical to the process of learning
Language Trajectories	describe in general terms how students' language competencies expand over time	are helpful for formative assessment and language scaffolding

Teacher Actions

The teacher actions in the framework are not intended to be an exhaustive list but rather offer guidance for actions that educators can take in their own practice. Some Teacher Actions apply across the disciplines and are included with the Principles for Classroom Engagement. Other, discipline-specific Teacher Actions are included in the appendices.

Student Actions

Student actions are included in each discipline-specific framework to help students learn valued and effective ways of thinking and interacting during learning. Like the teacher actions, the student actions are also intended as examples. Their purpose is to encourage educators to dialogue with students about ways to engage in learning that support both content understanding and language development.

Language Functions

Because multilingual students can be effective users of English before they are able to be accurate with grammar and word choice, it is important to remember that the language functions

can be accomplished in a wide range of ways. The language functions are not tied to specific language elements or structures, such as specific transition words or types of clauses. Even at the early levels of English proficiency, multilingual students can accomplish these functions effectively by creatively integrating the range of resources at their disposal: words and phrases, gestures, drawings, and other language resources. Encouraging and scaffolding this creative integration of resources supports multilingual students' inclusion in rich and challenging curriculum.

Language Trajectories

This dimension addresses how students develop language over time. Each learner's language development follows a unique pathway, so patterns in language development can be described only in general terms. The Language Trajectories give examples of what students can do with language when they are beginning to learn English, and broadly outline the direction in which different competencies develop. For example, if beginner learners of English can understand relationships among ideas in texts when these relationships are predictable, explicitly indicated, and graphically reinforced, as their language develops these same learners should be able to understand how ideas are related even when the relationships are not explicitly indicated. The language trajectories in the framework can support equitable instruction for multilingual youth in multiple ways, some of which are outlined in the next section.

Ideas for Using the Framework

This section describes ways in which educators can use the framework to strengthen equitable instruction for multilingual students.

Collaborate with colleagues new to thinking about how multilingual children and youth use and learn language

- The framework's **approach** and its tenets may provide a helpful way to build a shared foundational understanding about what language is and how it develops.

Explore approaches to instruction for multilingual children and youth

- The **principles for classroom engagement** may serve as a reflection tool for educators to explore their beliefs about what multilingual students need and how they learn.

Integrate language and content

- The **principles for classroom engagement**, **language practices**, and **teacher actions** offer ideas about how to integrate disciplinary learning and language development.

Leverage students' interest, experiences, and language strengths

- The **principles for classroom engagement** and the **teacher actions** associated with each language practice describe how teachers can relate topics and learning activities to students' interests, make students' knowledge and experiences a central part of learning, and leverage all the language resources that students have.

Ensure that instruction provides an equitable opportunity for students to participate in rigorous disciplinary learning

- Use the **language trajectories** to determine which language (e.g., texts, talk, assignments) will likely be accessible to students and where you may need to provide additional scaffolding for language.
- Use the **teacher actions** and **student actions** to maintain rigor and deepen engagement for all students.

Explore and expand the language development opportunities available to students in a lesson or unit

- Use the **language practices** and **language functions** to reflect on the opportunities for language use you are opening up for students in a specific lesson or unit. Plan learning activities that offer students more time to engage in language practices and functions that are less familiar or less frequently used in the classroom.

Choose and communicate to students a language focus that relates to a planned lesson

- Use student **actions**, **language functions,** and **language trajectories** to develop success criteria for activities, develop language goals or objectives, and make explicit the language expectations of learning activities.

Formatively assess and provide ongoing feedback to students on their language development

- Observe and document how students use language in the classroom and what language they use. Use **language functions** to engage students in dialogue about their language strengths and areas for growth. Look at the **language trajectories** to identify next steps in language development for specific students, including what to listen or watch for.

Support and further develop student agency

- Use and expand the list of suggested **student actions** that focus on student agency.

Conclusion

In this paper, we describe the WIDA Framework for Equitable Instruction. The FEI is an approach to language instruction designed to support the equitable engagement in disciplinary learning and language development of multilingual students. The FEI offers guidance on how educators can simultaneously promote equitable engagement, disciplinary learning, and language development. The discipline-specific components of the FEI ensure linkages to practices and discourses characteristic of the different core content areas. The FEI is a tool that educators can use to promote language development in the context of disciplinary learning, including the kinds of language growth specified in language standards.

Appendix A: Language Practices for Meaning-Making in the Content Areas

Interactive	
EXPRESS *ideas*	**CO-CONSTRUCT** *ideas*
Instructional focus: 'harvest' and make visible student ideas for consideration by others; get student ideas out 'on the table' in an equitable manner **Examples:** Science: Students share what they notice about a phenomenon they have just observed. Math: Students share a sketch or model that depicts the action of a story problem and an equation that fits their model. Social Studies: Students share what they know about a social issue and begin to generate questions to investigate. Language Arts: Students collectively decide how to go about finding the information they need to build background about the setting of a novel. **Student actions:** express ideas as clearly as possible; work to clarify meaning of own and others' ideas as needed **Teacher actions:** press for and support clarity of expression; model and teach students how to negotiate meaning with one another; support and expect equitable student participation	**Instructional focus: engage students in collaborative exploration of ideas to deepen and transform understanding** **Examples:** Science: Students compare data collected by different groups to identify similarities and differences in their findings. Math: Students listen to and read one another's explanations and models; students support, question, or challenge one another's reasoning about the fit among the story, model, and equation; students collaborate on drawing a new model and writing an expression they agree on. Social Studies: Students weigh evidence gathered from different sources and discuss claims the evidence supports. Language Arts: Students collaboratively plan, write, and revise a description of a key event in the story from the point of view of a minor character whose perspective is not included in the text. **Student actions:** track the logic of ideas; decide whether to question, support, challenge, build on ideas **Teacher actions:** probe reasoning as it is expressed; press for evidence or logic; prompt students to react to one another's ideas; foster metacognitive awareness of reasoning across disciplines as well as types of evidence and tools students are expected to use when they reason and build arguments in the disciplines; support and expect equitable student participation

Mostly receptive (listening and reading)	*Mostly productive (speaking and writing)*
INTERPRET *ideas*	**PRESENT** *ideas*
Instructional focus: make meaning of multimodal and discipline-specific sources of information Examples: Science: Students interpret the meaning of diagrams and graphs of data. Math: Students read a story problem in preparation for writing a mathematical equation that fits the story. Social Studies: Students examine a sample argument (mentor text) and interpret the author's point of view. Language Arts: Students select and thematically organize quotes that represent how other characters perceive one of the main characters. **Student actions:** integrate multiple representations of ideas with what is known; identify points of confusion or curiosity for further exploration **Teacher actions:** support student comprehension of material; deepen student engagement with the source; encourage metacognitive awareness of disciplinary genres	**Instructional focus: express ideas to someone outside of the immediate context of 'here and now, you and me'** Examples: Science: Students prepare a presentation explaining a phenomenon or system using a combination of oral and written text, diagrams, and/or tables. Math: A student presents and explains the model and equation their group developed to fit the story problem they read and explains their reasoning. Social Studies: Students prepare a written argument in which they take a stance in relation to a relevant social issue. Language Arts: Students perform speeches they have written that represent the voices of different characters and explain solutions those characters would propose to the main problem or conflict in the text. **Student actions:** tailor content, organization, and language to suit the purpose and expectations of a range of contexts **Teacher actions:** construct authentic purposes that broaden the contexts for students' expression of disciplinary meanings; help students learn how to plan and revise to communicate effectively; build metacognitive awareness of the interaction between language choice, audience expectations, and author's purpose

Appendix B1: Language Practice Cards for English Language Arts

Language Practice: **EXPRESS and clarify ideas**
Description: ***express*, relate, and clarify emerging ideas with peers and teachers.**
Example: **Students make observations about a visual representation (e.g., a map or a family tree)**

Students use language to:

interpret the directions and purpose of activity

contribute and clarify own ideas (e.g., by paraphrasing, reviewing, highlighting, and/or affirming ideas of others)

ask and respond to questions

initiate, maintain, and end discussions (e.g., by suggesting, paraphrasing, and re-stating ideas)

make and respond to requests, suggestions, and invitations

manage communication challenges

Teacher Actions

- Use a range of strategies to ensure that your instructions about the purpose and steps of the activity are clear and explicit to students.
- Gather information about expectations for student participation across settings (e.g., in homes, communities, and other classrooms) to better understand factors that might influence student engagement in your classroom.
- Monitor whose ideas you document and make the object of discussion, so you can strive towards equity.
- If you paraphrase a student's idea, ask the student if you understood and stated it correctly. Invite the student to correct your expression until clarity has been negotiated and achieved.
- Encourage students to participate in group interaction in an expanding range of ways (such as initiating and maintaining a discussion, inviting peers to participate, building on previous ideas, summarizing ideas, and asking for clarification).

Student Actions to Teach and Practice

- Participate in discussions in different ways, such as asking questions, sharing ideas, making suggestions, connecting ideas, and so on.
- Strive to be specific when asking questions or expressing ideas.
- Be patient with one another and help one another find ways to show or rephrase an idea that's confusing.
- Use multiple languages to make sure that everyone feels included in a discussion and has a chance to contribute.
- Take risks and play with language.

Language is used to:	**Students new to English can:**	**As language grows, students can:**
interpret the directions and purpose of activity contribute and clarify own ideas (e.g., by paraphrasing, reviewing, highlighting, and/or affirming ideas of others) ask and respond to questions initiate, maintain, and end discussions (e.g., by suggesting, paraphrasing, and re-stating ideas) make and respond to requests, suggestions, and invitations manage communication challenges	understand short and **simple*** directions	understand increasingly **complex** directions
	understand the main point in general terms	understand main points and relevant details
	participate in brief and routine exchanges on **familiar** topics	participate in extended discussions
	ask and respond to simple, routine questions	ask and respond to questions with emerging **complexity**
	with guidance, prompting, and modeling, use a small set of **discourse moves**	with guidance and prompting, use an **increasing range** of **discourse moves**
	express some detail using mostly **everyday** language	express **nuance** and include details when given opportunities to clarify language and elaborate on ideas
	leverage **circumlocution**, pointing, gestures, and drawings to get an idea across	ask for repetition or clarification, self-correct, rephrase, and use other communication strategies to get an idea across
	explicitly indicate connections among some points or ideas using gestures and visual representations	**explicitly** indicate connections among some points or ideas
	use **formulaic expressions** in ways appropriate to the situation	use recurring expressions and **grammatical structures** with some variation in ways appropriate to the situation
	use recurring **everyday words** and phrases	with prompting, use some **cross-disciplinary** and **technical** language

* All bolded terms are defined in Appendix C: Glossary of Terms.

Language Practice: **CO-CONSTRUCT ideas**
Description: **contribute, probe, analyze, and critique ideas to *co-construct* new understandings**
Example: **Students work toward consensus about the motivations behind a character's actions**

Students use language to:	**Teacher Actions**
support an argument or explanation with relevant information and related details follow the line of reasoning in explanations or arguments indicate logical relationships among ideas (e.g., additive, causal, sequential, comparative, or conditional) analyze, critique, and expand ideas (e.g., compare ideas, challenge an idea, refute a claim, provide evidence for an assertion, provide a rationale, elaborate on an idea, build on an idea) identify and explain language choices (including with reference to perspective, degree of certainty, **coherence**, **cohesion**, and so on)	• Use purposeful questions (**teacher discourse moves**) to facilitate collaborative analysis of ideas. • Teach and model **student discourse moves** (sentence frames) to help students develop ways of working together to co-construct understanding. Invite students to help generate additional ways to phrase these moves. • Highlight and name relevant **language features** (e.g., use of modal verbs to show uncertainty or use of pronouns to build **cohesion**) to facilitate students' interpretation of texts. • Engage in reasoning with students about the strength and validity of different types of evidence, as well as about the organization and representation of evidence. Explore variation in use of evidence across contexts, cultures, languages, disciplines, and so on.
	Student Actions to Teach and Practice • Be ready to engage with the ideas being discussed, try to understand other's ways of thinking, and ask questions if there is something you are not sure about. • Be ready to support your ideas with evidence and reasoning. • Use kind and respectful language to maintain effective group relationships (e.g., by opening up spaces for people and ideas, adjusting the intensity of statements, negotiating responsibilities, and so on). • Keep a record of your ideas and helpful or interesting ideas from others.

Language is used to:	**Students new to English can:**	**As language grows, students can:**
support an argument or explanation with relevant information and related details follow the line of reasoning in explanations or arguments indicate logical relationships among ideas (e.g., additive, causal, sequential, comparative, or conditional) analyze, critique, and expand ideas (e.g., compare ideas, challenge an idea, refute a claim, provide evidence for an assertion, provide a rationale, elaborate on an idea, build on an idea) identify and explain language choices (including with reference to perspective, degree of certainty, coherence, cohesion, and so on)	express an idea and related detail using multimodal representations, gestures, and high-frequency adjectives and adverbials of space, manner, time (e.g., *here*, *slow*, *then*)	express **nuance** and include details when given opportunities to clarify language and elaborate on ideas
	understand the main point in general terms when the speaker uses gestures and **multiple representations**	understand main points and related details when the speaker uses examples, repetition, and paraphrasing of ideas
	participate in brief and routine exchanges on familiar topics	participate in talk that extends beyond a few exchanges where the topic and roles of participants are familiar
	with guidance, prompting, and modeling, use a small set of **discourse moves**	with guidance and prompting, use an **increasing range** of **discourse moves**
	use recurring **everyday words** and phrases	use increasingly **nuanced** and precise language; with prompting, use some **cross-disciplinary** and **technical** language
	agree and disagree with others in ways appropriate to the situation	express and begin to recognize partial agreement; soften the certainty of claims to reflect appropriate degree of certainty and/or make room for other ideas
	use a range of strategies to address communication challenges: drawing on a language other than English, using a familiar synonym, pointing, using gestures, and using visual representations	use a range of strategies to address communication challenges: asking for repetition or clarification, self-correcting, rephrasing, using **circumlocution**, inventing a word

Language Practice: **INTERPRET ideas**
Description: **understand models, representations, and multimodal texts**
Example: **Students connect photographs and verbal descriptions of a setting**

Students use language to:	**Teacher Actions**
determine the topic and purpose of texts and sections of text navigate multimodal texts to identify key ideas/information and related details identify relationships among ideas (e.g., chronological, comparative, causal, consequential) distinguish points of view or perspectives in text predict, connect, and question ideas in texts integrate information from multiple texts	• When possible, build students' background knowledge using resources in their most familiar language and multiple media. • Discuss with students how perspectives or attitudes can be expressed **explicitly** or **implicitly**. • Provide students with opportunities to engage with the same texts in different ways so they can turn their attention from content to language and build confidence as meaning-makers. • Support students in using multiple tools and modes (e.g., flow charts, concept maps, t-tables, diagrams) to represent the development of ideas within whole texts and sections of a text. • Teach students to strategically apply their knowledge of languages and **genres** used out of school.
	Student Actions to Teach and Practice • Pay attention to your own understanding. If you don't understand something, find out what you need on your own or ask for clarification using English or another language. • As you read or listen, ask yourself: "What is happening? How are the characters feeling? How do I know?" (for fiction), and "What does the author want me to know? Am I learning anything new?" (for nonfiction). • Capture and clarify your emerging ideas in some visual form (such as mind map, timeline, or outline). • Ask yourselves, "What is the purpose of this text?" so you can reflect on how the author's purpose affects what the author says (the content of the text) and how the author says it (the language choices in the text).

Language is used to:	**Students new to English can:** →	**As language grows, students can:**
determine the topic and purpose of texts and sections of text navigate multimodal texts to identify key ideas/information and related details identify relationships among ideas (e.g., chronological, comparative, causal, consequential) distinguish points of view or perspectives in text predict, connect, and question ideas in texts integrate information from multiple texts	with opportunities to reread as necessary, interpret short and **simple** multimodal texts on **familiar** topics that use **familiar organizational patterns** and graphically reinforce relationships among ideas (including through headings, numbering, and visual representations)	interpret extended and increasingly **complex** multimodal texts that use **familiar organizational patterns** and **explicitly** indicate relationships among some ideas
	leveraging relevant and activated background knowledge, recognize the main idea (in general terms) and identify specific information in short and **simple** texts	identify key ideas or information and some related details in extended and **increasingly complex** texts on **familiar** topics
	distinguish attitudes, perspectives, and stances by exploring high-frequency, **everyday words**, phrases, and **formulaic expressions**	distinguish attitudes, perspectives, and stances by exploring patterns in the words, phrases, and **grammatical structures** (e.g., **active vs. passive voice**, present vs. past tense) used to describe people, objects, processes, actions, and so on
	interpret visual representations that have become **familiar** through classroom discussion	interpret visual representations that have become **familiar** through classroom discussion
	understand high-frequency, **everyday words**, phrases, and **formulaic expressions**	understand an **increasing range** of familiar cross-disciplinary and technical words and expressions

Language Practice: **PRESENT ideas to suit a particular audience, context, or purpose** Description: **analyze situational expectations and adapt the language as needed or desired** Example: **Students perform speeches they have written that describe a problem from different points of view**	
Students use language to: establish a particular author position, stance, or perspective create **cohesion** in texts organize ideas in ways that support the purposes of narratives, arguments, and informative/explanatory texts (e.g., orient the reader, substantiate ideas with evidence, summarize key ideas) integrate verbal, visual, and other forms of communication demonstrate language and vocabulary control give presentations respond to audience questions strategically integrate languages other than English	**Teacher Actions** • Engage students as "junior ethnographers" by exploring language use at school and in their families and communities. Use this exploration to affirm students' sense of self-worth and document the presence of sophisticated uses of language (e.g., irony, metaphor, language mixing) across contexts. • Explore with students the similarities and differences between school **genres** (such as a narrative) and **genres** with which students engage out of school (such as fan fiction). Such work helps students connect in- and out-of-school activities and see that all **genres** are important to and useful for the groups using them. • Jointly construct texts on topics familiar to the students and explore multiple mentor texts with a focus on the organization of the whole text and its different sections. • Provide students with explicit guidance as well as flexibility when they engage with specific **genres**. • Address global issues of content, organization, use of multiple modalities, and author positioning before focusing on local issues related to the range or **control** of sentence structures, grammatical structures, and vocabulary. **Student Actions to Teach and Practice** • Think about your audience. What information is most/least important to your listeners/readers? What might make your ideas easier to follow or more engaging to read about or listen to? What impact would you like to have on the audience? • Explain your reasoning as clearly as possible. Reflect on your reasoning and see if you can make it even more clear and effective. • What makes one kind of text or presentation more effective, or less effective? Notice patterns that make them effective and try to use these patterns in your own texts.

Language is used to:	Students new to English can:	As language grows, students can:
establish a particular author position, stance, or perspective create cohesion in texts organize ideas in ways that support the purposes of narratives, arguments, and informative/explanatory texts integrate verbal, visual, and other forms of communication demonstrate language and vocabulary control give presentations respond to audience questions strategically integrate languages other than English	establish a clear position, perspective, or stance with guidance and revision	establish a consistent and effective position, perspective, or stance with guided revision and self-correction; desired author position may be reinforced through some language choices but not others
	construct short and **simple** texts that have all required/main text sections	construct texts in which some sections may include more detailed and/or **nuanced** information, explanations, and descriptions than others (e.g., in terms of using textual evidence)
	construct short and **simple** sentences with repetitive structure	construct sentences with some variation in structure (e.g., word order) and **complexity** (e.g., relative **clauses**, expanded noun and verb groups, nominalization)
	build coherence through a few high-frequency **connectors**	build coherence through an **increasing range** of connectors and referential devices (e.g., pronouns, synonyms, renaming subject)
	use a few grammatical structures with emergent **control**	use an **increasing range** of grammatical structures with developing **control**
	refer to and explain non-verbal representations using formulaic expressions use predominantly **everyday words**, phrases, and formulaic expressions	refer to and explain non-verbal representations using a recurrent set of expressions with some variation use more varied vocabulary that includes some **cross-disciplinary** and **technical** language; begin to express **shades of meaning**

	give simple and rehearsed or memorized presentations with strong reliance on written and visual support to sustain the discourse	give rehearsed presentations with **emerging complexity** and some reliance on written and/or visual support to sustain the discourse
	respond to known audience questions with short and **simple** rehearsed responses	respond to anticipated audience questions in some detail, especially if given the opportunity to clarify meaning

Appendix B2: Language Practice Cards for Mathematics

<table>
<tr><td colspan="2">Language Practice: EXPRESS and clarify ideas
Description: express, relate, and clarify emerging ideas with peers and teachers.
Example: Students share different visual representations of a problem</td></tr>
<tr><td>Students use language to:

interpret directions and purpose of activity

contribute and clarify own ideas (e.g., patterns observed, conjecture, constraints of a claim)

ask and respond to questions

initiate, maintain, and end discussions (e.g., by suggesting, paraphrasing, and re-stating ideas)

make and respond to requests, suggestions, and invitations

manage communication challenges</td><td>Teacher Actions
Use a range of strategies to ensure that your instructions about the purpose and steps of the activity are clear and explicit to students.
Center group work around a driving question that is open-ended (i.e., allows for multiple approaches, has no right/wrong answer) and provides a genuine need to talk.
Monitor whose ideas you document and make the object of discussion, so you can strive towards equity.
Model several ways to ask clarifying questions. Help students phrase questions in ways comprehensible to many students.
Model using multiple representations (drawings, diagrams, charts, photographs, models) and language supports to express and clarify ideas.
If you paraphrase a student’s idea, ask the student if you understood and stated it correctly. Invite the student to correct your expression until clarity has been negotiated and achieved.
Student Actions to Teach and Practice
Participate actively in discussions—ask questions, share ideas, make suggestions, connect ideas.
Listen carefully and ask questions to understand others’ ideas.
Be patient with one another and help one another show or rephrase an idea that’s confusing.
Use words, drawings, diagrams, manipulatives, and classroom objects to help you express ideas. Remember that showing your idea in multiple forms can help you and others understand.
Make sure everyone has a chance to contribute ideas and ask for clarification.
Use multiple languages to make sure that everyone’s ideas are understood.</td></tr>
</table>

Language is used to:	**Students new to English can:**	**As language grows, students can:**
interpret the directions and purpose of activity contribute and clarify own ideas (e.g., patterns observed, conjecture, constraints of a claim) ask and respond to questions initiate, maintain, and end discussions (e.g., by suggesting, paraphrasing, and re-stating ideas) make and respond to requests, suggestions, and invitations manage communication challenges	understand short and **simple*** directions	understand increasingly **complex** directions
	understand the main point in general terms	understand main points and relevant details
	participate in brief and routine exchanges on **familiar** topics	Participate in extended discussions
	ask and respond to simple, routine questions	ask and respond to questions with emerging **complexity**
	with guidance, prompting, and modeling, use a small set of **discourse moves**	with guidance and prompting, use an **increasing range** of **discourse moves**
	express some detail using mostly **everyday** language	express **nuance** and include details when given opportunities to clarify language and elaborate on ideas
	leverage circumlocution, pointing, gestures, and drawings to get an idea across	ask for repetition or clarification, self-correct, rephrase, and use other communication strategies to get an idea across
	explicitly indicate connections among some points or ideas using gestures and visual representations	**explicitly** indicate connections among some points or ideas
	use **formulaic expressions** in ways appropriate to the situation	ese recurring expressions and **grammatical structures** with some variation in ways appropriate to the situation
	use recurring **everyday words** and phrases	with prompting, use some **cross-disciplinary** and **technical** language

* All bolded terms are defined in Appendix C: Glossary of Terms.

Language Practice: **CO-CONSTRUCT ideas**
Description: **contribute, probe, analyze, and critique ideas to *co-construct* new understandings**
Example: **Students compare different solutions to the same problem**

Students use language to:

support an argument or justify an explanation by selecting relevant information and related details from a text, model, or data set

follow the line of reasoning in explanations or arguments

explain logical relationships among ideas (e.g., additive, causal, sequential, comparative, or conditional)

analyze, critique, and expand ideas (e.g., compare ideas, challenge an idea, refute a claim, provide evidence for an assertion, provide a rationale, elaborate on an idea, build on an idea)

express varying degrees of certainty

Teacher Actions

- Design learning activities that create a genuine need for students to figure something out together.
- Use purposeful questions (**teacher discourse moves**) to facilitate collaborative analysis of ideas.
- Teach and model **student discourse moves** (sentence frames) to help students develop ways of working together to co-construct understanding. Invite students to help generate additional ways to phrase these moves.
- Model more precise language as needed to make the logic of a mathematical explanation or argument clearer.
- Design activities that strengthen students' ability to incorporate multiple modalities, e.g., using combinations of text, data displays, diagrams, symbols, equations. Provide feedback and give students opportunities to revise.

Student Actions to Teach and Practice

- Be ready to engage with the ideas being discussed, try to understand others' ways of thinking, and ask questions if there is something you are not sure about.
- Be ready to support your ideas with evidence and mathematical reasoning.
- Use varied forms of representations (e.g., diagrams or sketches) to help make your logic clear.
- Ask questions about others' claims and evidence to understand their reasoning.
- Keep a record of your ideas and helpful or interesting ideas from others. Use drawings, models, mathematical expressions, and symbols.

Language is used to:	**Students new to English can:**	**As language grows, students can:**
support an argument or justify an explanation by selecting relevant information and related details from a text, model, or data set follow the line of reasoning in explanations or arguments explain logical relationships among ideas (e.g., additive, causal, sequential, comparative, or conditional) analyze, critique, and expand ideas (e.g., compare ideas, challenge an idea, refute a claim, provide evidence for an assertion, provide a rationale, elaborate on an idea, build on an idea) express varying degrees of certainty	express an idea and related detail using multimodal representations, gestures, and high-frequency adjectives and adverbials of space, manner, time (e.g., *here*, *slow*, *then*)	express **nuance** and include details when given opportunities to clarify language and elaborate on ideas
	understand the main point in general terms when the speaker uses gestures and **multiple representations**	understand main points and related details when the speaker uses examples, repetition, and paraphrasing of ideas
	participate in brief and routine exchanges on familiar topics	Participate in talk that extends beyond a few exchanges where the topic and roles of participants are familiar
	with guidance, prompting, and modeling, use a small set of **discourse moves**	with guidance and prompting, use an **increasing range** of **discourse moves**
	use recurring **everyday words** and phrases	use increasingly **nuanced** and precise language; with prompting, use some **cross-disciplinary** and **technical** language
	agree and disagree with others in ways appropriate to the situation	express and begin to recognize partial agreement; soften the certainty of claims to reflect appropriate degree of certainty and/or make room for other ideas
	use a range of strategies to address communication challenges: drawing on a language other than English, using a familiar synonym, pointing, using gestures, and using visual representations	use a range of strategies to address communication challenges: asking for repetition or clarification, self-correcting, rephrasing, using **circumlocution**, inventing a word

Language Practice: **INTERPRET ideas**
Description: **understand models, representations, and multimodal texts**
Example: **Students interpret the meaning of word problems, diagrams, graphs of data**

Students use language to:

navigate multimodal texts to find specific information and related details (e.g., steps in a process, math question being asked)

synthesize information from multiple and varied sources (e.g., diagrams, videos, oral presentations, data displays, models, or mathematical expressions)

Teacher Actions

- Engage students in experiences that build shared background knowledge around key concepts (e.g., walk in a garden with plots to prepare for working on area and perimeter).
- Give students repeated opportunities to interpret written text in combination with drawings, symbols, diagrams, data displays, and various forms of media. Provide guidance and feedback.
- Give your multilingual students additional processing time, since mathematical meaning-making may occur partially or completely in their most familiar language, even after they become fully proficient in English.
- Some of your students likely know different counting systems and algorithms than the ones used in the United States. Invite them to demonstrate these and explain the processes they are familiar with and explore connections. (Students may not be familiar with algorithms prior to third grade but may encounter different algorithms at home when parents assist with homework.)
- Build in frequent checks for students' understanding of the mathematical situation/problem or solution pathway, for instance by asking for a restatement, including multiple languages and language varieties, and using visual representations of ideas.

Student Actions to Teach and Practice

- To make sense of a problem, draw what's happening and state the problem situation in your own words.
- Ask yourself, "What information am I looking for? What am I trying to answer?"
- Talk with others about what you understand so far and the questions you are still trying to answer. Ask for clarification using English or another language.
- Use drawings, actions, and manipulatives to help capture your ideas as you think.

Language is used to:	**Students new to English can:**	**As language grows, students can:**
navigate multimodal texts to find specific information and related details (e.g., steps in a process, math question being asked) synthesize information from multiple and varied sources (e.g., diagrams, videos, oral presentations, data displays, models, or mathematical expressions)	with opportunities to reread as necessary, interpret short and **simple** multimodal texts on **familiar** topics that use **familiar organizational patterns** and graphically reinforce relationships among ideas (including through headings, numbering, and visual representations)	interpret extended and increasingly **complex** multimodal texts that use **familiar organizational patterns** and **explicitly** indicate relationships among some ideas
	leveraging relevant and activated background knowledge, recognize the main idea (in general terms) and identify specific information in short and **simple** texts	identify key ideas or information and some related details in extended and **increasingly complex** texts
	interpret visual representations that have become **familiar** through classroom discussion	interpret visual representations that have become **familiar** through classroom discussion
	understand high-frequency, **everyday words**, phrases, and **formulaic expressions**	understand an **increasing range** of familiar cross-disciplinary and technical words and expressions

Language Practice: **PRESENT ideas to suit a particular audience, context, or purpose**
Description: **analyze situational expectations and adapt the language as needed or desired**
Example: **Students prepare a presentation or written explanation of their solution strategy using a combination of oral and written text and varied mathematical representations**

Students use language to:	**Teacher Actions**
create **cohesion** in multimodal texts effectively signal the logical connections among claims, explanations, justifications, reasoning, and constraints of an argument organize ideas in ways that support the purposes of oral or written texts (e.g., arguments, informative/explanatory texts) integrate verbal, visual, and other forms of communication	• Jointly construct arguments and explanations with students and explore multiple mentor texts with a focus on the organization of the whole text and its different sections. • Give students frequent opportunities to revise their arguments and explanations based on feedback from you and from their peers. • Point out and talk with students about different ways that they can use language to express their ideas and justify their reasoning. • Give students opportunities to write their own definitions of key concepts and their own explanations of mathematical algorithms or solutions. Discuss with students what makes some definitions and explanations more effective than others. • Explicitly address the integration of multiple modalities in mathematical communication.
	Student Actions to Teach and Practice • Think about your audience. Remember that your reader or listener can't see what "it" or "that" is, so you will need to explain very explicitly what you're referring to. • Explain your reasoning as clearly as possible. Reflect on your reasoning and see if you can make it even more clear and effective. • Listen carefully to suggestions from peers and teachers and use them to make your own texts stronger. • Be ready to provide a rationale for your most important language choices, and for the ways you are integrating multiple media.

Language is used to:	Students new to English can:	As language grows, students can:
create **cohesion** in multimodal texts effectively signal the logical connections among claims, explanations, justifications, reasoning, and constraints of an argument organize ideas in ways that support the purposes of oral or written texts (e.g., arguments, informative/explanatory texts) integrate verbal, visual, and other forms of communication	construct short and **simple** texts that have all required/main text sections	construct texts in which some sections may include more detailed and/or **nuanced** information, explanations, and descriptions than others (e.g., in terms of using textual evidence)
	construct short and **simple** sentences with repetitive structure	construct sentences with some variation in structure (e.g., word order) and **complexity** (e.g., relative clauses, expanded noun and verb groups, nominalization)
	build coherence through a few high-frequency **connectors**	build coherence through an **increasing range** of connectors and referential devices (e.g., pronouns, synonyms, renaming subject)
	use a few grammatical structures with emergent **control**	use an **increasing range** of grammatical structures with developing **control**
	refer to and explain non-verbal representations using formulaic expressions	refer to and explain non-verbal representations using a recurrent set of expressions with some variation
	use predominantly **everyday words**, phrases, and formulaic expressions	use more varied vocabulary that includes some **cross-disciplinary** and **technical** language; begin to express **shades of meaning**

Appendix B3: Language Practice Cards for Science

<table>
<tr><td colspan="2">Language Practice: EXPRESS and clarify ideas
Description: express, relate, and clarify emerging ideas with peers and teachers
Example: Students share what they notice about a phenomenon with a group of peers</td></tr>
<tr><td rowspan="2">Students use language to:

interpret the directions and purpose of activity

contribute and clarify own ideas (e.g., by paraphrasing, reviewing, highlighting, and/or affirming ideas of others)

ask and respond to questions

initiate, maintain, and end discussions (e.g., by suggesting, paraphrasing, and re-stating ideas)

make and respond to requests, suggestions, and invitations

manage communication challenges</td><td>Teacher Actions
Use a range of strategies to ensure that your instructions about the purpose and steps of the activity are clear and explicit to students.
Center group work around a phenomenon or driving question that provides a genuine need to talk.
Ask open-ended questions that invite students to share their experiences and ideas related to the topic.
Model several ways to ask clarifying questions. Help students phrase questions in ways comprehensible to many students.
Model using multiple representations (drawings, diagrams, charts, photographs, models) and language supports to express and clarify ideas.
Encourage students to participate in group interaction in an expanding range of ways (such as initiating and maintaining a discussion, inviting peers to participate, building on previous ideas, summarizing ideas, and asking for clarification).</td></tr>
<tr><td>Student Actions to Teach and Practice
Participate in discussions in different ways, such as asking questions, sharing ideas, making suggestions, connecting ideas, and so on.
Strive to be specific when asking questions or expressing ideas.
Be patient with one another and help one another find ways to show or rephrase an idea that’s confusing.
Use words, drawings, diagrams, and classroom objects to help you express ideas.
Make sure everyone has a chance to contribute ideas and ask for clarification.
Use multiple languages to make sure that everyone feels included in a discussion and has a chance to contribute.</td></tr>
</table>

Language is used to:	**Students new to English can:**	**As language grows, students can:**
interpret the directions and purpose of activity contribute and clarify own ideas (e.g., by paraphrasing, reviewing, highlighting, and/or affirming ideas of others) ask and respond to questions initiate, maintain, and end discussions (e.g., by suggesting, paraphrasing, and re-stating ideas) make and respond to requests, suggestions, and invitations manage communication challenges	understand short and **simple*** directions	understand increasingly **complex** directions
	understand the main point in general terms	understand main points and relevant details
	participate in brief and routine exchanges on **familiar** topics	participate in extended discussions
	ask and respond to simple, routine questions	ask and respond to questions with emerging **complexity**
	with guidance, prompting, and modeling, use a small set of **discourse moves**	with guidance and prompting, use an **increasing range** of **discourse moves**
	express some detail using mostly **everyday** language	express **nuance** and include details when given opportunities to clarify language and elaborate on ideas
	leverage **circumlocution**, pointing, gestures, and drawings to get an idea across	ask for repetition or clarification, self-correct, rephrase, and use other communication strategies to get an idea across
	explicitly indicate connections among some points or ideas using gestures and visual representations	**explicitly** indicate connections among some points or ideas
	use **formulaic expressions** in ways appropriate to the situation	use recurring expressions and **grammatical structures** with some variation in ways appropriate to the situation
	use recurring **everyday words** and phrases	with prompting, use some **cross-disciplinary** and **technical** language

* All bolded terms are defined in Appendix C: Glossary of Terms.

Language Practice: **CO-CONSTRUCT ideas**

Description: **contribute, probe, analyze, and critique ideas to *co-construct* new understandings**

Example: **Students compare data collected by different groups to identify similarities and differences**

Students use language to:

support a scientific argument or explanation with relevant information and related details from a text, model, or data set (e.g., describe parts of a system and how they work)

follow the line of reasoning in explanations or arguments

indicate logical relationships among ideas (e.g., additive, causal, sequential, comparative, or conditional)

analyze, critique, and expand ideas (e.g., compare ideas, challenge an idea, refute a claim, provide evidence for an assertion, provide a rationale, elaborate on an idea, build on an idea)

express varying degrees of certainty

Teacher Actions

- Choose learning activities that create a need for students to figure something out together.
- Use purposeful questions (**teacher discourse moves**) to facilitate collaborative analysis of ideas.
- Set small group tasks that motivate co-construction, such as asking groups to agree on one or two ideas to share, or to collaborate in crafting one sentence that summarizes their idea.
- Teach and model **student discourse moves** (sentence frames) to help students develop ways of working together to co-construct understanding. Invite students to help generate additional ways to phrase these moves.
- Model ways to incorporate multiple modalities in scientific argumentation (e.g., using combinations of text, data displays, diagrams, symbols, mathematical expressions).

Student Actions to Teach and Practice

- Be ready to engage with the ideas being discussed, try to understand other's ways of thinking, and ask questions if there is something you are not sure about.
- Be ready to support your ideas with evidence and reasoning.
- Ask questions about others' claims and evidence to understand their reasoning.
- Keep a record of your ideas and helpful or interesting ideas from others. Use drawings, models, mathematical expressions, and symbols.

Language is used to:	**Students new to English can:**	**As language grows, students can:**
support a scientific argument or explanation with relevant information and related details from a text, model, or dataset (e.g., describe parts of a system and how they work) follow the line of reasoning in explanations or arguments indicate logical relationships among ideas (e.g., additive, causal, sequential, comparative, or conditional) analyze, critique, and expand ideas (e.g., compare ideas, challenge an idea, refute a claim, provide evidence for an assertion, provide a rationale, elaborate on an idea, build on an idea) express varying degrees of certainty	express an idea and related detail using multimodal representations, gestures, and high-frequency adjectives and adverbials of space, manner, time (e.g., *here*, *slow*, *then*)	express **nuance** and include details when given opportunities to clarify language and elaborate on ideas
	understand the main point in general terms when the speaker uses gestures and **multiple representations**	understand main points and related details when the speaker uses examples, repetition, and paraphrasing of ideas
	participate in brief and routine exchanges on familiar topics	participate in talk that extends beyond a few exchanges where the topic and roles of participants are familiar
	with guidance, prompting, and modeling, use a small set of **discourse moves**	with guidance and prompting, use an **increasing range** of **discourse moves**
	use recurring **everyday words** and phrases	use increasingly **nuanced** and precise language; with prompting, use some **cross-disciplinary** and **technical** language
	agree and disagree with others in ways appropriate to the situation	express and begin to recognize partial agreement; soften the certainty of claims to reflect appropriate degree of certainty and/or make room for other ideas
	use a range of strategies to address communication challenges: drawing on a language other than English, using a familiar synonym, pointing, using gestures, and using visual representations	use a range of strategies to address communication challenges: asking for repetition or clarification, self-correcting, rephrasing, using **circumlocution**, inventing a word

Language Practice: **INTERPRET ideas**
Description: **understand models, representations, and multimodal texts**
Example: **Students interpret the meaning of diagrams or graphs of data**

Students use language to:

determine the topic and purpose of texts and other types of information

integrate information from multiple and varied sources (e.g., diagrams, videos, oral presentations, data displays, models, or mathematical expressions)

navigate multimodal texts to find specific information and related details (e.g., steps in a process, phases in a cycle, reactants and products of a reaction, parts of a system, evidence supporting a claim)

Teacher Actions

- Engage students in experiences that build shared background knowledge around the key concepts in a text.
- Frequently model the interpretation of multiple kinds of information: graphs, data tables, diagrams.
- Give students repeated opportunities to interpret written text in combination with scientific drawings, symbols, diagrams, data displays, and various forms of media.

Student Actions to Teach and Practice

- When reading or listening, ask yourself, “What information am I looking for? What am I trying to answer?”
- Ask yourself, “What is this person trying to make me think or believe?”
- Make connections to your experiences and share these with others.
- Talk with others about what you understand so far about the topic you are studying and the questions you are still trying to answer. Ask for clarification using English or another language.
- Capture your ideas and understanding in some visual form using words, drawings, diagrams, symbols, and/or mathematical expressions.

Language is used to:	**Students new to English can:**	**As language grows, students can:**
determine the topic and purpose of texts and other types of information integrate information from multiple and varied sources (e.g., diagrams, videos, oral presentations, data displays, models, or mathematical expressions) navigate multimodal texts to find specific information and related details (e.g., steps in a process, phases in a cycle, reactants and products of a reaction, parts of a system, evidence supporting a claim)	with opportunities to reread as necessary, interpret short and **simple** multimodal texts on **familiar** topics that use **familiar organizational patterns** and graphically reinforce relationships among ideas (including through headings, numbering, and visual representations)	interpret extended and increasingly **complex** multimodal texts that use **familiar organizational patterns** and **explicitly** indicate relationships among some ideas
	leveraging relevant and activated background knowledge, recognize the main idea (in general terms) and identify specific information in short and **simple** texts	identify key ideas or information and some related details in extended and **increasingly complex** texts on **familiar** topics
	distinguish attitudes, perspectives, and stances by exploring high-frequency, **everyday words**, phrases, and **formulaic expressions**	distinguish attitudes, perspectives, and stances by exploring patterns in the words, phrases, and **grammatical structures** (e.g., **active vs. passive voice**, present vs. past tense) used to describe people, objects, processes, actions, and so on
	interpret visual representations that have become **familiar** through classroom discussion	interpret visual representations that have become **familiar** through classroom discussion
	understand high-frequency, **everyday words**, phrases, and **formulaic expressions**	understand an **increasing range** of familiar cross-disciplinary and technical words and expressions

Language Practice: **PRESENT ideas to suit a particular audience, context, or purpose**
Description: **analyze situational expectations and adapt the language as needed or desired**
Example: **Students prepare a presentation explaining a phenomenon using a combination of oral and written text, diagrams, and/ or tables**

Students use language to:

establish and maintain a position, perspective, or stance (e.g., certainty, possibility, caution, authority) in a text or section of text

create **cohesion** in multimodal texts

organize ideas in ways that support the purposes of oral or written explanations and arguments (e.g., orient the reader, summarize key information about a phenomenon being explained, support claims with evidence and reasoning).

integrate verbal, visual, and other forms of communication

demonstrate language and vocabulary control

give presentations

respond to audience questions

Teacher Actions

- Engage students as "junior ethnographers" by exploring language use at school and in their families and communities. Use this exploration to affirm students' sense of self-worth and document the presence of sophisticated uses of language (e.g., irony, metaphor, language mixing) across contexts.
- Explore with students the similarities and differences between school **genres** (such as a narrative) and **genres** with which students engage out of school (such as fan fiction). Such work helps students connect in- and out-of-school activities and see that all **genres** are important to and useful for the groups using them.
- Jointly construct texts on topics familiar to the students and explore multiple mentor texts with a focus on the organization of the whole text and its different sections.
- Provide students with explicit guidance as well as flexibility when they engage with specific **genres**.
- Address global issues of content, organization, use of multiple modalities, and author positioning before focusing on local issues related to the range or **control** of sentence structures, grammatical structures, and vocabulary.

Student Actions to Teach and Practice

- Think about your audience. What information is most/least important to your listeners/readers? What might make your ideas easier to follow or more engaging to read about or listen to? What impact would you like to have on the audience?
- Explain your reasoning as clearly as possible. Reflect on your reasoning and see if you can make it even more clear and effective.
- What makes one kind of text or presentation more effective or less effective? Notice patterns that make them effective and try to use these patterns in your own texts.

Language is used to:	Students new to English can:	As language grows, students can:
establish and maintain a position, perspective, or stance (e.g., certainty, possibility, caution, authority) in a text or section of text create **cohesion** in multimodal texts organize ideas in ways that support the purposes of oral or written explanations and arguments (e.g., orient the reader, summarize key information about a phenomenon being explained, support claims with evidence and reasoning) integrate verbal, visual, and other forms of communication demonstrate language and vocabulary control give presentations respond to audience questions	establish a clear position, perspective, or stance with guidance and revision	establish a consistent and effective position, perspective, or stance with guided revision and self-correction; desired author position may be reinforced through some language choices but not others
	construct short and **simple** texts that have all required/main text sections (e.g., claim, evidence, and reasoning)	construct texts in which some sections may include more detailed and/or **nuanced** information, explanations, and descriptions than others (e.g., in terms of using textual evidence)
	construct short and **simple** sentences with repetitive structure	construct sentences with some variation in structure (e.g., word order) and **complexity** (e.g., relative clauses, expanded noun and verb groups, nominalization)
	build coherence through a few high-frequency **connectors**	build coherence through an **increasing range** of connectors and referential devices (e.g., pronouns, synonyms, renaming subject)
	use a few grammatical structures with emergent **control**	use an **increasing range** of grammatical structures with developing **control**
	refer to and explain non-verbal representations using formulaic expressions	refer to and explain non-verbal representations using a recurrent set of expressions with some variation
	use predominantly **everyday words**, phrases, and formulaic expressions	use more varied vocabulary that includes some **cross-disciplinary** and **technical** language; begin to express **shades of meaning**

	give simple and rehearsed or memorized presentations with strong reliance on written and visual support to sustain the discourse	give rehearsed presentations with **emerging complexity** and some reliance on written and/or visual support to sustain the discourse
	respond to known audience questions with short and **simple** rehearsed responses	respond to anticipated audience questions in some detail, especially if given the opportunity to clarify meaning

Appendix B4: Language Practice Cards for Social Studies

<table>
<tr><td colspan="2">Language Practice: EXPRESS and clarify ideas
Description: express, relate, and clarify emerging ideas with peers and teachers
Example: Students begin to generate questions they may want to investigate</td></tr>
<tr><td rowspan="2">Students use language to:

interpret the directions and purpose of activity

contribute and clarify own ideas (e.g., by paraphrasing, reviewing, highlighting, and/or affirming ideas of others)

ask and respond to questions

initiate, maintain, and end discussions (e.g., by suggesting, paraphrasing, and re-stating ideas)

make and respond to requests, suggestions, and invitations

manage communication challenges</td><td>Teacher Actions
Use a range of strategies to ensure that your instructions about the purpose and steps of the activity are clear and explicit to students.
Gather information about expectations for student participation across settings (e.g., in homes, communities, and other classrooms) to better understand factors that might influence student engagement in your classroom.
Monitor whose ideas you document and make the object of discussion, so you can strive towards equity.
If you paraphrase a student’s idea, ask the student if you understood and stated it correctly. Invite the student to correct your expression until clarity has been negotiated and achieved.
Encourage students to participate in group interaction in an expanding range of ways (such as initiating and maintaining a discussion, inviting peers to participate, building on previous ideas, summarizing ideas, and asking for clarification).</td></tr>
<tr><td>Student Actions to Teach and Practice
Think of an issue you care about and turn into a question that can be explored using inquiry.
Don’t be afraid to ask “tough questions” or to respond to your inner sense of justice.
Participate in discussions in different ways, such as by asking questions, saying ideas, making suggestions, connecting ideas, and so on.
Strive to be specific when you ask questions or express your ideas. As you listen, think about what it is exactly that you are understanding and what exactly you’d like clarified or explained.
Make sure that everyone feels included in a discussion and has a chance to contribute.</td></tr>
</table>

Language is used to:	**Students new to English can:**	**As language grows, students can:**
interpret the directions and purpose of activity contribute and clarify own ideas (e.g., by paraphrasing, reviewing, highlighting, and/or affirming ideas of others) ask and respond to questions initiate, maintain, and end discussions (e.g., by suggesting, paraphrasing, and re-stating ideas) make and respond to requests, suggestions, and invitations manage communication challenges	understand short and **simple*** directions	understand increasingly **complex** directions
	understand the main point in general terms	understand main points and relevant details
	participate in brief and routine exchanges on **familiar** topics	participate in extended discussions
	ask and respond to simple, routine questions	ask and respond to questions with emerging **complexity**
	with guidance, prompting, and modeling, use a small set of **discourse moves**	with guidance and prompting, use an **increasing range** of **discourse moves**
	express some detail using mostly **everyday** language	express **nuance** and include details when given opportunities to clarify language and elaborate on ideas
	leverage circumlocution, pointing, gestures, and drawings to get an idea across	ask for repetition or clarification, self-correct, rephrase, and use other communication strategies to get an idea across
	explicitly indicate connections among some points or ideas using gestures and visual representations	**explicitly** indicate connections among some points or ideas
	use **formulaic expressions** in ways appropriate to the situation	use recurring expressions and **grammatical structures** with some variation in ways appropriate to the situation
	use recurring **everyday words** and phrases	with prompting, use some **cross-disciplinary** and **technical** language

* All bolded terms are defined in Appendix C: Glossary of Terms.

Language Practice: **CO-CONSTRUCT ideas**

Description: **contribute, probe, analyze, and critique ideas to *co-construct* new understandings**

Example: **Students discuss the strength of evidence gathered from different sources**

Students use language to:

support an argument or explanation with relevant information and related details

follow the line of reasoning in explanations or arguments

indicate logical relationships among ideas (e.g., additive, causal, sequential, comparative, or conditional)

analyze, critique, and expand ideas (e.g., compare ideas, challenge an idea, refute a claim, provide evidence for an assertion, provide a rationale, elaborate on an idea, build on an idea)

identify and explain language choices (including with reference to perspective, degree of certainty, **coherence**, **cohesion**, and so on)

Teacher Actions

- Depending on students' previous schooling, some students may not be comfortable interrogating narratives about the past. Questioning and bringing differing perspectives may need to be modelled explicitly to all students.
- Use purposeful questions (**teacher discourse moves**) to facilitate collaborative analysis of ideas.
- Teach and model **student discourse moves** (sentence frames) to help students develop ways of working together to co-construct understanding. Invite students to help generate additional ways to phrase these moves.
- Highlight and name relevant **language features** (e.g., use of modal verbs to show uncertainty or use of pronouns to build **cohesion**) to facilitate students' interpretation of texts.
- Engage in reasoning with students about the strength and validity of different types of evidence, as well as about the organization and representation of evidence. Explore variation in use of evidence across contexts, cultures, languages, disciplines, and so on.

Student Actions to Teach and Practice

- Be ready to engage with the ideas being discussed, try to understand others' ways of thinking, and ask questions if there is something you are not sure about.
- Be ready to support your ideas with evidence and reasoning.
- Use kind and respectful language to maintain effective group relationships (e.g., by opening up spaces for people and ideas, adjusting the intensity of statements, negotiating responsibilities, and so on).
- Keep a record of your ideas and helpful or interesting ideas from others.

Language is used to:	**Students new to English can:**	**As language grows, students can:**
support an argument or explanation with relevant information and related details follow the line of reasoning in explanations or arguments indicate logical relationships among ideas (e.g., additive, causal, sequential, comparative, or conditional) analyze, critique, and expand ideas (e.g., compare ideas, challenge an idea, refute a claim, provide evidence for an assertion, provide a rationale, elaborate on an idea, build on an idea) identify and explain language choices (including with reference to perspective, degree of certainty, **coherence**, **cohesion**, and so on)	express an idea and related detail using multimodal representations, gestures, and high-frequency adjectives and adverbials of space, manner, time (e.g., *here*, *slow*, *then*)	express **nuance** and include details when given opportunities to clarify language and elaborate on ideas
	understand the main point in general terms when the speaker uses gestures and **multiple representations**	understand main points and related details when the speaker uses examples, repetition, and paraphrasing of ideas
	participate in brief and routine exchanges on familiar topics	participate in talk that extends beyond a few exchanges where the topic and roles of participants are familiar
	with guidance, prompting, and modeling, use a small set of **discourse moves**	with guidance and prompting, use an **increasing range** of **discourse moves**
	use recurring **everyday words** and phrases	use increasingly **nuanced** and precise language; with prompting, use some **cross-disciplinary** and **technical** language
	agree and disagree with others in ways appropriate to the situation	express and begin to recognize partial agreement; soften the certainty of claims to reflect appropriate degree of certainty and/or make room for other ideas
	use a range of strategies to address communication challenges: drawing on a language other than English, using a familiar synonym, pointing, using gestures, and using visual representations	use a range of strategies to address communication challenges: asking for repetition or clarification, self-correcting, rephrasing, using **circumlocution**, inventing a word

Language Practice: **INTERPRET ideas**
Description: **understand models, representations, and multimodal texts**
Example: **Students connect photographs and verbal descriptions of a setting**

Students use language to:

identify source type (e.g., primary or secondary), purpose, organization, context, and origin

navigate multimodal texts to identify key ideas/information and related details

identify relationships among ideas (e.g., chronological, comparative, causal, consequential)

identify perspective and author's stance

integrate information from multiple sources (digital, oral, visual, written)

Teacher Actions

- When possible, build students' background knowledge using resources in their most familiar language and multiple media.
- Provide students with multiple guided opportunities to engage with sources such as photographs, data charts, images, geographic maps, graphs, etc. Offer a set of questions for students to practice with different sources.
- Support students in using multiple tools and modes (e.g., flow charts, concept maps, t-tables, diagrams) to represent the development of ideas within whole texts and sections of a text.
- Discuss with students how perspectives or attitudes can be expressed **explicitly** or **implicitly**.
- Give students multiple opportunities to identify claims, evidence, and reasoning in texts of different **genres** (e.g., speeches, advertisements, legal documents).

Student Actions to Teach and Practice

- Pay attention to your own understanding. If you don't understand something, find out what you need on your own or ask for clarification using English or another language.
- Always be clear about why you are reading and how it connects to other questions you are exploring.
- Ask yourself "Whose perspective is represented here? How can I tell?"
- Capture your ideas in some way (words, sketch, diagram, etc.).
- Think about where you can look for more information.

Language is used to:	**Students new to English can:**	**As language grows, students can:**
identify source type (e.g., primary or secondary), purpose, organization, context, and origin navigate multimodal texts to identify key ideas/information and related details identify relationships among ideas (e.g., chronological, comparative, causal, consequential) identify perspective and author's stance integrate information from multiple sources (digital, oral, visual, written)	with opportunities to reread as necessary, interpret short and **simple** multimodal texts on **familiar** topics that use **familiar organizational patterns** and graphically reinforce relationships among ideas (including through headings, numbering, and visual representations)	interpret extended and increasingly **complex** multimodal texts that use **familiar organizational patterns** and **explicitly** indicate relationships among some ideas
	leveraging relevant and activated background knowledge, recognize the main idea (in general terms) and identify specific information in short and **simple** texts	identify key ideas or information and some related details in extended and **increasingly complex** texts on **familiar** topics
	distinguish attitudes, perspectives, and stances by exploring high-frequency, **everyday words**, phrases, and **formulaic expressions**	distinguish attitudes, perspectives, and stances by exploring patterns in the words, phrases, and **grammatical structures** (e.g., **active vs. passive voice**, present vs. past tense) used to describe people, objects, processes, actions, and so on
	interpret visual representations that have become **familiar** through classroom discussion	interpret visual representations that have become **familiar** through classroom discussion
	understand high-frequency, **everyday words**, phrases, and **formulaic expressions**	understand an **increasing range** of familiar cross-disciplinary and technical words and expressions

Language Practice: **PRESENT ideas to suit a particular audience, context, or purpose**
Description: **analyze situational expectations and adapt the language as needed or desired**
Example: **Students perform speeches they have written that describe a problem from different points of view**

Students use language to:

establish a particular author position, stance, or perspective

create **cohesion** in texts

organize ideas in ways that support the purposes of narratives, arguments, and informative/explanatory texts (e.g., orient the reader, substantiate ideas with evidence, summarize key ideas)

integrate verbal, visual, and other forms of communication

demonstrate language and vocabulary control

give presentations

respond to audience questions

strategically integrate languages other than English

Teacher Actions

- Discuss explicitly with students what kinds of evidence and reasoning are valued in the disciplines of social studies and explain why that is the case.
- Engage students in dialogue about the differences between **genres** relevant to social studies (e.g., how explanations are different from stories, or how causal explanations are different from consequential ones).
- Jointly construct texts on topics familiar to the students and explore multiple mentor texts with a focus on how authors build strong arguments and explanations.
- Address global issues of content, organization, use of multiple modalities, and author positioning before focusing on local issues related to the range or **control** of sentence structures, grammatical structures, and vocabulary.
- Guide students in how to leverage multimodal representations in their arguments or explanations.

Student Actions to Teach and Practice

- Think about your audience. What information is most/least important to your listeners/readers? What might make your ideas easier to follow or more engaging to read about or listen to? What impact would you like to have on the audience?
- Explain your reasoning as clearly as possible. Reflect on your reasoning and see if you can make it even more clear and effective.
- What makes one kind of text or presentation more effective or less effective? Notice patterns that make them effective and try to use these patterns in your own texts.
- Practice presentations orally with peers or make a recording and review it with a friend. Revise and practice again.
- Determine how to best use languages other than English when engaging with communities.

Language is used to:	Students new to English can:	As language grows, students can:
establish a particular author position, stance, or perspective create **cohesion** in texts organize ideas in ways that support the purposes of narratives, arguments, and informative/explanatory texts integrate verbal, visual, and other forms of communication demonstrate language and vocabulary control give presentations respond to audience questions strategically integrate languages other than English	establish a clear position, perspective, or stance with guidance and revision	establish a consistent and effective position, perspective, or stance with guided revision and self-correction; desired author position may be reinforced through some language choices but not others
	construct short and **simple** texts that have all required/main text sections	construct texts in which some sections may include more detailed and/or **nuanced** information, explanations, and descriptions than others (e.g., in terms of using textual evidence)
	construct short and **simple** sentences with repetitive structure	construct sentences with some variation in structure (e.g., word order) and **complexity** (e.g., relative clauses, expanded noun and verb groups, nominalization)
	build coherence through a few high-frequency **connectors**	build coherence through an **increasing range** of connectors and referential devices (e.g., pronouns, synonyms, renaming subject)
	use a few grammatical structures with emergent **control**	use an **increasing range** of grammatical structures with developing **control**
	refer to and explain non-verbal representations using formulaic expressions	refer to and explain non-verbal representations using a recurrent set of expressions with some variation
	use predominantly **everyday words**, phrases, and formulaic expressions	use more varied vocabulary that includes some **cross-disciplinary** and **technical** language; begin to express **shades of meaning**
	give simple and rehearsed or memorized presentations with strong reliance on written and visual support to sustain the discourse	give rehearsed presentations with **emerging complexity** and some reliance on written and/or visual support to sustain the discourse
	respond to known audience questions with short and **simple** rehearsed responses	respond to anticipated audience questions in some detail, especially if given the opportunity to clarify meaning

Appendix C: Glossary of Terms

The purpose of this glossary is to define the bold typed linguistic terms used Appendices B1–B4. Our intention is to provide a resource that language specialists can use when discussing language use with other educators. With that purpose in mind, we have provided classroom-based examples to illustrate the linguistic terms in the context of disciplinary learning.

Circumlocution

Circumlocution is a strategy used by speakers when they cannot immediately recall or do not know the exact word(s) they need. To overcome this challenge, speakers may: use a synonym (e.g., say "shape" instead of "figure"), describe the word (e.g., say "what a triangle and a square are" instead of "figures"), use a more general term (e.g., say "these things" instead of "the figures"), and point, draw, or change the phrase to avoid the word altogether (e.g., say "let's find some differences" instead of "let's compare the two figures").

Clause

Clauses are units of meaning. They are useful in understanding how ideas are expressed and what makes a text complex. There are two types of clauses: independent clauses (which can stand on their own as complete sentences, as in *Please take turns* or *Sharks have rows of teeth*), and dependent clauses (which cannot stand on their own and must be attached to an independent clause, as in *when you share your ideas* or *because their teeth get stuck in their prey*). Typically, clauses in English have a subject and a verb though the subject can be assumed rather than stated (as in *Gone!* where the subject *it* is assumed). In terms of language development, learners begin by using simple clauses with predictable word order. As their language competence increases, they begin constructing more complex clauses and sentences, varied word order, and an expanded range of **Text Connectives**.

Coherence (adj. Coherent)

Coherence is a discourse-level language feature. Coherent texts leave the reader with the impression that the ideas in the text are logically connected and that the genre and the register of the text are consistently maintained (see example below). Text coherence depends on the ideas the writer or speaker has, how they choose to organize the ideas, and their familiarity with genre and register expectations. In terms of language proficiency, coherence may increase as learners expand their capacity to (a) make more explicit and nuanced connections among ideas, and (b) consistently and effectively maintain a register appropriate to a particular genre.

Example	Comments
Koalas are marsupials. Marsupial is a type of mammal that has a pouch on her abdomen. A female koala carries her baby in her pouch for about six months.	This text is coherent because the writer maintains the same topic, introduces related ideas, and

When the baby emerges from the pouch, it rides on its mother's back or clings to her belly until it is about a year old.	maintains an objective register appropriate to the genre of information reports.
Koalas are marsupials. Marsupial is a type of mammal that has a pouch on her abdomen. When I went to the zoo, I saw a baby koala in the pouch. Then we went to the giraffe section of the zoo. The giraffes had very long necks. They looked really cool.	This text is not coherent because it switches between topics, genres, and registers. The text starts as an information report on koalas and switches to a personal recount focusing on giraffes. Along with the shift in genre, the writer shifts from an objective to a much more personal register, uncharacteristic of information reports.

Cohesion[3] (adj. Cohesive)

Cohesion is the internal organization of the text. It refers to the way authors indicate relationships among ideas at the whole text, paragraph, and sentence levels. We build cohesion through cohesive devices (see **Cohesive Devices** below). In terms of language development, in the Instructional Framework we look at the range of cohesive devices a student uses to build cohesion and at the control (or perceived appropriateness and accuracy) with which they are used.

Cohesive Devices[4]

Cohesive devices are resources that authors and speakers use to tie together ideas in a text and make the text "stick together." Below we discuss several such resources but there are others. We include examples of the use of each cohesive device alongside the definitions and at the end of this section.

Lexical Cohesion

Lexical cohesion refers to connecting ideas by using words that are associated with each other, such as synonyms (similarities), antonyms (opposites), metonyms (whole to part), and hyponyms (general to specific). We can also build lexical cohesion through repetition.

Substitution and Omission

As a text unfolds, words may be substituted or omitted to avoid unnecessary repetition. Any element of a clause or even an entire clause can be substituted or omitted.

- Common noun substitutions*: ones, some, other, another one, same one, else, more* (e.g., *There were two <u>rocks</u> and I chose the smooth <u>one</u>*.)
- Common verb substitutions*: do, does, did, have, will (*e.g., *Some rocks <u>break</u> easily but others <u>don't</u>.)*

[3] Humphrey et al. (2015). *Grammar and meaning*. New South Wales, PETAA.
[4] Halliday, M. A. K., & Hasan, R. (2013), *Cohesion in English*. Routledge.

- Other substitutions: *so (e.g., Water can pass through rock. To do so, it has to find air spaces that are connected.), none (e.g., If there are none, the water won't pass through the rock.);* possessive pronouns: *mine, yours, theirs, hers (e.g., My rock is permeable but hers isn't.)*
- Omission: *don't, does, didn't, haven't, won't.* (e.g., *Water will pass through rock only if the air spaces are connected. Otherwise, it won't*.)

Reference

Referring words create a bridge between what was mentioned previously (people and things, even sections of text) and new information. They can also refer forward to people and things or whole sections of text that will appear later in the text. Referring words include:

- Personal pronouns such as *you, she, they* that refer to living and non-living things (e.g., *People use maps to find where they need to go*.)
- Definite articles: *the* (e.g., *Can you hold the pencil?*); *the* refers to the pencil previously mentioned
- Demonstrative pronouns such as *this/these, that/those, there* that refer to living and non-living things, places, or actions mentioned previously (e.g., *Once you decide where you want to go, you need to find out how to get there.*)
- Qualifiers such as *many/some/several* (e.g., *Maps used to be drawn by hand. Many had pictures of fantastic beasts and other decorations.*)
- Comparatives such as *same/different, other, bigger/biggest, more/less* (e.g., *This map has a lot of detail but that one has more and shows when you are going up or down*.)
- Text reference, where we use a pronoun (such as *this/these* or *that/those*) as a substitute for an idea or phenomenon described in one or more sentences, and even a section of text (e.g., *Maps are flat but the world is round. This is why globes are so useful*.)

Text Connectives

Text connectives are words and phrases that make explicit the logic used to connect ideas within a sentence, across sentences, and across sections of text.

Connectives can link ideas in a range of ways, including:

- Cause/effect: *so, therefore, consequently, due to, because of this, as a result*
- Sequencing: *in the first place, to start with, at this point, to get back to the point, in short, all in all, to conclude*
- Adding information: *in addition, apart from that, furthermore, besides, along with, again, along with*
- Indicating time: *next, afterwards, after a while, at the same time, at this moment, meanwhile, previously, before that, finally*
- Condition: *if, unless*
- Concession: *in that case, while, however, although, on the other hand, despite*

- Clarifying: *in other words, I mean, to put it another way, for example, to be more precise, or rather, to illustrate*

Examples of Lexical Cohesion and Reference

Sample Text (Written)	*Description of Bolded Cohesive Device*
Three young boys run around playing tag while simultaneously finding sticks on the ground to use for their art project. The **leaders** tell **the kids** to stop running because **they** may trip. **The boys** disregard **the adults'** warning and keep going, carelessly running around in the dirt and leaves. **One of the boys, Nicky,** isn't looking where **he**'s going, and ~~he~~ trips, and a piece of wood in the ground about a foot tall and very sturdy, rips open his leg. … Months later, **that whole experience** is just a scar on his leg to remind him of **that unfortunate event**.	Synonyms: *Three young boys*, *the kids* and *the boys* Synonyms: *the leaders, the adults* Pronoun reference: *they* refer to *the kids* Pronouns: *he* refers to *one of the boys.* Omission: *he* is omitted. Text reference: *that whole experience, that unfortunate event* refer back to the accident described earlier in text.

Sample Text (Spoken)	*Description of Bolded Cohesive Device*
S: Our **team** was successful because **all of us** worked hard to fix the mistake **we** made at the beginning. And our **group** used polite language with each other. T: Yes, I heard how respectful **you** were when ~~you were~~ talking with each other. That's key. Anything else that helped **your design team** be successful? S: **None of us** had a **bad attitude**. **We** kept at it and **didn't complain**. **We** kept **positive**. T: **That**'s a great point. T: Did **you** face any challenges? S: Yes, we **did**. S: The biggest ~~challenge~~ was making people stay on task. T: Any **others**? T: Maybe **smaller** ones?	Pronoun reference: *All of us* refers to *our team*. Pronoun reference: *We* refers to *our team;* see also below (*none of us* had*, we* kept). *Group* is a synonym of *team.* Pronouns reference: *you* refers to *your team*. Omission of *you were.* Text reference: *that* refers to the idea of being respectful. Repetition: *team* and *design team*. Synonyms and antonyms: *bad attitude* is an antonym of *not complain* and *positive*. *Not complain* and *positive* are synonyms. Text reference *that*'s [a great point] refers not to one specific word, but to the string of sentences describing the great point. Pronoun reference: *You* refers to *your team*. Verb substitution: *did* is a substitute for *face challenges.* Omission of *challenge*. Qualifier: *the biggest* refers to the challenges

Noun substitution: *others* is a substitute for *challenges*. Comparative reference: *smaller* is a comparative reference to *biggest*. *Ones* (in *smaller ones*) is a substitute for challenges.

Complex, Complexity

See **Text Complexity**.

Control

Control refers to the extent to which a student's use of language features would be judged as correct and appropriate by proficient users of that language. In terms of language development, students move from emerging control to more consistent control. An example of emerging control is when a student sometimes uses pronouns as expected and sometimes not; the student might sometimes say *he* when he means *she* but not all the time. Another example of emerging control is when a student would sometimes use the past tense to describe past events, and sometimes not. Emergent control often means that the student is aware of the grammatical rules that apply to a particular language structure, but the correct use is not yet automatic.

Sometimes control is more a matter of appropriateness to the context than correctness. Determining whether a particular language use is appropriate or not often depends on the interlocutors involved and what might be considered suitable in a particular situation. For example, the use of call-and-response language in writing (such as *What did I do? Divide!)* may be seen as appropriate in informal situations. In academic contexts the same is true of many other language features often associated with spoken-like language, such as use of generic words (like *thing, good, cool*), contractions (*can't, didn't*), and dangling prepositions (as in *He didn't use the number he was supposed to*).

One of the most effective ways to support students' expansion of control is to have focused opportunities to self-correct. Such opportunities enable students to think more carefully about their language production and so demonstrate better what they are capable of doing with language.

Cross-disciplinary Language

Cross-disciplinary language refers to terms that students are likely to encounter across content areas. Examples of cross-disciplinary language include *evidence*, *invade*, and *simultaneous*. While the existence of such terms helps students express and interpret language in different content areas, it is important to keep in mind that the meaning of a term may also vary by content area. For example, teachers in all the core disciplines want students to use evidence to back up their ideas but what counts as strong evidence varies from discipline to discipline.

Discourse Moves

Discourse moves describe the different ways that participants in academic discourses (both teachers and students) engage with one another's ideas. On the Doing and Talking Math and Science website, MacDonald et al. (2017) highlight six **Teacher Discourse Moves** that facilitate students' expression and co-construction of ideas:

1. Clarify the expression of an idea
2. Make ideas public
3. Emphasize an idea
4. Prompt student careful listening to others' ideas
5. Probe and deepen student reasoning
6. Prompt student consideration of others' ideas

Because meaning-making is a dialogic process, the authors also identify seven **Student Discourse Moves** to help students understand the seven basic ways they can respond to an idea under consideration:

1. Express a new idea
2. Clarify an idea
3. Restate or summarize an idea
4. Compare ideas
5. Support an idea
6. Build on or extend an idea
7. Question or challenge an idea

All these moves are accomplished through language, and multilingual learners may need scaffolded support to expand the ways in which they participate in interaction (see also **Expanded Range of Language Use**).

Teacher and Student Class Discussion	*Type of Discourse Move*
Teacher: *What happens to our cardiac muscle when we exercise?*	Prompting for reasoning
Jenny: *It pumps faster.*	Expressing an idea
Teacher: *It looks like you want to add something more to that, Jenny. We can wait, it's OK.*	
Jenny: *Right. When it pumps faster, it's getting exercise, so it gets stronger.*	Expressing an idea
Teacher: *Does anyone have any ideas to add to our thinking right now? We want all your ideas.*	Probing and deepening reasoning
(three more students express the same idea)	Expressing an idea
Seth: *So, basically, what we're all saying is that when you exercise, it makes it stronger so it will*	Summarizing ideas

Teacher and Student Class Discussion	*Type of Discourse Move*
help it go faster. Right? (He directs the question to his classmates)	
Marcos: *I disagree with Seth, cuz if you kept doing it over and over, it wouldn't be as healthy as he pronounced it.*	Challenging an idea
Teacher: *Seth, what do you think about that?*	Prompting student: student reasoning
Seth: *Well, I think maybe I still disagree with Marcos.*	Challenging an idea
Teacher: *Oh, I see. I like that you clarified that you're not sure. Class, what do you think about these two ideas?*	Probing and deepening reasoning; prompting student: student reasoning
Kalia: *Can I try to clarify what Marcos is saying? … I think he's trying to say that if you kept on exercising too much, it wouldn't be healthy.*	Clarifying an idea
Teacher: *Is that what you're wanting to say, Marcos?*	Prompting student: student reasoning
Marcos: *Yes, Kalia got it right.*	Restating
Peter: *Well, I still agree with Seth because, like, it's near your lungs, so when you breathe fast, you'll get lots of oxygen, so you can work harder, and it will be OK.*	Supporting an idea
Ricardo: *I agree with Seth, too, because it's a muscle, and when you exercise muscles, they get stronger.*	Supporting an idea

Explicit (vs. Implicit) Meanings

Explicit meanings are created when something is clearly and directly communicated. When an idea is implied but not directly stated, the meaning is implicit (see examples below).

The distinction between implicit and explicit meanings is important in language instruction because implicit meanings require a different kind of language processing. While explicit meanings clearly refer to ideas through naming or identifying, implicit meanings require readers or listeners to interpret or make inferences. In terms of language development, understanding both explicit and implicit meanings will depend on students' awareness of (a) the connotations of the words and phrases being used and (b) the situation in which the communication takes place. (Connotations are evaluative or emotional associations that accompany a word or phrase in addition to its literal meaning.) Students' capacity to interpret implicit meanings is shaped by their familiarity with the cultural values, norms, and practices reflected in a particular language.

Explicit Meanings	*Implicit Meanings*
She yelled at me.	*She raised her voice.*
Please open the window.	*It's stuffy in here!*
This paper does not meet expectations.	*Let's do another round of revisions.*
She was afraid.	*She sat there wide-eyed and trembling.*

Implicit language plays a key role in interpersonal communication. Students need guidance and feedback to build their capacity to interpret and use implicit language. Increased capacity in using implicit language will allow students to better negotiate their roles and relationships with others.

Everyday Language

Everyday language refers to words or expressions used in everyday speech and related to everyday topics and situations. Everyday language is not specific to a content area, and includes words like *table* and *argument*, which have very different meanings in the disciplines. One of the challenges multilingual learners often face is that they are familiar with the everyday but not discipline-specific meanings of certain words, and this may cause confusion or misinterpretation.

Familiar Topics, Patterns, and Terms

Topics, organizational patterns, or terms become familiar if students have had repeated opportunities to engage with them through prior learning and experience in and out of school. *Familiar topic*s are topics that the students feel comfortable discussing because they are part of their everyday lives or have been a topic of school learning. Since students have widely diverse interests and experiences, some topics may be very familiar and others completely foreign. It is important that teachers not assume what is familiar to students but engage in discussions with students and families to explore what topics might be familiar. Alternatively, teachers can also engage students in shared experiences to build shared familiarity with a topic.

Organizational patterns are familiar to students if the class has discussed how particular genres (such as narratives or comparison/contrast pieces) are organized. Students need to develop awareness of the building blocks of different genres and the different ways those building blocks may be put together to make whole texts (see also **Discourse**). Students' comprehension of a biographical narrative, for instance, will increase if they know that the text will contain a chronological description of the major events in a person's life along with commentary about why those events were important.

Familiar specific and technical language refers to language whose meaning students can interpret even in general terms. Pre-teaching vocabulary as words in isolation is not sufficient to make language familiar and is generally discouraged by scholars as it tends to address the meaning of language out of context and do little to promote comprehension (Rose & Martin,

2012). Terms can become familiar through past learning activities in and out of school. Teachers can foster familiarity with terms as students engage with the texts in which these terms occur by designing experiences that involve exploration and reflection on the meaning of the terms.

Formulaic Expressions

Formulaic expressions are phrases that often appear together and are learned as a single chunk. Examples of formulaic phrases include questions such as *how are you*, responses such as *Fine, thanks, and you?* and expressions such as *long time no see*, and *you can do this*. Sometimes, students learn sentence stems as formulaic phrases as well. Because students often process these phrases as single chunks, they may not notice the grammatical rules that apply and say, for example, *I don't agree* when they mean to say *Don't you agree?*

Genre

From a systemic functional linguistics lens, genres are ways of expressing meaning that have certain culturally expected features. Genres are goal-oriented, social, and staged. We can think of stages as steps that a genre goes through, each with its own function. In procedures, for example, the stages may include explaining the purpose, equipment used, and steps followed. Stages are not static or frozen in time. In one classroom the teacher may expect students to describe optional or alternative steps in their procedure. In another classroom, the teacher may not expect this content to be included. Making stages explicit to students helps ensure that they do not miss important sections or ideas as they produce and process texts.

Stages consist of *moves*. Moves are individual sentences or groups of sentences, and, like stages, they have their own functions. Both stages and moves (like the *procedure for area* move in the example below) are recognizable by their language features.

Sample Text	*Comments*
Stage #1: Procedure *[**Statement**] Mr. Vang should choose Plot A for the school garden. **[Procedure for area]** First, to find the area I did length multiplied by width. The answer was 16 (8x2 = 16 ft^2). Second, I did the same steps with Plot B and Plot C. For Plot B I got 16 ft^2 and for Plot C I got 12 ft^2. **[Procedure for perimeter]** To find the perimeter of Plot A, I counted how many sides were in the rectangle. There were four sides, so I did S+S+S+S. For Plot A I got 20 ft, for Plot B I got 16 ft, and for Plot C I got 14 ft.*	This text is an example of the genre of mathematical explanation and has two stages: procedure and rationale. The first stage has three moves: a statement and two procedures (one for finding area and one for finding perimeter). Some characteristic language patterns in the procedure move are the use of connectors for sequence (*first, second*) and the use of the past tense.

Stage #2: Rationale ***[Reference to original question]*** *I knew that the question was which plan would provide the greatest area and perimeter.* ***[Rationale]*** *If he chose Plot A, he would have the same area as Plot B. But Plot A has a greater perimeter than Plot B so if he chose Plot A, he will have more space to plant fruits and other things. Therefore, he should choose Plot A.*	The second stage has two moves: a reference to the original question and a rationale. Some characteristic language patterns in the rationale include if-then constructions and language for comparison (such as *greater… than, more space to*).

As students' language develops, they expand their capacity to make sense of genre expectations and use those expectations to accomplish their purposes as language users. Development of genre knowledge allows students to understand and produce texts of great length, detail, complexity (in terms of the moves they include), coherence (in terms of how effectively different ideas and modalities are connected), variety (in terms of organizational patterns and types of sentences used), and so on. Increasing mastery of various genres provides the student with the tools they need to increase the effectiveness of their communication.

Grammatical Structures

See **Language Features**.

Implicit Meanings

See **Explicit meanings**.

Increasing Range

Increasing range of language use refers to broadening students' linguistic repertoire to include new ways of using language. In terms of discourse moves, for example, students not only can begin to express ideas in interaction but also to ask questions that clarify or challenge the ideas of others. In terms of grammatical structures, students can expand the ways in which they express politeness and begin making requests (e.g., *please do x*) using different modal verbs (e.g., *could you do x*) and constructions with *would* (e.g., *it would be great if you did x*).

From the point of view of language development, it is important to remember that this kind of expansion does not happen on its own but requires appropriate and consistent guidance, support, and opportunities to practice. The expansion of student repertoires follows the general principles of language acquisition. This means that students' use of new linguistic elements will most likely be flawed in the beginning. Students will experiment with both when they use the new language and how the new element is grammatically constructed. Over time and with constructive feedback and metalinguistic awareness, students' language use will move towards greater control in terms of both social appropriateness and grammatical correctness (see also **Control**).

Language Features

Language features describe how language users build meaning. They fall into several broad categories, including:

- lexical features, such as vocabulary (general, specific, or technical), nouns of different kinds (persons, places, things, processes, etc.), verbs with different functions (thinking, saying, feeling, doing verbs, etc.), words that express emotions and judgments, idiomatic expressions, and connecting words and phrases,
- grammatical features (or structures), such as part of speech, word order, phrase construction (noun phrases, verb phrases, prepositional phrases, etc.), verb tense, clause (simple, compound, and complex, see **Clause**),
- situational considerations such as register choices, pragmatic features (such as indications of respect and construction of politeness), repetition, rhythmic use of language (such as parallelism), and others,
- cultural considerations such as genre expectations (stages and moves), digressions, imagery, cultural references (or references to events and people familiar to a cultural group like *John Henry*, *the Depression*, and *the World Series*), and others.

Nuanced Meanings

Nuanced meanings: see **Shades of Meaning**.

Organizational Patterns

See **Genre** (stages and moves).

Range of Language Resources

See **Increasing Range**.

Shades of Meaning or Nuanced Meanings

Shades of meaning refer to differences in intensity among related words. Just like colors, words can be placed on a continuum. If we think of a happiness, for instance, we can make a list of words that express progressively greater degrees of happiness (such as *happy – elated – overjoyed – thrilled*). While different degrees of intensity can be inherent in words, we can also change the degree of intensity by using other words and phrases. The following four sentences, for example, are arranged in order of intensity from most to least intense:

1. *Rap music is without a doubt the most creative music genre.*
2. *Rap music is possibly the most creative music genre.*
3. *Some students think rap music is the most creative music genre.*
4. *Rap music is a creative music genre.*

Language development involves both strategies—using progressively intense words and using other words or phrases—to express intensity. As students' language competencies expand, the continua they are familiar with acquire new items. Students may, for example, add *ecstatic* to

their existing continuum of words that describe different degrees of happiness. As their language develops, students will also expand the ways in which they change the intensity of ideas. If they start out using only adverbs to modulate verbs (as in the second example above), they may add strategies such as using a different article (as in the fourth example above). It is important for students not only to know the shades of meaning related to a particular word, but also that by choosing a particular word, language users show their point of view and try to influence their audience.

Simple Texts

See **Text Complexity**.

Technical Language

Technical language is language often associated with a particular content area. Examples of technical language are provided below, next to their general language counterparts.

Technical language is often related to the topics, concepts, and practices of the disciplines. Learning technical language is therefore often not a matter of learning new vocabulary but a matter of learning about topics, concepts, and practices through action, discussion, and reflection. If students are familiar with a topic, concept, or practice then all they need to do is attach a new word to something they already know. If the students are not familiar with a discipline-specific topic, concept, or practice, however, typical language-learning strategies (such as providing a translation or a definition) may be grossly insufficient for building understanding.

Another challenging feature of technical language is that general terms often acquire different meanings in the disciplines. Even something as commonplace as the conjunctions *if* and *when* are used differently in math than in everyday speech. Learning the technical meanings of general terms is also not as much a matter of language learning as it is a matter of disciplinary learning, where language and content learning go hand in hand.

Non-technical Language	*Technical Language*
Puppies	Canine species
Plussing	Addition
Corners	Vertices
Reason why	Evidence
Hills	Effigy mounds
Animal with a pouch that eats leaves	Arboreal marsupial

Text Complexity

Text complexity refers to how challenging a text is to process and interpret. Text complexity involves a number of very different features (for a discussion of text complexity with reference to the Common Core State Standards, for example, see this chapter). Here we focus on four language features that contribute to text complexity: **lexical density, nominalization, passive voice,** and **syntactic complexity**. We address other language features (organizational complexity and vocabulary) in the language progressions in the instructional framework.

We consider text complexity a continuum. In terms of language development, students progress from processing and producing simple texts, to increasingly complex texts, to texts of varied complexity. *Simple texts* contain few or no instances of the features that contribute to complexity. *Texts with emerging complexity* contain a few instances of one or more features that contribute to complexity. *Complex texts* contain numerous instances of one or more features that contribute to complexity.

Lexical Density

Lexical density is a quantitative measure of text complexity and can be measured in a number of different ways. One way to measure text complexity suggested by Halliday (1985) is to divide the number of content words (nouns, verbs, adjectives, and adverbs) in a sentence by the number of clauses in that same sentence. Higher numbers would thus indicate higher lexical density. *The important point of this method is not necessarily to do the math accurately but instead to consider how many content words there are in each clause*. Expanded noun and verb phrases place a heavy load on our working memory and so are challenging to interpret.

Sample Text	*Comments*
The hope of a better income, easier work, and more food for their families led this group of immigrants to take the risk of moving across many miles of land and sea.	Content words: 18 Clauses: 1 Score: 18 This text is dense because the number of content words per clause is high (see underlined text). Also, the subject is an abstract idea and can be challenging for elementary students to grasp.
Immigrants took a risky journey across the ocean. They hoped to find a better income. They dreamed of easier work and wanted more food for their families.	Content words: 16 Clauses: 4 (the last sentence has two clauses) Score: 4 This text is less dense because the number of content words per clause is low. Here, the subject is immigrants, which is less abstract than hope in the text above.

There are other ways to quantitatively measure text complexity, including Lexile levels. For a description of how Lexile levels are derived, see this page.

Nominalization

Another feature that contributes to text complexity is when meanings typically expressed one way are expressed in a different, less typical way. For example, instead of saying *The party was a success because* ***she organized things so well***, we may choose to say *The success of the party was due to* ***her great organization***. We do this because the less typical way is more efficient (as in the example above, which condenses the information into one clause instead of two), or because it helps us build cohesion by putting ideas we've mentioned in one sentence at the beginning of the following sentence.

An example of this phenomenon of expressing things in a less typical way is nominalization. Nominalization refers to turning words that are not normally nouns (like verbs, adjectives, adverbs, phrases, and clauses) into nouns. Many abstract and technical terms are nominalizations, used to help us condense information. At the same time, nominalization often emphasizes an end result of an action while making the doer of that action disappear (see the third example below). Nominalization is one of the major differences between spoken and written language.

Sample Text	*Comments*
You heat water and it **evaporates** faster. **Evaporation** increases as the temperature rises.	The second sentence turns a verb (*evaporate)* into a noun (*evaporation*) to refer to a phenomenon. The sentence foregrounds the result of the process and makes implicit the agent heating the water.
Asthma is a disorder in which the **respiratory passages narrow** significantly. **This narrowing** causes the person **to wheeze and become short of breath. Asthma attacks** may be brought on by factors other than allergies such as stress and exercise (Fang, 2004).	*Respiratory passages narrow* is nominalized into *this narrowing*. *To wheeze and become short of breath* is nominalized into *asthma attacks*. Through nominalization, the author synthesizes the information in the previous clause (so the text is more efficient) and builds cohesion.
When we did the lab, our group's measurement expert **made a mistake in measuring** how much gas was released. vs **The measurement** of the gas contained an error.	The phrase *made a mistake in measuring* is nominalized in *the measurement.* This hides the doer of the action and makes it difficult to assign blame.

Passive Voice

Another feature of complex texts is passive voice. Passive voice happens when the object (or recipient) of an action is the subject of a sentence, as in *The door was kicked with much force*. (Someone kicked the door but it might not be important to state who did it or we might

not know who that was. We only know that an action changed the state of the door.) Writers, and sometimes speakers, can choose to use the passive voice intentionally, and usually for one or more of the following reasons: to foreground the result of an action, hide who is to blame for an action, foster an objective stance, and avoid mentioning a doer that is unknown or unimportant. Passive voice is an important language feature to recognize, analyze, and know how to use. It contributes to text complexity because the ideas are no longer in their typical or expected order.

Sample Text	*Comments*
When a disagreement erupted, army soldiers opened fire. Within minutes, hundreds of children, men, and women ***were shot down****. Perhaps as many as three hundred* ***were killed and wounded*** *that morning.*	The first sentence is in active voice naming the doer: *soldiers opened fire.* The next two sentences are in passive voice: *were shot down, were killed and wounded*. These sentences focus on the victims receiving the action and obscure the doers of the action.

Text Purposes

All texts serve a purpose, and often more than one. Examples of purposes are: retelling an experience, entertaining, providing an alternative point of view, explaining one's reasoning (to oneself as well as to others), giving directions, and so on. The purpose of a text can change over time and space. For instance, in a science classroom a text may first be used to learn about the results of an experiment and later as a mentor text for writing up results. Text purpose is important for language learning for two main reasons:

- The purpose of a text often goes hand in hand with an author's or speaker's language choices. Understanding this relationship fosters students' comprehension of the text and their awareness of how language works.
- Texts can serve as resources for language instruction and language learning. For instance, students can learn new words and expressions from texts, use texts to notice the use of certain grammatical structures, and explore texts for ways to build cohesion. To use texts for these purposes, students need appropriate guidance and support.

Syntactic Complexity

The structure of sentences contributes to text complexity. Typically, we distinguish three types of sentences based on the type of clauses they contain: simple, complex, and compound.

- Simple sentences contain a single independent clause but are not necessarily short (as in *Pooh always liked a little something at eleven o'clock in the morning*).

- Compound sentences have two or more independent clauses, each providing important information and so having equal status. The clauses are often linked with conjunctions such as *and*, *so*, *but*, *yet*, *either … or*.
- Complex sentences have multiple clauses as well and are useful in conveying more intricate and detailed relationships among ideas. The relationships between the clauses is not equal in that one of the clauses is independent (i.e., it can stand on its own as a complete sentence) and the other one is dependent (i.e., it cannot stand on its own). Complex sentences are often used to provide a reason, state a purpose, express a condition, make a concession, say when or how something happened, and so on. Clauses in complex sentences are often joined by conjunctions such as *after, before, as long as* (for time); *as if, like* (for comparison); *because, since, in case, as a result of* (for reason); *as long as, unless* (for condition); *although, even if, despite* (for concession); *besides, as well as* (for addition), *except for, instead of* (for replacing), and so on (Derewianka, 2013). Also see **Cohesive Devices: *Text Connectives*** in Glossary for more examples.

Another language feature that contributes to syntactic complexity is *embedding*. Embedding adds detail and specificity. We can use embedding to specify and elaborate on nouns (as in the first example of embedding below). We can also use embedding with reporting, saying, or thinking verbs (as in the second example of embedding).

Type of Sentence	*Sample Text*	*Comments*
Simple sentence	*Could someone rephrase that?*	Conveys a single idea.
Compound sentence	*I would like you to read independently and write down the main plot points in the chapter.*	Has two clauses joined by *and*.
Complex sentence	*When you are done, discuss your notes with a partner to see if you have missed any important events*.	Has four clauses: dependent clause specifying time (*when you are done*), an independent clause (*discuss your notes*), a dependent clause explaining reason (*to see*), and a dependent clause showing condition (*if you have missed*).
Sentences with embedded clauses	*Could someone **who hasn't spoken yet** rephrase that? It is my expectation **that everyone should participate**.*	The embedded clauses make the teacher's request more detailed and specific.

Appendix D: Connections Between the Framework for Equitable Instruction and WIDA Standards Framework, 2020 Edition

The Framework for Equitable Instruction (FEI) and the English Language Development (ELD) Standards Framework, 2020 Edition are complementary WIDA resources designed to support equitable educational opportunities and access to high-quality instruction for multilingual children and youth; content and language integration; and collaboration among stakeholders in the service of multilingual learners. **Table D-1** offers an illustration of key relationships between the two documents.

***Table D-1*. Visual representation of relationships between the FEI and ELD frameworks**

	FEI	ELD Standards Framework
Main Purpose	Inform instruction for multilingual learners, and represent both formal and spontaneous uses of language	
	• support student engagement in disciplinary learning • describe how students use language as they engage in learning	• guide instruction and assessment • describe expectations for student language use and language development
Organizing Feature	Integrate content-area and language instruction	
	four language practices • highlight broad ways in which students use language in the context of learning activities (express, co-construct, interpret, and present disciplinary ideas)	four key language uses • highlight broad genre families (narrate, inform, explain, argue)
Unique Components that Support Instruction	• actions that describe how teachers and students can make classroom learning a rich site for language development	• language expectations that specify benchmarks for students' language development
Language Progressions	Descriptions of how language develops	
	two-level trajectories • support teachers' general understanding of what beginning language learners can do with language and how language grows over time	six-level ELP descriptors • define six levels of English language proficiency for use in formative and summative language assessment
Language Functions	Ways of using language	
	focus attention on a small sets of high-leverage language functions that students use as they participate in classroom discourse	focus attention on language functions connected to specific language expectations, and provide sample language features associated with each function

The FEI and the ELD frameworks have distinct organization because of the different purposes they serve. The FEI is intended to encompass any language use in content-area classrooms, including when students draw on everyday language, express themselves in fragments, use drawing and other modalities in combination with language, and leverage additional languages and language varieties (e.g., translanguaging). Consistent with its language-in-use approach, the FEI is organized around language practices that describe what students do with language as they engage in learning (e.g., collaboratively interpreting a lengthy word problem).

The ELD Standards Framework, on the other hand, focuses primarily on more formal uses of language. This focus stems from the function of standards to inform both language instruction and language assessment. Consistent with the functional approach to language, the ELD Standards Framework uses genre families or key uses as one of its main organizational components. Key uses emphasize the purpose for which language is used and inform the language expectations (or goals for content-driven language instruction) in the standards.

As **Table D-1** illustrates, the FEI and the ELD Standards Framework share several key components. Both frameworks include language functions and representations of language progressions. In the FEI, the language functions are grouped by language practice. The functions are not connected to specific language domains or language forms, and some can be performed non-verbally (a student can add an idea by writing an equation on the board, for instance). In the ELD Standards Framework, the language functions are organized by key use and mode of communication (interpretive or expressive). In addition, many language functions in the ELD standards are accompanied by sample language features.

Another shared component, language progressions, is also expressed somewhat differently in the two frameworks. The FEI is not intended to provide benchmarks for student language performance and therefore offers general descriptions of what students can do with language as their linguistic competencies increase. As the tables in Appendix B illustrate, the language trajectories in the FEI contain only two descriptors: one for students newer to learning a language and one for more advanced language learners. In the ELD Standards Framework, language progressions take the form of proficiency level descriptors and vary by grade-level cluster, communication mode, and English language proficiency level.

This appendix is intended to illustrate how the distinct purposes of the FEI and the ELD Standards Framework resulted in dissimilar organizational structures of the two frameworks and other subtle differences. At the same time, we highlighted the significant overlaps between the two documents, which enables them to complement one another in practice.

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