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WIDA Correspondence Mapping of the Match, Breadth, Consistency, and Depth of Language Opportunities in State K–12 English Language Arts, Mathematics, Science, and Social Studies Standards

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Abstract

To comply with the Every Student Succeeds Act of 2015 and related U.S. Department of Education peer review guidance, state education agencies must provide evidence demonstrating clear alignment (technically referred to as correspondence) between their K–12 English language proficiency standards and their academic content standards. This technical paper provides evidence of match, breadth, consistency [balance of representation], and depth of correspondence between WIDA consortium member state academic content standards in English language arts, mathematics, science, and social studies, as of Fall 2022, and the components of the WIDA English Language Development Standards Framework, 2020 Edition–specifically the four WIDA Key Language Uses and their grade-level cluster and content area instantiation in the WIDA Language Expectations. It also illustrates the relationship between the grade-level cluster Language Expectations and Proficiency Level 5 of the Proficiency Level Descriptors. State correspondence evidence helps ensure that K–12 students identified as English learners (referred to as multilingual learners by WIDA) have the opportunity to learn the critical elements of language that facilitate access to and achievement of academic content.

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To comply with the Every Student Succeeds Act of 2015 and related U.S. Department of Education peer review guidance, state education agencies must provide evidence demonstrating clear correspondence[1] between their K–12 English language proficiency standards and their academic content standards. This technical paper[2] reports on match, breadth, balance of representation,[3] and depth analyses between these two types of standards. These analyses were conducted during 2019-2020 when developing the WIDA English Language Development (ELD) Standards Framework, 2020 Edition. These analyses were later cross-checked and updated in relation to Fall 2022 versions of WIDA consortium member states' academic content standards. Since the WIDA ELD Standards Framework must be flexibly applied across WIDA consortium member state education agencies (SEAs)—i.e., 37 states, two federal agencies, and two territories (nearly four-fifths of SEAs in the United States), the findings in this paper identify the common language components resident within WIDA member SEAs' academic content standards. In doing so, these insights offer a window into the most prominent language uses within and across state academic content standards in the United States. Thus, this paper underscores the claim that WIDA ELD Standards Framework represents the foundational language necessary to facilitate student access to and achievement of states' academic content standards.

Using this technical paper, the PDF version of the WIDA ELD Standards Framework, 2020 Edition, and their own SEA-led peer review/content-to-language standards crosswalks, WIDA consortium member SEAs can meet three evidentiary elements: (1) proof of due diligence, (2) thorough standards review, and (3) standards language model (H. G. Cook, personal communication, May 15, 2023).

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[1] The concept of *correspondence* is also sometimes colloquially referred to as an *alignment, association,* or even a *crosswalk.* As will be defined in detail later in this technical paper, *correspondence* analyses involve comparison between associated (but not equivalent) artifacts.

[2] The elements discussed in this technical paper were examined through a study, encompassing research questions, data sources, methodology, findings, discussion, and significance. As a result, the two terms, *technical pape*r and *study*, are used interchangeably throughout the document.

[3] *Balance of representation* is defined as "the extent to which consistent categories occur in state ELP standards and academic content standards" (Cook, 2017). The terms *balance of representation* and *consistency* are used interchangeably throughout this document.

Table 1. **Peer Review Evidentiary Elements Addressed by This Technical Paper and the WIDA ELD Standards Framework, 2020 Edition PDF**

Evidentiary Element	Evidence Location
1. SEAs can show they have done due diligence in identifying the language elements that correspond with its state academic content standards	• This technical paper and SEAs' individual peer review/content-to-language standards evaluations and crosswalks
2. SEAs can demonstrate that their ELP standards' correspondences have been reviewed	• Appendix H of the WIDA ELD Standards Framework PDF • Spring 2023 Review of this technical paper by the WIDA SEA Standards Subcommittee • SEAs' individual peer review/content-to-language standards crosswalks (created by WIDA consortium member SEAs)
3. SEAs can provide a model of how language is instantiated in the WIDA ELD Standards Framework	• Appendix D in this technical paper and Appendix F of the WIDA ELD Standards Framework PDF

Policy Context

In the United States, students identified as English learners (whom WIDA refers to as multilingual learners[4]), must have the opportunity to learn the "critical elements of language that facilitate access to and achievement of academic content" (Sato et al., 2011, p. 6). Title I of the Every Student Succeeds Act, the 2015 reauthorization of the Elementary and Secondary Education Act of 1965, requires SEAs to develop and implement English language proficiency (ELP) standards aligned with (that is, corresponding to) K–12 academic content standards in English language arts (ELA), mathematics, and science standards. This obligation for content-to-language alignment was derived "from the responsibilities defined in the 2014 *Standards for Educational and Psychological Testing*" (Forte, 2017, p. 1). These responsibilities include validity discussions around content-oriented evidence (p. 26), test design and development (pp. 87–89), and evaluation of the outcomes of educational assessments (p. 185) (AERA/APA/NCME, 2014).

[4] WIDA refers to students identified as English learners as multilingual learners to emphasize the value and assets each student brings to the community. See https://wida.wisc.edu/teach/learners. In recent years, these students have been referred to as either English learners or English language learners.

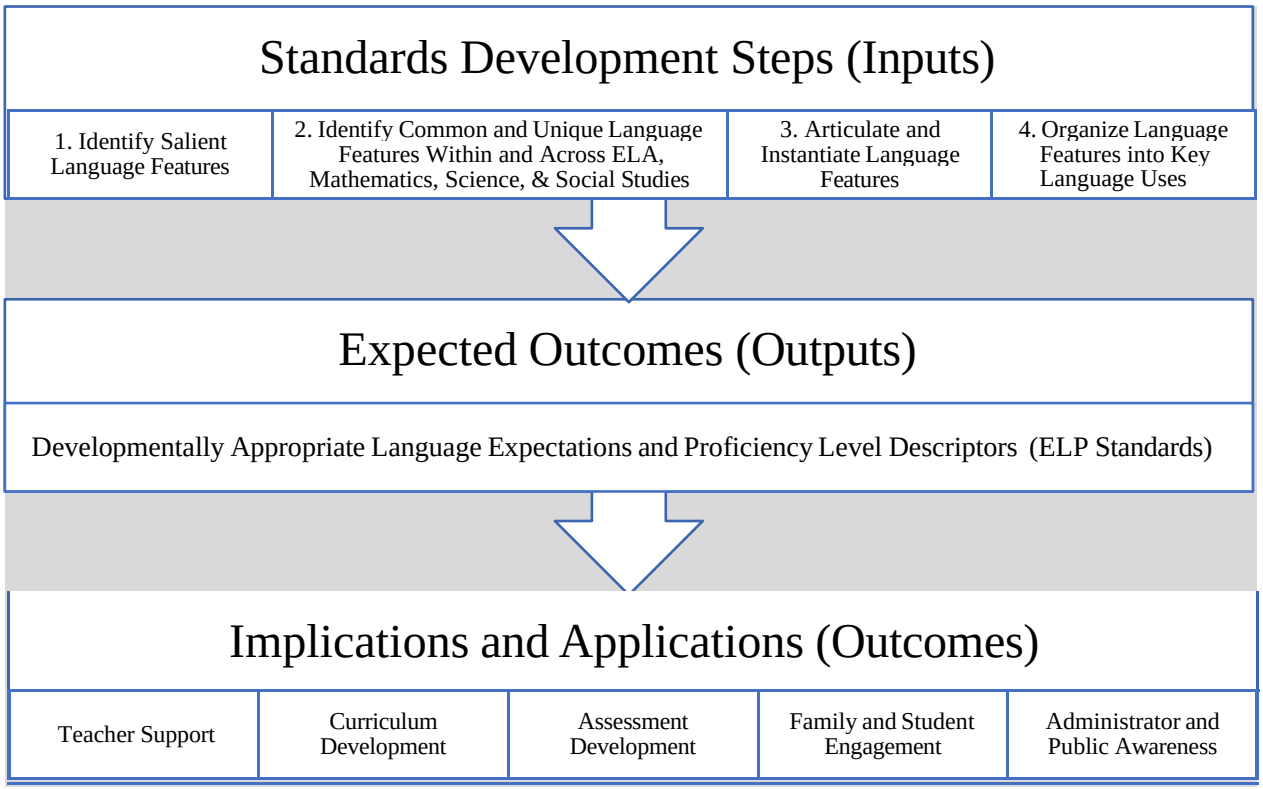
Federal legislation positions ELP standards to function in tandem with state academic content standards in ELA, mathematics, and science. In other words, rather than treating state ELP standards as subordinate to ELA standards, state ELP standards *must* take a disciplinary literacy focus when describing the academic language opportunities[5] of state academic content standards. Concurrently, over the past two decades state K–12 academic content standards have evolved to reflect a Vygotskyan perspective, recognizing that knowledge is intertwined with the linguistic means used to acquire and express knowledge (Bailey & Heritage, 2014, p. 481). Consequently, both content and ELP standards emphasize the importance of equipping students with the language skills necessary to comprehend and engage with content across all disciplines.

However, despite federal emphasis on integrating ELP standards with academic content standards, misconceptions persist among educators, impeding the effective implementation of the standards. Many educators mistakenly view ELD standards as a subdomain of ELA, overlooking their broader scope (R. Linquanti, personal communication, August 11, 2013). Educators require a clear framework for incorporating explicit instruction of the language features students need to acquire for each content area.

The latest edition of the WIDA ELD Standards Framework offers an organizational schema that effectively situates ELP/ELD standards within and across K–12 state academic content standards. As depicted in the theory of action diagram shown in **Figure 1**, by more accurately identifying and organizing discipline-specific language for learning, the WIDA ELD Standards Framework, 2020 Edition offers grade-level cluster Language Expectations to guide the development of various educational resources and artifacts that support English learners, curriculum developers, test developers, families, students, administrators, and the wider public. **Figure 1** is unpacked in much greater detail in **Appendix C**.

[5] Philosophically, WIDA takes an assets-based approach to education, focusing on what multilingual learners *can do*. For this reason, in this paper, analyses are defined in terms of language *opportunities* rather than language *demands* in state academic content standards. *Language demands* is the term used in 2018 U.S. Department of Education Peer Review Guidance.

Figure 1. **Theory of Action: Facilitating Language Access and Achievement in Academic Content (adapted from Cook, 2016)**



Alignment or Correspondence?

To meet federal peer review requirements for Critical Element 1.2 (**Table 2**), SEAs must submit evidence of content-to-language standards alignment (U.S. Department of Education Office of Elementary and Secondary Education, 2018). Even though the term *alignment* is used in both federal legislation (Every Student Succeeds Act of 2015) and U.S. Department of Education peer review guidance (U.S. Department of Education, 2018), in this study, we use the term *correspondence*, which is also found in federal legislation. Because ELP standards and academic content standards are concerned with fundamentally different constructs, the term correspondence more accurately depicts the comparisons being made between content and ELP standards (Cook, 2017; CCSSO, 2012, p. 92).

Cook (2017) shares that, in the past, the term alignment was mainly associated with content validity, focusing on task sampling and test specifications during the test development process. However, alignment has evolved to encompass not only matching the content of test items but also evaluating the breadth and depth of these items in relation to the standards (Webb, 1997; Cook, 2007). The concept of alignment has also expanded beyond tests to encompass other components of the educational system, exploring how curriculum aligns with standards and how different sets of standards can support both instruction and assessment (Porter et al., 2007).

As defined by Cook (2017),

- ***Alignment*** analyses of relationships between standards, for example, involve equivalent artifacts that can be placed along a single dimension of one-to-one linkages such as academic content standards and academic content assessments.
- ***Correspondence*** analyses involve comparison between non-equivalent artifacts, such as academic content standards and ELP standards. Here, many content standards may potentially connect, that is *link*, with one language standard (e.g., a Language Expectation). (p. 5)

Evidence of correspondence between state ELP standards and academic content standards helps ensure that K–12 students identified as English learners have access to the critical elements of language that facilitate access to and achievement of academic content. Thus, in addition to this technical paper, during the next 5 years, members of the WIDA consortium will submit new peer review evidence that uses the WIDA English Language Development (ELD) [6] Standards Framework, 2020 Edition, as their own adopted ELP standards. (Four members of the WIDA consortium—the Bureau of Indian Education, the Department of Defense Educational Activity, the U.S. Virgin Islands, and the Commonwealth of Northern Mariana Islands—are not required to submit peer review evidence.)

Table 2. **U.S. Department of Education Peer Review Requirements for Standards-to-Standards Correspondence**

Critical Element 1.2	Examples of Evidence
The ELP standards: Align to the State academic content standards. The ELP standards must contain language proficiency expectations that reflect the language needed for ELs to acquire and demonstrate their achievement of the knowledge and skills identified in the State's academic content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science.	Evidence to support this critical element for the State's assessment system includes: • Indication of *Requirement Previously Met; or* • Evidence that the State's ELP standards are appropriate and correspond to the State's academic content standards includes: o Demonstration of a strong correspondence or linkage between the State's academic content standards and the State's ELP standards, such that the State can claim that language requirements outlined in the ELP standards correspond with the academic language demands of the State's academic content standards. This evidence does not need to demonstrate that ELP standards include knowledge, skills, or vocabulary from the State's academic content standards. o This documentation should confirm that the State's ELP standards represent the English language proficiency expectations needed for ELs to demonstrate their achievement of skills identified in the State's academic

[6] Traditionally, researchers have used the term English language *development* (ELD) when naming language standards and the term English language proficiency (ELP) to describe their aligned assessments (e.g., Forte et al., 2012). In the WIDA ELD Standards Framework, 2012 Edition, WIDA continued this tradition, re-naming its standards framework to focus on more than just "ELP" testing, but also on student "ELD" during learning.

content standards appropriate to each grade-level/grade-band in at least reading/language arts, mathematics, and science.

What is the Difference between the WIDA Correspondence Mapping and Individual SEA Correspondence Mappings?

The WIDA correspondence crosswalk (this paper) and individual SEA correspondence crosswalks differ in their purpose and responsibilities. This paper reports on the broad analysis used to update the WIDA ELD Standards Framework to ensure it could be applied flexibly across the consortium.

As federal law and peer review indicate, the final responsibility for standards lies with states. WIDA is able to offer this technical paper as a possible tool to support the state correspondence process. WIDA has other tools available for use by SEAs, including digital renderings of the WIDA ELD Standards Framework. For example, SEAs may wish to begin their own standards correspondence [alignment] process by evaluating whether the correspondences reported in this paper adequately and appropriately identify the match, breadth, coverage, and depth of associations between the WIDA ELD Standards Framework and the SEA's academic content standards.

WIDA Correspondence Claims

To adhere to the principles of Evidence-Centered Design, state standards and assessment systems should clearly identify (a) what students are expected to learn, (b) on what they will be assessed, and (c) the specific knowledge and skills that constitute accomplishment of each claim (Mislevy et al., 2003). Correspondence claims play a crucial role in the WIDA ELD Standards Framework, as they define the relationship between *ELP standards* [using the federal term for these standards] and *ELP expectations* [again, using the federal term] outlined in state academic content standards. By establishing this relationship, correspondence claims reflect that state's ELP standards include the necessary English language components, knowledge, skills, and abilities that support students' need to progress towards and attain proficiency in English. These standards aim to ensure that students no longer require additional instruction in English and have developed the language necessary to access and achieve grade-level academic content.

A fundamental claim of the WIDA ELD Standards Framework is that it provides strong correspondence with the language uses for *all* WIDA consortium member state academic content standards. The claim around which the correspondences for the WIDA ELD Standards Framework are organized draws from Cook (2017). Cook states:

> ***If*** there is a strong correspondence between academic content standards and English language proficiency standards, ***then*** the sponsoring educational entity [the SEA] can claim that the academic language outlined in the ELP standards strongly associates with the academic language in the academic content standards. (p. 6)

Historically, WIDA has intentionally presented its ELD standards as standards that address the language of both sociocultural and disciplinary contexts of schooling. Therefore, the five WIDA Standards Statements have always been positioned in relation to social and instructional

language as well as disciplinary language. In comparison, other ELD standards in the United States have been framed as a subset of ELA standards (Shafer Willner et al., 2021). Thus, for the 2012 edition of the WIDA ELD Standards Framework, the concept of correspondences was operationalized in relation to the five WIDA Standards Statements (e.g., Cook & MacGregor, 2017).

In August 2019, when updating the 2012 ELD Standards Framework, the WIDA standards team convened a panel of experts from the fields of standards and assessment alignment, correspondence, and language development (as reported in Shafer Willner, 2019). Panel members included:

- Sara Christopherson, University of Wisconsin–Madison (WCEPS)
- Karin Hess, Educational Research in Action
- Rebecca Kopriva, University of Wisconsin–Madison (ONPAR)
- Stephen Sireci, University of Massachusetts Amherst
- Art Thacker, Human Resources Research Organization (HumRRO)
- Laura Wright, University of Wisconsin–Madison (ONPAR)
- Shu Jing Yen, Center for Applied Linguistics

During this panel, the WIDA standards team proposed the addition of four broad genre families, called the Key Language Uses, to organize language uses across and within state academic content standards in ELA, mathematics, science, and social studies (see **Table 3**).

Table 3. **Definitions of the 2020 Key Language Uses (WIDA, 2020)**

Genre Family	Definition
Narrate	**Language to convey real or imaginary experiences through stories and histories.** Narratives can serve many purposes, including to instruct, entertain, teach, or support persuasion.
Inform	**Language to provide factual information**. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.
Explain	**Language to account for how things work or why things happen.** As students explain, they substantiate the inner workings of natural, human made, and social phenomena.
Argue	**Language to justify claims using evidence and reasoning**. Argue can be used to advance or defend an idea or solution, change the audience's point of view, bring about action, or accept a position or evaluation of an issue.

As explained in the WIDA ELD Standards Framework (WIDA, 2020), these four broad categories of language (referred to as genre families in the Systemic Functional Linguistics

literature) deepen the WIDA ELD Standards Framework's focus on Language *for* learning (i.e., functional uses of language) from the current focus on the Language *of* the content areas (i.e., static descriptions of language in relation to the five WIDA Standards Statements).

Table 4. **Recent Updates to WIDA Standard Statements Foci**

	Five WIDA ELD Standard Statements (Full Statements)	2012 Standards Statements Abbreviations	2020 Standards Statements Abbreviations
Standard 1	English language learners[7] communicate for Social and Instructional purposes within the school setting	Social and Instructional Language	Language ***for*** Social and Instructional purposes
Standards 2–5	English language learners communicate information, ideas, and concepts necessary for academic success in the content area of … • Language Arts • Mathematics • Science • Social Studies	Language ***of*** Language Arts Language ***of*** Mathematics Language ***of*** Science Language ***of*** Social Studies	Language ***for*** Language Arts Language ***for*** Mathematics Language ***for*** Science Language ***for*** Social Studies

The 2019 Alignment Panel unanimously agreed that the four Key Language Uses could provide a clearer method for articulating WIDA's content-to-language claims structure. In other words, these four organizational categories could offer a way to represent correspondences more coherently with linguistic components used across the language for learning in schooling in K–12 academic content standards for ELA, mathematics, science, and social studies. The strategy would also further highlight the linguistic focus within WIDA's claim structure, moving it from a focus on content standards (the five WIDA Standards Statements) to a focus on the four broad genre families found within and across the five WIDA Standards Statements.

Panelists recommended that WIDA might update the correspondence claims for its standards and assessments to the following:

- IF the WIDA assessments measure language development through items that relate directly to four Key Language Uses, and
- IF the Key Language Uses can be directly related to language requirements from the state academic content standards (Peer Review Critical Element 1.2: Standards-to-Standards Comparisons), and

[7] Because some WIDA consortium member states still refer to "English language learners" in their state laws and/or regulations, WIDA has not yet changed the long form version of its five standards statements. However, for the purposes of this document, English language learner (ELL), English learner (EL), and multilingual learner are used interchangeably.

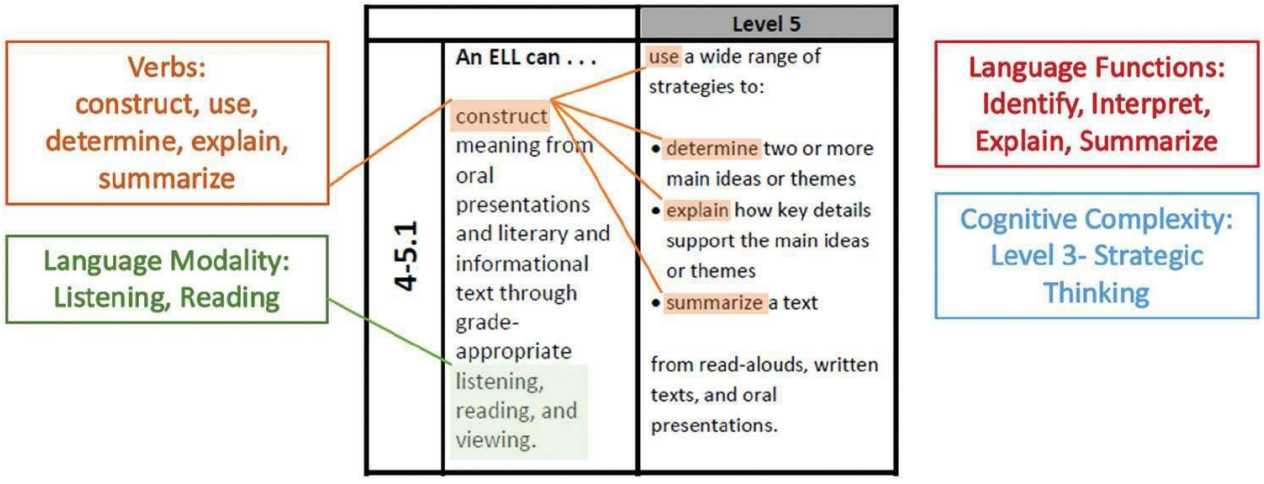
- IF the necessary academic language requirements for all states' academic content standards can be identified using the Key Language Uses, and
- IF WIDA assessment scores reflect students' facility with Key Language Uses,
- THEN, the WIDA assessment scores reflect language requirement from content standards (Peer Review Critical Element 2.1: Integration of ELP Standards into Summative Assessments).

The findings reported in this technical paper address 2019 Alignment Panel recommendations by providing explicit evidence and examples of how the WIDA Key Language Uses of the WIDA ELD Standards Framework correspond to the language requirements in state academic content standards. The WIDA Language Expectations then provide more specific grade-level cluster representations showing how each Key Language Use can be operationalized in the five WIDA ELD Standard Statements. (Note: Even though peer review requirements only require evidence for ELA, mathematics, and science, WIDA also provides evidence in relation to its fifth ELD Standards Statement, Language for Social Studies.)

Limitations to Correspondence Claims Based on Verb-Only Language Functions

Recent research by Wolf et al. (2023) has relied heavily on verb-only language functions when identifying language demands in state academic content standards. The coding scheme in this method first identifies the primary and secondary verbs in ELP standard statements (and the standards descriptors) and then categorizes those verbs in relation to verb-based language functions. The resulting language functions are then rated according to Webb's Depth of Knowledge (DOK) cognitive complexity scale (Webb, 2005; Christopherson & Webb, 2020). Wolf and colleagues illustrate their approach with the following sample from Standard 1, Level 5 in ELPA2l's ELP Standards (CCSSO, 2014, p. 18). As shown in **Figure 2**, Wolf and colleagues code this standard descriptor as showing five verbs and four language functions. As part of their study, it was then assigned a level 3 DOK rating.

Figure 2. **Summary of Standards Coding (Figure 1 from Wolf et al., 2023)**



While it does seem reasonable to categorize the language demands of proficiency level 5 for Grades 4-5 ELP Standard 1 as demonstrating DOK 3, this approach raises a number of concerns. The first concern is that the Wolf et al. correspondence analysis combines together all "secondary verbs" within a grade-level cluster – which are written differently for the five different proficiency levels. In other words, they combine all of the "secondary verbs" for the different proficiency levels of a grade-level cluster into a single grouping. In doing so, their findings do not examine the DOK of the language demands at different proficiency levels. This camouflages equity concerns first raised by Aida Walqui (2012) and echoed by Lee (2018): All multilingual learners, irrespective of proficiency levels, should have equitable access – especially to those complex activities at DOK 3/4.

In effect, the use of a combined category for the "secondary verbs" presents a misleading portrayal of the DOK embedded in ELPA21 ELP Standards, hiding an equity-related error in their design: Namely, the verbs in the lower proficiency levels descriptors intentionally use "lower DOK verbs" such as "identify" and "recognize" at proficiency levels 1 and 2, while the "higher DOK verbs" are applied in proficiency levels 3-5. These verbs were selected from the diagram that is shown later in **Figure 3**. [*Mea culpa*. *I was the person who designed these descriptors back in 2013*.[8]]

What was the theoretical framing that actually grounded the selection of these verbs? Even though the Wolf et al., (2023) review of literature describes their work (and the ELPA21 ELP Standards) as being grounded in Systemic Functional Linguistics, this theoretical approach did ***not*** guide the development of the ELPA21 ELP Standards. When designing the 10 ELP Standards Statements and grade-level cluster standards descriptors for each Standard Statement, the primary and secondary verbs were intentionally and very directly mapped to the cognitive processes outlined in *Bloom's Revised Taxonomy for Educational Objectives (*Anderson, Krathwohl et. al, 2001). (See **Table 5** on the next page.) Bloom's Revised Taxonomy provides a list of measurable verbs to use when describing and categorizing observable knowledge, skills, attitudes, behaviors, and abilities. Its theoretical framework is founded on the concept that observable actions have different levels, which serve as indicators of cognitive activity occurring within the individual, not as part of a socio-cultural context.

A second concern surrounds the definition of a language function used by Wolf et al. (2023). Their definition of a language function draws from the work of Butler et al. (2004) and uses a thinly veiled list of Bloom's Revised Taxonomy verbs, not from genre families aligned with the Systemic Functional Linguistics tradition. In Table 1 on p. 6, they include this verb/language functions list*: analyze, argue, classify, compare & contrast, critique define, describe, enumerate, evaluate, exemplify, explain, generalize, hypothesize, identify, infer, inquire, interpret, justify & persuade, label, negotiate, organize, predict, retell, sequence, summarize, and synthesize.*

[8] As lead author of the ELPA21 standards, the writer of this technical paper (Lynn Shafer Willner) can share explicit information embedded in the design of the ELPA21 Standards: Namely, that many verbs used in the ELPA21 standards statements and descriptors were selected from the list offered in Bloom's Revised Taxonomy. To identify these verbs for different proficiency levels within the grade-level cluster standards descriptors, she used a diagram (see **Figure 3**).

Years later when designing the Language Expectations for the WIDA ELD Standards Framework, 2020 Edition, Shafer Willner has updated her approach to language standards development to one influenced by system functional linguistics and genre-based pedagogy (see Shafer Willner, Gottlieb, Kray, et al., 2020). In this more socio-cultural approach, "what comes after the verb" in a language function —that is, the content and context—is just as important as the verb when examining match, breadth, balance of representation, linguistic complexity, and DOK of a WIDA Language Expectation.

Table 5. **Excerpt from Bloom's Revised Taxonomy, Terms and Associated Definitions**

Bloom's Revised Taxonomy	Measurable Verbs	Definition
Design/Create/ Evaluate *Design/Create: Putting elements together to form a novel, coherent whole or make an original product.* *Evaluate: Making judgments based on criteria and standards.*	Justify	Give valid reasons or evidence to support an answer or conclusion
	Synthesize	Combine different ideas in order to create a new understanding.
Analyze *Breaking material into its constituent parts and detecting how the parts relate to one another and to an overall structure or purpose.*	Analyze	Break down in order to bring out the essential elements or structure. To identify parts and relationships, and to interpret information to reach conclusions.
	Compare &Contrast	Give an account of the similarities and differences between two (or more) items or situations, referring to both (all) of them throughout.
Apply *Carrying out or using a procedure in a given situation.*	Apply	Use knowledge and understanding in response to a given situation or real circumstances.
	Explain/connect	Give a detailed account including reasons or causes.
Understand *Determining the meaning of instructional messages, including oral, written, and graphic communication.*	Describe	Give a detailed account or picture of a situation, event, pattern or process.
	Summarize	Abstract a general theme or major point(s).
Remember/ Know *Retrieving relevant knowledge from long-term memory*	Define	Give the precise meaning of a word, phrase, concept or physical quantity.
	Identify	Provide an answer from a number of possibilities. Recognize and state briefly a distinguishing fact or feature.

A passage from their paper exemplifies the narrow definition of verb-only language functions:

> Regarding language functions, a variety of language functions (22 unique types of language functions) was identified across the standards. Table 4 [in Wolf et al., 2023] summarizes the types of language functions and their proportions of occurrences in each standards document. For instance, *analyze* made up 7% of the language functions identified in CCSS-ELA standards. In CCSS-ELA, *describe, explain, interpret,* and *organize* were the most prevalent language functions, representing approximately 45% of the language functions identified in the standards. In CCSS-M, a small set of language functions was found such as *describe, explain*, and *interpret* comprising 89% of the standards. In the ELP standards, *explain, organize*, and *summarize* made up about 47% of the standards. The common language functions across ELA, mathematics, and ELP standards were *analyze, describe, exemplify, explain*, and *interpret*. ELA and ELP standards contained additional common language functions such as *argue, evaluate, identify, inquire, justify/persuade, retell, organize*, and *summarize*. (p. 9)

Yet the verb-only/language function analysis[9] presented by Wolf & colleagues does capture an important point raised by Karin Hess: When conducting analyses that assign DOK levels to standards statements (or their related objectives), it is important to understand that the verbs used in these statements are not limited to a single cognitive level.[10] Wolf et al. (2023) write,

> Table 7 [in Wolf et al., 2023] presents the results of a cross-tabulation of the language functions identified from standards at each cognitive demand level. Notably, while certain language functions were found to involve higher cognitive language demands (e.g., *justify/persuade, synthesize*), others spanned several levels of cognitive demands (e.g., *analyze, compare/contrast, explain, retell*). For example, the language function *explain* was identified in CCSS-ELA standards at different cognitive complexity levels. (p. 11)

However, framing correspondence analyses around verbs/language functions based on Bloom's Revised Taxonomy raises a third concern: Hess and colleagues (2009) explicitly recommend against making DOK rigor categorizations based only on the Bloom's Revised Taxonomy verb(s) used in the statement. In Hess' Cognitive Rigor Matrices, many of Bloom's Revised Taxonomy verbs do appear at multiple DOK levels (Hess, 2018). Hess summarized her concerns with the following caution:

> [Combining] Bloom's Revised Taxonomy verbs with Webb Depth of Knowledge levels flies in the face of what DOK is about. . . [For example], when comparing two story characters (DOK 2) does not show as deep as understanding as (analyzing across texts) comparing themes from two stories (DOK 4.) . . . It's actually *what comes after the verb*—the content—and the engagement with that content that helps us determine the complexity of a given item or task (Hess, 2018, p. 38).

[9] The author has also seen the verb-only matching approach being proposed by several content publishers as part of their internal content crosswalks between content and ELP standards.

[10] Assignment of DOK to the WIDA ELD Standards Framework's Language Expectations is not reported in this paper. That study will be conducted in the future with an educator panel.

Hess' caution to this effect has been reified in the *Wheel of Misfortune* diagram, which has gained popularity in recent years (Walkup, 2019). (Hess added the red cross-out line to the original diagram shown in **Figure 3**. The original diagram had been used to select ELPA21 ELP Standards verbs.)

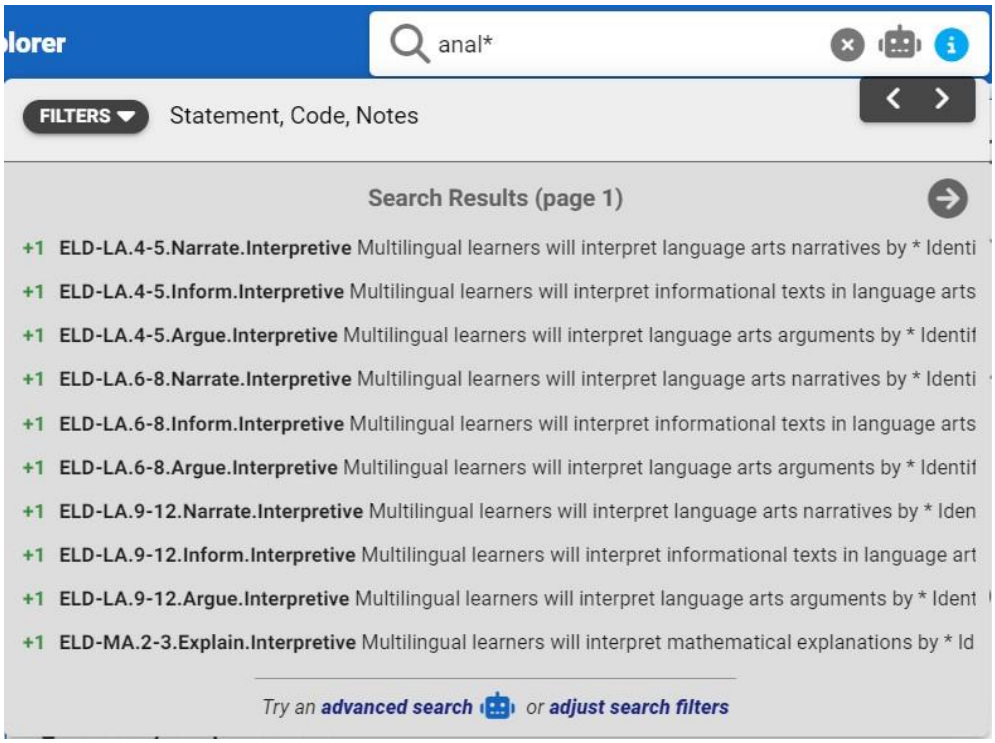
Figure 3. **"Wheel of Misfortune" Diagram: Exemplifying the Danger of Using a Less Rigorous Verbs to Initiate Proficiency Level Descriptors for Levels 1 and 2**

The approach to development of the Language Functions in the 2020 WIDA Language Expectations takes into account Hess' caution that there is not necessarily a one-to-one correspondence between DOK and the cognitive process associated with a single verb. Instead, the theoretical tools provided by systemic functional linguistics and genre-based pedagogy[11] make clear that the language features chosen depend on grade-level cluster and purpose for language use.

As an example, the preliminary action [or definition] associated with "analyze" could lead to different language choices due to the developmental expectations for that social purpose [Key Language Use]. A search of the WIDA Language Expectations for the word *analysis* and related terms (Anal*) shows that the initial verb "analyze" initiates *Narrate*, *Inform*, *Explain*, and *Argue* Language Expectations. (**Figure 4** shows search results of the language functions in the WIDA Language Expectations.) At different grade-level clusters, *to analyze* might require students to *identify parts and relationships* either among . . . (1) events (Narrate), (2) concepts and entities (Inform), (3) phenomena (Explain), or (4) perspectives about claims (Argue), and then *interpret this information to reach conclusions*. As a result, the purpose for language use, grade-level cluster, and content area leads to different complexity and choices in their associated language features. [For more information see, for example, linguistic choice samples in the Language Features associated with WIDA Expressive Language Expectations.]

[11] Appendix D provides information on social purpose for language use and its relation to the WIDA Key Language Uses. While the Bloom's Revised Taxonomy verb may be helpful in initiating a WIDA Language Function, these verbs do not define the entirety of their language demands: What comes after the verb is just as important.

Figure 4. **WIDA Digital Explorer Search Results for Anal* (Analysis)**



Source: WIDA Digital Explorer Search Results

In essence, a nuanced and comprehensive approach should be used when corresponding ELP standards with the language expectations found in state academic content standards. Simply combining and tallying verbs/language functions across proficiency levels does not provide an accurate representation of the linguistic challenges and opportunities presented to multilingual learners. A careful analysis should consider the differences between proficiency levels and acknowledge that language functions extend beyond individual verbs.

When conducting content standards-to-language standards correspondence analyses, consider language use in context – that is, the purpose for language use, the content being taught, and the socio-cultural framing of language use within the specific content areas being examined. Categorizing the alignment in terms of breadth, match, balance of representation, and depth requires a thoughtful consideration of these factors to ensure a more accurate and meaningful representation of language learning opportunities for multilingual learners.

Research Questions

This study examines the language opportunities found in WIDA consortium members' state K–12 academic content standards in ELA, mathematics, science, and social studies. The research questions (RQs) are:

RQ1. What is the degree of match between state academic content standards and the WIDA Key Language Uses?

RQ2. What is the breadth of coverage by Key Language Uses in state academic content standards?

RQ3. What is the balance of representation of Key Language Uses in state academic content standards?

RQ4. What is the depth of linguistic complexity in the match between the WIDA Language Expectations and WIDA Proficiency Level Descriptors?

Data Sources

This section provides frequency data on the WIDA ELD Standards Framework components, the range of SEAs participating as WIDA consortium members, and the academic content standards documents reviewed in this technical paper. It also provides rationales for organizing for the findings in relation to those standards used across multiple states—e.g., the CCSS for ELA, the CCSS for Mathematics, the Next Generation Science Standards (NGSS), and the C3 Framework and the individual state standards that were selected for comparison in RQ3.

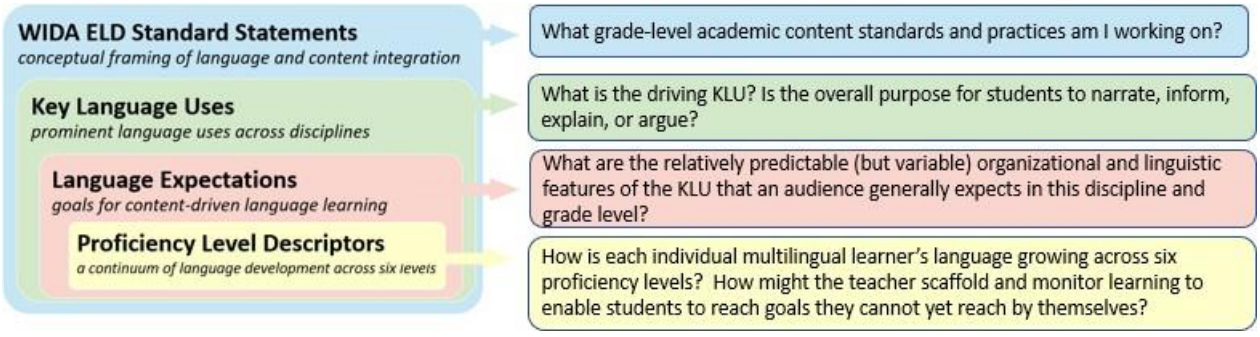
Please note that this study was conducted as part of redevelopment work designed to improve the quality of the WIDA ELD Standards Framework. It involved an analysis of state standards policy documents. Human subjects were not involved.

Frequency of WIDA ELD Standards Framework Components

The WIDA ELD Standards Framework uses four components and is organized into a nested framework for content-based language learning (depicted in **Figure 5)**. This framework nests 120 Language Expectations and 300 Proficiency Level Descriptors for six grade-level clusters (Kindergarten, Grade 1, Grades 2–3, 4–5, 6–8, and 9–12).

As shown in **Figure 5**, the Language Expectations are organized by six grade-level clusters, four Key Language Uses, five WIDA Standard Statements, and two communication modes (Interpretive and Expressive). The Proficiency Level Descriptors are organized by the six grade-level clusters and two communication modes. (For a more extensive description of the WIDA ELD Standards Framework, please consult **Appendix D**.)

Figure 5. **Components of the WIDA ELD Standards Framework and Guiding Questions (Kray et al., 2023)**



Frequency counts for the WIDA Language Expectations are provided below in **Tables 6 and 7**. As shown in **Table 6**, there are 24 Language Expectations for WIDA Standard Statement 1 (Language for Social and Instructional Purposes); 30 Language Expectations for WIDA Standard Statement 2 (Language for ELA); 20 Language Expectations for WIDA Standard Statement 3

(Language for Mathematics); 24 Language Expectations for WIDA Standard Statement 4 (Language for Science); and 22 Language Expectations for WIDA Standard Statement 5 (Language for Social Studies), for a total of 120 Language Expectations. Grades 4–5, 6–8, and 9–12 each have 22 Language Expectations; Grades 2–3 have 20; Grade 1 has 18; and Kindergarten has 16 Language Expectations.

Table 6. **Number of WIDA Language Expectations Created for Each of the Five WIDA Standard Statements**

	Kindergarten	Grade 1	Grades 2–3	Grades 4–5	Grades 6–8	Grades 9–12	Totals
Standard 1: Language for Social & Instructional Purposes	4	4	4	4	4	4	**24**
Standard 2: Language for English Language Arts	4	4	4	6	6	6	**30**
Standard 3: Language for Mathematics	2	2	4	4	4	4	**20**
Standard 4: Language for Science	4	4	4	4	4	4	**24**
Standard 5: Language for Social Studies	2	4	4	4	4	4	**22**
Total	**16**	**18**	**20**	**22**	**22**	**22**	**120**

As shown in **Table 7**, there are 18 Language Expectations for *Narrate*; 30 Language Expectations for *Inform*; 34 Language Expectations for *Explain*; and 38 Language Expectations for *Argue,* for a total of 120 Language Expectations. Grades 4–5, 6–8, and 9–12 each have 22 Language Expectations; Grades 2–3 have 20; Grade 1 has 18; and Kindergarten has 16 Language Expectations.

Table 7. **Number of WIDA Language Expectations Created for Each WIDA Key Language Use**

	Kindergarten	Grade 1	Grades 2–3	Grades 4–5	Grades 6–8	Grades 9–12	Totals
Narrate	3	3	3	3	3	3	**18**
Inform	9	9	3	3	3	3	**30**
Explain	3	3	7	7	7	7	**34**
Argue	1	3	7	9	9	9	**38**
Totals	**16**	**18**	**20**	**22**	**22**	**22**	**120**

Frequency counts for the WIDA Proficiency Level Descriptors are provided in **Table 8**. There are 150 Proficiency Level Descriptors each for the Interpretive and Expressive Communicative Modes. The six grade-level clusters have 60 Proficiency Level Descriptors apiece.

Table 8. **Number of WIDA Proficiency Level Descriptors by Grade-Level Cluster and Communicative Mode**

Communica -tion Mode	Kindergarten	Grade 1	Grades 2–3	Grades 4–5	Grades 6–8	Grades 9–12	Totals
Interpretive	5 criteria x 6 Proficiency Levels = 30	5 criteria x 6 Proficiency Levels = 30	5 criteria x 6 Proficiency Levels = 30	5 criteria x 6 Proficiency Levels = 30	5 criteria x 6 Proficiency Levels = 30	5 criteria x 6 Proficiency Levels = 30	**150**
Expressive	5 criteria x 6 Proficiency Levels = 30	5 criteria x 6 Proficiency Levels = 30	5 criteria x 6 Proficiency Levels = 30	5 criteria x 6 Proficiency Levels = 30	5 criteria x 6 Proficiency Levels = 30	5 criteria x 6 Proficiency Levels = 30	**150**
	60 descriptors	**60 descriptors**	**60 descriptors**	**60 descriptors**	**60 descriptors**	**60 descriptors**	**300**

State Academic Content Standards Sources

All WIDA consortium member states' academic content standards in ELA, mathematics, science, and social studies were examined when conducting this study during 2018–2020 standards development. Standards documents downloaded in 2020 were updated with another check of state standards documents in Fall 2022. (See **Appendix A** for publication data and summary analysis of the 37 sets of SEA standards examined in this study.)

To develop the WIDA ELD Standards Framework, 2020 Edition, WIDA consortium member state standards were analyzed for commonalities and divergences among structural design and conceptual content. The WIDA standards team began with a gap analysis between WIDA consortium member standards' standards with those standards created between 2010 and 2014: The CCSS for English Language Arts and Mathematics (NGA & CCSSO, 2010), the NGSS Performance Expectations (NGSS Lead States, 2014), and the College, Career, and Civic Life

(C3) Framework for Social Studies State Standards[12] (Swan et al., 2013). *Henceforth, in this technical paper, we refer to the so-called "national" standards using the term "multistate" standards, as they are used by multiple WIDA consortium member states. Per federal guidelines, each state has adopted its own college and career ready standards.*

Unlike reviews of state standards that were conducted during the *Race to the Top* grant years (2009–2015)[13], when the largescale consortium online assessments were developed, this technical paper does not frame the count of state standards in relation to the state's content area consortium membership (e.g., Smarter Balance or PARCC); it offers a review of the key structural components within the state's standards.

To analyze the structural components in state standards, our focus questions were derived from the expert recommendation[14] that content-to-language standards correspondences use the disciplinary practices as their connection point.

- Do the state's K–12 ELA standards include the CCSS for ELA anchor standard categories and associated individual, grade-level standards?
- Do the state's K–12 mathematics standards include the eight Standards for Mathematical Practices?
- Do the state's K–12 science standards include the eight NGSS Science & Engineering Practices?
- Do the state's K–12 social studies standards include the C3 Framework Four Dimensions and Inquiry Arc?

The document analysis indicates that most WIDA consortium member SEAs' academic content standards in ELA and science either closely represent or represent with slight modifications the structural elements found in the "multistate" standards. Shown in **Figure 6**, in the CCSS for ELA, there are 13 sets of anchor standards (with subclusters) as well as a set of foundational literacy skills (NGA & CCSSO, 2010). In the CCSS for Mathematics, the Standards for Mathematical Practice are designed to be embedded within the Core Content Standards (Clayton, 2014, p. 1); in the NGSS, three dimensions (Core Ideas, Cross-Cutting Concepts, and Science & Engineering Practices) can be combined together to form science standard statements (Next Generation Science Standards Lead States, 2013); and in the C3 Framework, content area knowledge related to civics, economics, geography, and history (Dimension 2 of the C3 Framework) are placed within an Inquiry Arc to . . .

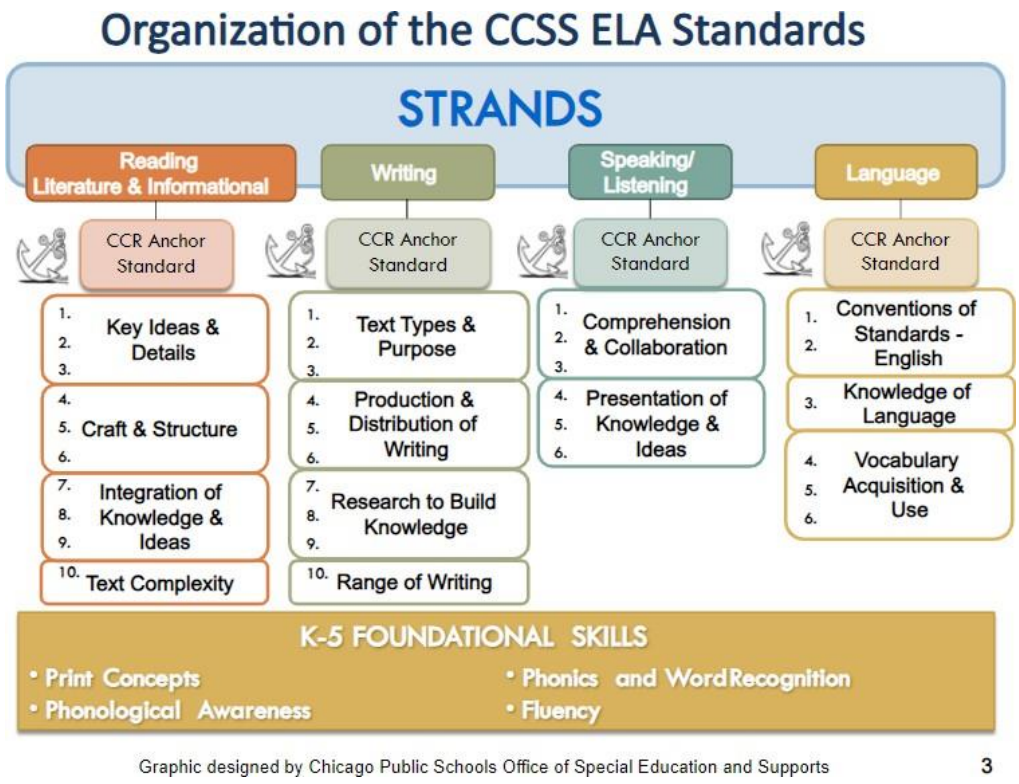
[12] See Discussion section for more on the rationale for our choice to include correspondences with the C3 Framework in this paper.

[13] See *Wikipedia* (2023, August 2). https://en.wikipedia.org/wiki/Race_to_the_Top.

[14] See first section of the Methods for more on this recommendation.

> Focus on the use of questions to spark curiosity, guide instruction, deepen investigations, acquire rigorous content, and apply knowledge and ideas in real world settings to enable students to become active and engaged citizens in the 21st century. (NCSS, n.d., p. 1)

Figure 6. **Structural Elements Found in State Academic Content Standards**



Standards for Mathematical Practice

1. Make sense of problems & persevere in solving them.
2. Reason abstractly & quantitatively.
3. Construct viable arguments & critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for & make use of structure.
8. Look for & express regularity in repeated reasoning.

Science & Engineering Practices

1. Ask Questions.
2. Develop and Use Models.
3. Plan and Carry out Investigations.
4. Analyze and Interpret Data.
5. Use Mathematics and Computational Thinking.
6. Construct Explanations.
7. Engage in Argument from Evidence, Including Dialogue.
8. Obtain, Evaluate, and Communicate Information.

C3 Framework Dimensions

- Dimension 1: Developing Questions and Planning Inquiries
- Dimension 2: Applying Disciplinary Concepts and Tools
- Dimension 3: Evaluating Sources and Using Evidence
- Dimension 4: Communicating Conclusions and Taking Informed Action

Figure 7 shows that 84% of WIDA consortium member SEAs use the ELA anchor standards or a closely modified version. Eighty-nine percent use the Standards for Mathematical Practices,

a modified version, or reference them; 97% use the NGSS Science & Engineering Practices; however only 35% of WIDA consortium member states' social studies standards have integrated the C3 Framework Inquiry Arc.

Figure 7. **Count of Comparison of Structural Elements in WIDA Consortium Member States' Standards (N = 37)**

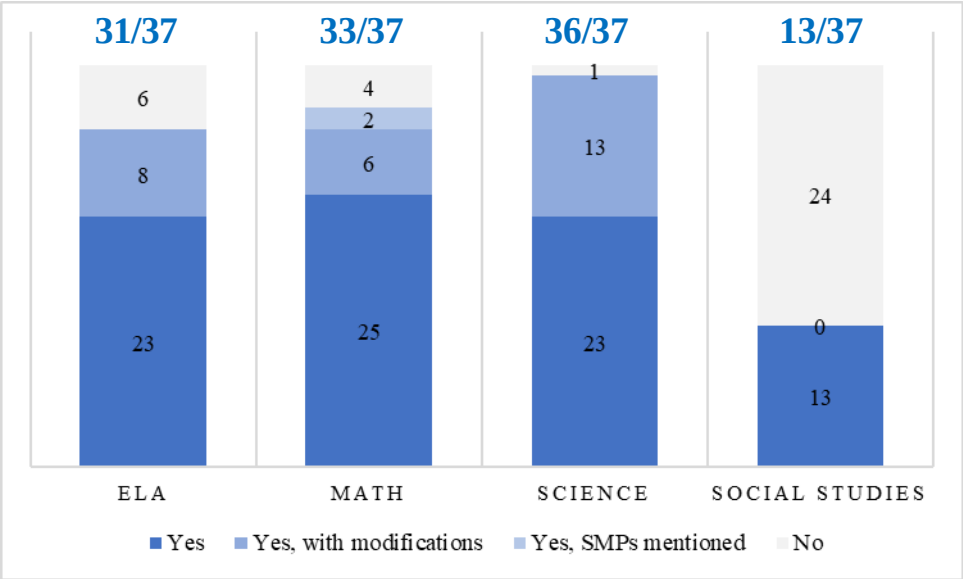


Table 9 provides a state-by-state list of state standards structural elements: Do they use the ELA anchor standards or mathematics, science, or social studies disciplinary practices (or modified versions)?

Table 9. **Fall 2022 Structural Elements in WIDA Consortium Members' State Standards (N = 37)**

ELA	**Focus Question: Do the state's K–12 ELA standards include the CCSS for ELA anchor standard categories and associated individual, grade-level standards?** • Yes: DC, DE, GA, HI, ID, IL, MD, ME, MI, MT, NC, ND, NH, NJ, NM, NV, PA, SD, UT, VT, WA, WI, WY (23 WIDA consortium member SEAs) • Yes, but with other modifications and additions: AK, AL, CO, IN, KY, MA, RI, SC (eight WIDA consortium member SEAs)[15] • No: FL, MN, MO, OK, TN, VA (six WIDA consortium member SEAs)
Mathematics	**Focus Question: Do the state's K–12 mathematics standards include the eight Standards for Mathematical Practices?**

[15] Of note, when modifying their ELA standards, five WIDA SEAs developed their own K–12 ELA practices or overarching expectations (CO, KY, IN, MA, and SC).

	• Yes: CO, DC, DE, GA, HI, ID, IL, KY, ME, MI, MT, NC, ND, NH, NJ, NM, NV, PA, SD, TN, UT, VT, WA, WI, WY (25 WIDA consortium member SEAs) • Yes, but with other modifications: AK, AL, IN, MA, RI, SC (six WIDA consortium member SEAs) • Yes, reference SMPs in introduction but not evident throughout rest of standards: MD, MO (two WIDA consortium member SEAs) • No: FL, MN, OK, VA (four WIDA consortium member SEAs)
Science	**Focus Question: Do the state's K–12 science standards include the eight NGSS Science & Engineering Practices?** • Yes: AL, AK, DC, DE, HI, IL, IN, KY, MD, ME, MI, ND, NH, NJ, NV, RI, SD, TN, UT, VT, WA, WI, WY (23 WIDA consortium member SEAs) • Close, but adapted standards based on NRC Framework: CO, GA, ID, MA, MN, MO, MT, NC, ND, OK, PA, SC, VA (13 WIDA consortium member SEAs) • No: FL (one WIDA consortium member SEA)
Social Studies	**Focus Question: Do the state's K–12 social studies standards include the C3 Framework Four Dimensions and Inquiry Arc?** • Yes: HI, IL, KY, MD, MI, MT, NV, NJ, NC, ND, VT, WA, WI (13 WIDA consortium member SEAs) • No: AK, AL, CO, DC, DE, FL, GA, ID, IN, ME, MA, MN, MO, NH, NM, OK, PA, RI, SC, SD, TN, UT, VA, WY (24 WIDA consortium member SEAs)

*The Bureau of Indian Education, Department of Defense Education Activity, U.S. Virgin Islands, and Commonwealth of Northern Mariana Islands standards were not included in the content standards data in this table since they do not have to submit peer review evidence. They utilize "multistate" standards (and their structural elements) as their standards. **Reminder: This review is for Fall 2022. Some states are currently in the process of revising their standards.

Notes on Structural Analyses of State Standards

K–12 State ELA Standards Document Notes. There were a handful of instances when ELA standards were excluded from this review. For example, the following types of ELA standards were not included in the correspondence review as they focused on a prescribed amount of language or general type of activity and did not clearly identify a language use:

- CCSS for ELA Anchor Standard RL10 *Actively engage in group reading activities with purpose and understanding.*
- CCSS for ELA Anchor Standard RI10 *Read and comprehend complex literary and informational texts independently and proficiently. (Text complexity requirements)*
- CCSS for ELA Anchor Standard W10 *Write routinely over extended time frame (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.*

- Minnesota ELA Standard 7.10.10 *Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience*s.
- Minnesota ELA Standard 7.6.6 *Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others*.

Additionally, the Match Method did not work in several instances where SEAs (e.g., AL, TN) had recently updated their ELA standards to more explicitly integrate literacy fundamentals. Structurally, these ELA standards do not correspond with the WIDA Language Expectations. However, the ELA standards for Literacy Fundamentals and Language (i.e., *Conventions of Standard English*) are sometimes a better match with the language features identified in the WIDA Proficiency Level Descriptors.[16] As a support for SEAs when they conduct their own correspondence reviews, **Table 10** provides one possible strategy for matching literacy fundamentals standards with the WIDA Proficiency Level Descriptors. Because the WIDA Proficiency Level Descriptors are designed to be embedded in context, it is important to also check their associated Language Expectations for appropriate correspondences.

Table 10. **Areas of Possible Correspondence between WIDA Proficiency Level Descriptors and the Five Components of Effective Literacy Instruction**

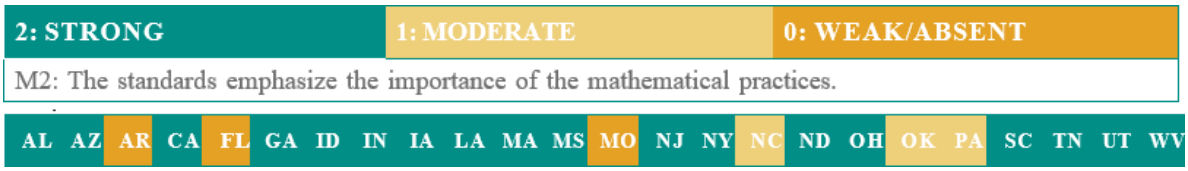
WIDA Dimensions of Language Use	WIDA Criteria of Language	Components of effective literacy instruction for English speakers (National Reading Panel, 2000; August & Shanahan, 2006).
Discourse	Organization of Language	Text Comprehension
	Cohesion of Language	Fluency, Text Comprehension
	Density of Language	Vocabulary, Text Comprehension
Sentence	Grammatical Complexity of Language	Fluency
Word/Phrase	Precision of Language	Vocabulary, Phonics, Phonemic Awareness

K–12 State Mathematics Standards Document Notes. Analysis of the structural elements in state K–12 mathematics standards were cross-checked using the 2019 Achieve analysis of recent changes to state mathematics standards since the CCSS in Mathematics was released in

[16] The WIDA Proficiency Level Descriptors describe student language progress towards the WIDA Language Expectations and examine student language use in relation to organization, cohesion, density, grammatical complexity, and precision. The Proficiency Level Descriptors were designed to help teachers identify language features that a student at each proficiency level might typically be able to use and what the student might be working toward in the next proficiency level. As a reminder, when using the WIDA Proficiency Level Descriptors, educators should read the full "sentence" for each criterion. The lead-in phrase offers a language function that defines each criterion and is designed to work across Key Language Uses and content areas.

2010. **Figure 8** shows that Achieve analysts identified the following emphases for the standards for mathematical practices, including the concern that (1) [of WIDA consortium member states], North Carolina (now changed), Oklahoma, and Pennsylvania do not number practices, which lessens the ability to reference them in discussion or to use them in assessment and, (2) [of WIDA consortium member states], Florida and Missouri do not include standards for mathematical practices in their mathematics standards.

Figure 8. **2019 Achieve Analysis of Emphasis on *Standards for Mathematical Practices* in State Standards (p. 32)**



K–12 State Science Standards Document Notes. State standards counts, supplemented by the counts posted by the National Science Teachers Association (NSTA) indicate that only one WIDA consortium member SEA (Florida) has not either (a) adopted the NGSS or (b) developed their own standards based on the closely-related [preceding] recommendations in the *NRC Framework for K–12 Science Education* (National Research Council, 2012). In 2008, Florida adopted the Next Generation Sunshine State Standards (NGSSS).

K–12 State Social Studies Standards Document Notes. In addition to analyzing C3 Framework documents and those released by the National Council for the Social Studies, to identify structural elements of state social studies standards, WIDA also examined other perspectives influencing the design of state social studies standards. One prominent structural distinction among the design of state social standards rests within the ongoing debate between emphases on core content knowledge alone or with added attention to processes and practices (such as those outlined in the C3 Inquiry Arc). While the C3 Framework incorporates content knowledge within Dimension 2, one of the four dimensions of its Inquiry Arc, critics voice concerns about Dimension 2 of the Inquiry Arc, echoing concerns raised in 1988 by E.D. Hirsch about over-emphasis on a "skills-centric pedagogy" (Randall, 2021).

In the end, even though it is not required for federal peer review evidence, the analyses presented in this paper did include attention to social studies standards because WIDA incorporates five Standards Statements, with the last one focusing on the *Language for Social Studies*. Despite not being adopted by a majority of WIDA consortium member SEAs, this study incorporates correspondence analysis with the C3 Framework due to its status as the social studies framework that has gained adoption by the highest number of WIDA consortium member SEAs. *American Birthright*: *The Civics Alliance's Model K–12 Social Studies Standards* (National Association of Scholars, 2022) has not yet been adopted by a WIDA consortium member state at this time and thus, was not included in this analysis.

Demographics Used to Guide Selection of Standards to Analyze

To demonstrate that the WIDA ELD Standards Framework corresponds with the range of state academic content standards being used by the WIDA consortium member states, RQ3 involves comparisons of content-to-language correspondences of states using "multistate" standards with those using standards developed individually by each state. To identify which standards to compare in RQ3, those standards of states that were explicitly different from the "multistate" standards and with higher percentages of multilingual learners participating in the annual ACCESS ELP test were selected. This approach aimed to provide a more representative comparison between the two types of standards. The selected states are displayed in **Table 12**.

WIDA Demographics

In 2021–2022, almost 2.4 million K–12 multilingual learners from 41 member states districts, territories and federal agencies took the WIDA K–12 ACCESS annual summative language development tests. (Test participation by multilingual learners with significant cognitive disabilities in Alternative ACCESS is not included in this data.) In 2021–2022, almost 27% of these students lived in either Florida, Illinois, or Georgia. The 41 WIDA consortium member states, districts, federal agencies, and territories are organized into four geographic regions, with 19% of students who took ACCESS in 2021–2022 in the Northeast, 35% in the South (including Department of Defense Educational Activity or DODEA), 27% in the Midwest (including the Bureau of Indian Education or BIE), and 19% in the West (WIDA, 2023).

Figure 9. **WIDA Consortium Member Map**

Source: https://wida.wisc.edu/memberships/consortium

Table 11 provides an overview of the most recently available data on student participation in the ACCESS summary ELP assessment.

Table 11. **Percentage of Students in WIDA Consortium Member States Participating in ACCESS 2021–2022 (N=2,381,907)**

SEA	Percent	SEA	Percent	SEA	Percent	SEA	Percent
FL	11.3%	**CO**	3.8%	**SC**	2.0%	**SD**	0.3%
IL	9.8%	**IN**	3.3%	**AL**	1.6%	**DODEA**	0.3%
GA	5.7%	**PA**	3.3%	**KY**	1.5%	**ME**	0.2%
WA	5.4%	**MN**	3.1%	**MO**	1.5%	**NH**	0.2%
NC	5.4%	**OK**	2.7%	**ID**	0.8%	**BIE**	0.2%
VA	5.1%	**NV**	2.7%	**HI**	0.7%	**ND**	0.2%
NJ	4.6%	**TN**	2.5%	**RI**	0.7%	**MT**	0.1%
MA	4.3%	**UT**	2.3%	**DE**	0.6%	**WY**	0.1%
MD	4.2%	**WI**	2.3%	**AK**	0.5%	**VT**	0.1%
MI	3.9%	**NM**	2.2%	**DC**	0.4%	**NMI**	0.1%
						USVI	0.05%

A comparison of **Table 11** with **Table 12** shows that our state standards analysis for RQ3 was selected from those states with the most students participating in ACCESS. However, because of similarities in standards used by multiple states, our analyses also addressed the standards used in states with smaller multilingual learner student populations. We also selected Kentucky for the multistate standards because the C3 Framework has its roots in work done by Kentucky researchers and educators.

Table 12. **Selection of "Multistate" and Individually Designed State Standards Examined in Research Question 3**

	States Using Exact Version of "Multistate" Standards	**States Using Individually Designed Standards**
English Language Arts	New Jersey	Minnesota
Mathematics	Nevada	Virginia
Science	Michigan	Florida
Social Studies	Kentucky	Georgia

Additional sources from state and national organizations were also consulted during standards development and while writing this technical paper.

Table 13. **Additional Sources Consulted During WIDA Correspondence Mapping**

ELA	• 2020–2021 Priority Standards for English Language Arts/Literacy and Mathematics (Achieve the Core, 2020) • National Assessment of Educational Progress (NAEP) Reading Framework (National Assessment Governing Board, 2019); NAEP Writing Framework (National Assessment Governing Board, 2017) • National Literacy Panel on Language Minority Children and Youth: *Developing Literacy in Second-Language Learners* (August & Shanahan, 2006)
Mathematics	• 2020–2021 Priority Standards for English Language Arts/Literacy and Mathematics (Achieve the Core, 2020) • Grade-Level Interpretations of the Standards for Mathematical Practice (Arizona Department of Education, 2010)
Science	• Appendix F from A Science Framework for K–12 Science Education (National Research Council, 2012). Also available on the NSTA Matrix of Science and Engineering Practices.

Social Studies	• C3 Teachers Inquiries (Engage New York Website, n.d.) • C3 Teachers C3 Hubs (C3 Teachers, 2022) • Educating for American Democracy (2021) • Civics Alliance (2022)

Disciplinary experts for English language arts, mathematics, science, and social studies were also a source of data and guidance during standards development. Please consult Appendix H of the WIDA ELD Standards Framework, 2020 edition Document.

Methods

The WIDA correspondence methods used in this study build on Cook's methods, found in *Section 3.3: Standards Match* of the *Framework for English language proficiency development standards corresponding to the Common Core State Standards and the Next Generation Science Standards* (commonly known as the ELPD Framework; CCSSO, 2012) and further explicated in Cook (2017): (1) establish the fundamental non-equivalence of the constructs identified in academic content standards and ELP standards and (2) develop acceptability measures for breadth, match, consistency, and depth of relationships between the identified academic content standards and ELP standards.

Developing Acceptability Measures for Match, Depth, Balance of Representation, and Breadth Among Standards

Consistent with the guidance in Cook's (2007; 2017) adaptation of Webb alignment framework (1997), four acceptability measures were developed for the 2020 WIDA correspondences to operationalize the supporting evidence associated with this study's four RQs. These analyses were then built into the WIDA ELD Standards Framework itself. **Table 14** provides definitions and details on the acceptability measures used with the four RQs.)

Table 14. **Acceptability Measures for Correspondence of English Language Proficiency to Academic Content Standards**

Criteria	Definition	Acceptability Measures
Breadth	This criterion addresses the consistency with which ELP standards cover the breadth of expectations found in state academic content standards.	Relies on consistency statistics to indicate, of the state academic content standards examined, which percentage shows a match with Key Language Uses.
Match	Degree to which expectations within state content standards, goals or objectives connect to those addressed by the ELP standards. The more frequently content standards have corollary language proficiency standards, the greater the degree of match.	Relies on descriptive statistics showing percentage of state academic content standards that fully match with WIDA ELD Standards Framework Components: Key Language Uses (e.g., the most prominent matches). Correspondence matches (full, partial, and little/no match) were identified using two criteria: (1) Match with Key Language Use definition, and (2) Match with the language functions in grade-level cluster Language Expectations. This metric assumes the number of standards provides a window on the emphases valued in state academic content standards.
Balance of Representation	Extent to which consistent categories occur in state ELP standards and academic content standards.	Relies on creation of tables to visually display which Key Language Uses are most prominent in state academic content standards. The focus of these measures is to identify *appropriate*, not necessarily *even* distribution of Language Expectations across state academic content standards, i.e., the Language Expectations represent a reasonable sampling.
Depth	Degree to which the depth of complexity in the match between linguistic components in academic content standards are present.	Relies on the match between linguistic components of academic content standards (as represented in the grade-level cluster Language Expectation) and grade-level cluster Proficiency Level Descriptors at End of Proficiency Level (PL) 5

Additional Cross-Checks of Correspondence Match Analyses

Match refers to the degree to which expectations within state content standards, goals or objectives connect to those addressed by the language proficiency standards. During the standards development process, two iterations of correspondence matches were conducted, as described in **Table 15**. First, a draft set of correspondences was created to guide development of the Language Expectations. Then, after development of the Language Expectations, the match between state academic content standards and the Language Functions (in the Language Expectations) were checked.

Table 15. **Multiple Checks of Correspondence Match Analyses**

	Analyses	Cross-Checks of Analyses
Initial Correspondence Matches with Key Language Uses (see Columns F–I in in **Figure 10**)	During the initial phases of the project, "multistate" standards were analyzed for the degree of match with the WIDA Key Language Uses (as operationalized by their definitions in **Appendix D, Table D-1**).	Draft matches were identified and confirmed by thorough cross-checks by WIDA Standards Team members and content standards experts.
Final Correspondence Matches with Language Expectations (see Columns J–K in **Figure 10**)	During and after the development of the Language Expectations, the degree of match with the language functions within the grade-level cluster Language Expectations was described as most prominent, prominent, or present matches.	The final versions of full, partial, and little/no matches were confirmed thoroughly through cross-checking analyses. This is the version used to create the WIDA Standards Correspondence Tool released to WIDA SEAs in June 2022. [WIDA login required]

The Match Method employed in this analysis rates matches based on the Most Prominent (full), Prominent (partial), and Present Key Language Uses found in the New Jersey Student Learning Standards for English Language Arts (NJSLS-ELA), which closely followed the CCSS for ELA/Literacy. The match analysis aims to identify the extent of alignment with the language functions in the Language Expectation for each grade-level cluster for the five WIDA ELD Standards Statements. **Figure 10** provides a sample of this match analysis, as initially reviewed in Columns F-I. Additionally, to ensure accuracy, a second check of the correspondences analyses was conducted after the development of the Language Expectations, as seen in Columns J-K of **Figure 10** This double-check process helps verify the thoroughness and reliability of the match results.

Figure 10. **Sample of Final Correspondence Matches with ELD-LA Language Expectations**

E	F	G	H	I	J	K
Standard	Narrate	Inform	Explain	Argue	WIDA ELD Standard 2 Language Expectation	WIDA ELD Standard 1 Language Expectatio
ELA.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Little or No Match	Partial Match	Partial Match	Full Match	ELD-LA.9-12.Argue.Expressive	ELD-SI.4-12.Argue
ELA.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Little or No Match	Full Match	Little or No Match	Partial Match	ELD-LA.9-12.Inform.Expressive	ELD-SI.4-12.Inform

In **Figure 10**,

• Full Matches indicate correspondence between academic content standard shows a clear match with (a) a Key Language Use definition (shown in, **Appendix D, Table D-1**) and related search terms and (b) one or more patterns of language (i.e., language functions) in the stages commonly associated with that genre family (Key Language Use).

• Partial Match–Academic content standard matches only (a) with a Key Language Use definition and related search terms, but no matches with language functions in the grade-level cluster Language Expectations.

• Little Match–Academic content standard shows limited or no match with a Key Language Use definition or related search terms.

Appendix B in this paper provides screenshots of digital versions showing sample correspondence mappings between the Language Expectations and the four sets of "multistate" standards used in this study.

Validity and Reliability of Study Analyses

During the development process, accuracy of the correspondence matches provided in this study were validated with multiple reviews by WIDA Standards Team members, content experts (including the actual authors/developers of the content standards examined here), an expert alignment panel of leading researchers, a review panel of Virginia master teachers (February, 2020), nationally known leading second language acquisition higher education researchers (Spring 2020), K–12 teachers (Spring 2020), meetings with the Virginia Department of Education language and content specialists (Winter 2019), and WIDA consortium member SEA representatives, including the members of the WIDA Standards Subcommittee. Appendix H of the WIDA ELD Standards Framework (WIDA, 2020) contains a 9-page list of all reviewers who participated in the review described above (WIDA, 2020). In Spring 2023, SEA members of the WIDA Standards Subcommittee also reviewed and provided feedback on this paper.

Other validations of these correspondence analyses have taken place in the years since 2020. WIDA SEAs have been creating their own language standards-to-content standards correspondence crosswalks for their peer review evidence. In doing so, SEAs have been further validating the sample correspondences reviewed here. Thus far, with Georgia (our Spring 2022 pilot case) and later with North Carolina, the proposed matches have been successfully applied. (See Georgia Competencies and Standards Exchange [CASE] evidence posted on Georgia Standards.org [e.g., this example of Social Studies correspondences] and North Carolina mapping evidence posted on the North Carolina Department of Public Instruction Website.)

Cautions on Unintended Interpretations

WIDA correspondence analyses reported in this paper are designed to provide WIDA consortium member SEAs with samples and options, not final decisions for their individual correspondence crosswalks. The analyses reported here are not intended to be interpreted as the *only* matches possible between the WIDA ELD Standards Framework and state academic

content standards. State and local correspondence crosswalks may potentially vary due to situational circumstances, student-related factors, educator choice, uniqueness of state's content standards themselves, and other considerations. This preserves, at the local level, the critical choices to be made around the selection of curricular content and instructional approaches.

Findings

This technical paper provides evidence to support WIDA consortium member SEAs in addressing Peer Review Critical Element 1.2. It establishes a direct relationship between the four WIDA Key Language Uses (and their instantiation in grade-level cluster Language Expectations) and language uses found in state academic content standards.

Findings for RQs 1–3 examine the match, breadth, and balance of representation in relation to frameworks such as CCSS for ELA, CCSS for Mathematics, NGSS, and the C3 Framework. Although additional state customization of their standards is evident, the findings are presented in relation to these "multistate" standards to foster readability and portability into other contexts. Additionally, RQ4 explores the depth of linguistic complexity by mapping grade-level cluster Language Expectations representations with the WIDA Proficiency Level Descriptors. This demonstrates that the Proficiency Level Descriptors are designed to measure the appropriate language features students should master in each grade-level cluster.

Findings Overview

Table 16 describes major findings for the study's four RQs. Cumulatively, the findings address peer review correspondence requirements around match, coverage, balance of representation, and depth.

Table 16. Study Findings Summary

Research Question	Major Findings
RQ1: What is the degree of match between state academic content standards and WIDA Key Language Uses?	Match analyses provide a window on the language use emphases valued in state academic content standards. This data is reported in **Table 17** and **Table 18** in technical paper. • **Table 17** displays *content-to-language* coverage for ELA, mathematics, science, and social studies. o *Inform* is the most prevalent Key Language Use in Kindergarten and first grade in state academic content standards for ELA, mathematics, and social studies. *Explain* is the most prevalent Key Language Use in state academic content standards from Grades 2–3 and above. *Inform* is considered a subcomponent of *Explain* (and sometimes *Argue*) because it provides language tools that allow students to introduce and define a topic, concept, or entity that can later be compared as part of an explanation or an argument. o *Argue* is nearly as prevalent as Inform in Grades 2–3 and above. o *Explain* gains prevalence starting from Kindergarten in the NGSS. • **Table 18** presents data for Standard 1 separately and shows *language-to-content matches* and supports the rationale for Language Expectations created for the 2020 Edition.
RQ2: What is the breadth of coverage by Key Language Uses in state academic content standards?	• Each grade/grade-level cluster in the "multistate" standards can be matched with at least one WIDA Key Language Use. • The WIDA ELD Standards Framework consistently addresses language uses in ELA, mathematics, science, and social studies used by the majority of WIDA consortium member SEAs.
RQ3: What is the balance of representation of Key Language Uses in state academic content standards?	• Examples from both the "multistate" standards and individual state standard versions show appropriate distribution of Key Language Uses (and Language Expectations) across WIDA consortium members' state academic content standards in ELA, mathematics, science, and social studies. o The WIDA standards team follows the correspondence methods from the CCSSO ELPD Framework. • An analysis of North Carolina content-to-language correspondences is included to demonstrate the flexibility of the WIDA ELD Standards Framework. • The WIDA ELD Standards Framework provides strong correspondence with the language uses for all WIDA consortium member state academic content standards.
RQ4: What is the depth of linguistic complexity in the match between WIDA Language Expectations and Proficiency Level Descriptors?	• Findings indicate a strong and consistent match between language components in grade-level state academic content standards (represented in the grade-level cluster Language Expectations) and linguistic complexity present in grade-level cluster Proficiency Level Descriptors.

Research Question 1: Degree of Match Between WIDA Consortium Member State Academic Content Standards and the WIDA Key Language Uses

RQ1 identifies the most prominent matches between the WIDA Key Language Uses (and their grade-level cluster instantiation in the WIDA Language Expectations) and state academic content standards for ELA, mathematics, science, and social studies. As reminder of this process, **Figure 6** from Methods is repeated below (now labeled **Figure 10**), where WIDA consortium member standards were analyzed to identify Full, Partial, or Little or No Matches between the state academic content standards and the WIDA Key Language Uses.[17]

[Repeat] Figure 10. **Sample of Final Correspondence Matches with ELD-LA Language Expectations**

E	F	G	H	I	J	K
Standard	Narrate	Inform	Explain	Argue	WIDA ELD Standard 2 Language Expectation	WIDA ELD Standard 1 Language Expectati
ELA.9-10.W.1 Text Types and Purposes: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Little or No Match	Partial Match	Partial Match	Full Match	ELD-LA.9-12.Argue.Expressive	ELD-SI.4-12.Argue
ELA.9-10.W.8 Research to Build and Present Knowledge: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Little or No Match	Full Match	Little or No Match	Partial Match	ELD-LA.9-12.Inform.Expressive	ELD-SI.4-12.Inform

RQ1 findings identify the most prominent language uses in state academic content standards. Every state academic content standard may have one or more Full Match with the WIDA Key Language Uses (and their instantiation in the WIDA grade-level cluster Language Expectations).

Table 17 shows *content-to-language* coverage for the four academic content areas—ELA, mathematics, science, and social studies—found in standards that had been adopted by the majority of WIDA consortium member SEAs (i.e., the CCSS for ELA, the CCSS for Mathematics, the NGSS, and the C3 Framework). In **Table 17**, percentage indicates the number of standards in that content area and grade-level cluster that have a Full

[17] As a reminder: Because most of the WIDA consortium member SEAs' academic content standards reference the "multistate" standards (except in the case of social studies standards), the data reported in this section of the paper references only the "multistate" standards. Social studies correspondences with the C3 Framework are included in this section to ensure readability of the paper. (See Sources and Method sections.)

Match with the WIDA Key Language Uses definitions and language function(s) in the WIDA Language Expectations. For example, in the top row, 24% of ELA standards in Kindergarten have a Full Match with *Narrate*, 62% of Kindergarten ELA standards have a match with *Inform* and so on. (In some instances, it is possible that some standards may have more than one Key Language Use with which they match.)

Weighted comparisons across content areas, showing the percentage of standards with a Full Match, are included in bolded text for each grade-level cluster. (See Table Notes for information on these calculations.)

Match analyses provide a window on the language use emphases valued in state academic content standards. In the Primary Grades, *Inform* is the most prevalent Key Language Use in Kindergarten and first grade in state academic content standards for ELA, mathematics, and social studies. *Explain* is the most prevalent Key Language Use in state academic content standards from Grades 2–3 and above. Oftentimes in elementary school and beyond, *Inform* is considered a subcomponent of *Explain* (and sometimes Argue) because it provides language tools that allow students to introduce and define a topic, concept, or entity that can *later* be compared as part of an explanation or an argument. *Argue* is nearly as prevalent as *Inform* in Grades 2–3 and above. *Explain* gains prevalence starting from kindergarten in the NGSS.

Table 17. **Key Language Use Opportunities in "Multistate" Academic Content Standards**

State Standards	Grade-Level Cluster	Narrate	Inform	Explain	Argue	Grade-Level Cluster	Narrate	Inform	Explain	Argue
ELA	**K**	24%	62%	12%	24%	**1**	26%	60%	17%	26%
Math	**K**	0%	88%	13%	25%	**1**	0%	88%	13%	25%
Science	**K**	20%	80%	80%	10%	**1**	11%	44%	89%	0%*
Social Studies	**K**	8%	71%	3%	25%	**1**	8%	71%	3%	25%
Median - Key Language Use Coverage Across Content Areas		**10%**	**55%**	**20%**	**15%**		**9%**	**52%**	**24%**	**15%**
ELA	**2–3**	30%	55%	16%	22%	**4–5**	29%	46%	23%	28%
Math	**2–3**	0%	13%	75%	25%	**4–5**	0%	13%	75%	25%
Science	**2–3**	10%	42%	80%	24%	**4–5**	5%	14%	86%	32%
Social Studies	**2–3**	8%	8%	82%	25%	**4–5**	8%	10%	88%	24%
Median - Key Language Use Coverage Across Content Areas		**10%**	**21%**	**50%**	**19%**		**12%**	**15%**	**55%**	**18%**
ELA	**6–8**	31%	50%	27%	34%	**9–12**	18%	47%	24%	29%
Math	**6–8**	0%	13%	75%	25%	**9–12**	0%	13%	75%	25%
Science	**6–8**	5%	14%	86%	32%	**9–12**	4%	30%	89%	39%
Social Studies	**6–8**	10%	4%	85%	22%	**9–12**	9%	4%	85%	21%

Median - Key Language Use Coverage Across Content Areas	**9%**	**14%**	**55%**	**23%**		**6%**	**16%**	**55%**	**23%**

*No Performance Expectations for Argue were found in NGSS Grade 1. We assume this was an inadvertent oversight.

Table 17 Notes:

- More than one Key Language Use could be matched with a state academic content standard. See Correspondence Methods for this explanation.
- **Table 17** shows content-to-language matches. Thus, data related to WIDA Standard Statement 1 (the Language for Social and Instructional Purposes) is integrated within the content areas. **Table 18** shows language-to-content matches and thus, separates that data.
- The bolded percentages *across* "multistate" content areas (i.e., the median point of Key Language Uses across content area standards were calculated using weighted percentages. (In this way, the 1021 individual K–12 ELA/Literacy Standards did not overwhelm the 48 Standards for Mathematical Practices (eight each for six grade-level clusters), the 210 K–12 Science Performance Expectations and related Science & Engineering Disciplinary Practices, or the 302 K–12 Social Studies Dimension Indicators.)

Building State Academic Standard Priorities into the WIDA ELD Standards Framework

Matching data shown in **Table 17** was then used to identify which Language Expectations should be built for each grade-level cluster. **Table 18** shows their instantiation in the Key Language Uses Distribution Tables.

Table 18 shows which Key Language Uses are most prominent (●), prominent (◐), and present (O) for each grade-level cluster and content area. The Key Language Uses Distribution Tables represent *language-to-content* coverage for both expectations for the formal disciplinary language in Standards 2–5 and informal/interactive language uses identified in Standard 1 (Language for Social and Instructional Purposes).

As shown in **Table 18**, all Key Language Uses are, at a minimum, present at each grade-level cluster. In contrast, **Table 17** represents *content-to-language* coverage by *grade-level cluster* and *WIDA ELD Standard Framework.*

Table 18. **Key Language Distribution Tables for Kindergarten, Grade 1, 2–3, 4–5, 6–8, and 9–12 (WIDA, 2020)**

Distribution of Key Language Uses in Kindergarten

WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	O	◐
3. Language for Mathematics	O	●	◐	◐
4. Language for Science	O	●	●	◐
5. Language for Social Studies	◐	●	O	◐

Distribution of Key Language Uses in Grade 1

WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	O	◐
3. Language for Mathematics	O	●	◐	◐
4. Language for Science	O	●	●	◐
5. Language for Social Studies	◐	●	O	●

Distribution of Key Language Uses in Grades 2-3

WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	O	◐
3. Language for Mathematics	O	◐	●	●
4. Language for Science	O	◐	●	●
5. Language for Social Studies	◐	O	●	●

Distribution of Key Language Uses in Grades 4-5

WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	O	◐	●	●
4. Language for Science	O	◐	●	●
5. Language for Social Studies	◐	O	●	●

Distribution of Key Language Uses in Grades 6-8

WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	O	◐	●	●
4. Language for Science	O	◐	●	●
5. Language for Social Studies	◐	O	●	●

Distribution of Key Language Uses in Grades 9-12

WIDA ELD Standard	Narrate	Inform	Explain	Argue
1. Language for Social and Instructional Purposes	●	●	●	●
2. Language for Language Arts	●	●	◐	●
3. Language for Mathematics	O	◐	●	●
4. Language for Science	O	◐	●	●
5. Language for Social Studies	◐	O	●	●

● Most Prominent ◐ Prominent O Present

Table 18 Notes: In the following instances, there are exceptions where the Language Expectations identified for development were not based solely on the largest percentages noted previously in **Table 15** (the analysis of "multistate" standards):

- In K and Grade 1, the Standards development team prioritized ELA Language Expectations for *Narrate* over those for *Argue* because narratives play such a prominent role in primary grades and because the focus for *Argue* in these grades was split between evidence based on opinions and evidence based on claims. However, to provide more flexibility for state standards correspondences, additional Language Expectations for *Narrate* and *Argue* were also included in the K–3 Standard 1 Language Expectations.
- In Grade 1, the NGSS Performance Expectations did not include the disciplinary practice of argumentation. (We assumed this was an inadvertent oversight because descriptors for argumentation are included in the NRC and NSTA Science and Engineering Practice Matrices.)
- In Grades 2–3, even though more standards emphasized the language for *Inform*, the NGSS science experts with whom WIDA consulted recommended that the Language Expectations for Grades 2–3 and above focus on *Explain* rather than *Inform*. *Inform* (*Language to provide factual information*) is a common component nested within *Explain* (*Language to account for how things work or why things happen*).

In Grades 6–8 and 9–12, there is an increase in the percentage of standards focusing on *Explain* due to the additional literacy in ELA standards, and the CCSS for ELA Standards for Literacy in History/Social Studies, Science, and Technical Subjects.

To summarize, RQ2 findings show that the WIDA ELD Standards Framework strongly matches language expectations within state content standards, goals, or objectives.

Research Question 2: Breadth of Coverage Between WIDA Consortium Member State Academic Content Standards and the WIDA Key Language Uses

RQ2 examines the extent to which the WIDA ELD Standards Framework, 2020 Edition, covers the range of language uses in state academic content standards. **Tables 19–22** remove the content area categorization to show summary data from RQ1. Findings indicate that the WIDA ELD Standards Framework consistently addresses the breadth of language uses in state academic content standards in ELA, mathematics, science, and social studies used by the majority of WIDA consortium member SEAs.

Tables 19–22 show the distribution of state standards by Key Language Use, both by grade levels and by WIDA grade-level clusters. For each grade/grade-level cluster, every standard in the "multistate" standards (except for the ELA standards mentioned in the methods section of this paper) could be matched with at least one WIDA Key Language Use. One hundred percent of WIDA consortium member state standards had at least one Full Match with a WIDA Key Language Use (and Language Expectation).

As a reminder, a digital rendering of sample correspondence matches can be accessed using the WIDA Digital Explorer links below each diagram in **Appendix B**. Click on the blue box with the Reference Code (e.g., ELD-LA.4–5.Argue.Interpretive) to open the tile with the sample corresponding WIDA Language Expectation(s). (All WIDA Member states' academic content standards were consulted when creating the Language Expectations, not only the "multistate" standards.)

Table 19. **Example of Percent Coverage Data Language Expectations: CCSS for ELA/Literacy Standards**

Grades	Narrate	Inform	Explain	Argue	Percent of Standard Covered
K	24%	62%	12%	24%	**100%**
1	26%	60%	17%	26%	**100%**
2	31%	57%	17%	20%	**100%**
3	28%	52%	14%	24%	**100%**
4	29%	47%	22%	27%	**100%**
5	29%	45%	24%	29%	**100%**
6	28%	46%	25%	30%	**100%**
7	28%	46%	25%	32%	**100%**
8	28%	46%	25%	32%	**100%**
6–8	40%	65%	35%	43%	**100%**
9–10	18%	47%	25%	29%	**100%**
11–12	18%	47%	24%	29%	**100%**
WIDA Grade-Level Clusters					
K	24%	62%	12%	24%	**100%**
1	26%	60%	17%	26%	**100%**
2–3	30%	55%	16%	22%	**100%**
4–5	29%	46%	23%	28%	**100%**
6–8	31%	50%	27%	34%	**100%**
9–12	18%	47%	24%	29%	**100%**

Table 20. **Example of Percent Coverage Data Language Expectations: CCSS for Mathematics**

Percent of Standards with Most Prominent Matches with Key Language Uses

	Narrate	Inform	Explain	Argue	Percent of Standard Covered
K	0%	88%	13%	25%	**100%**
1	0%	88%	13%	25%	**100%**
2	0%	13%	75%	25%	**100%**
3	0%	13%	75%	25%	**100%**
4	0%	13%	75%	25%	**100%**
5	0%	13%	75%	25%	**100%**

6	0%	13%	75%	25%	**100%**
7	0%	13%	75%	25%	**100%**
8	0%	13%	75%	25%	**100%**
High School	0%	13%	75%	25%	**100%**
WIDA Grade-Level Clusters					
K	0%	88%	13%	25%	**100%**
1	0%	88%	13%	25%	**100%**
2–3	0%	13%	75%	25%	**100%**
4–5	0%	13%	75%	25%	**100%**
6–8	0%	13%	75%	25%	**100%**
9–12	0%	13%	75%	25%	**100%**

Table 21. **Example of Percent Coverage Data Language Expectations: NGSS**

	Narrate	**Inform**	**Explain**	**Argue**	**Percent of Standard Covered**
K	20%	80%	80%	10%	**100%**
1	11%	44%	89%	0%*	**100%**
2	7%	64%	86%	7%	**100%**
3	13%	20%	73%	40%	**100%**
4	0%	14%	93%	21%	**100%**
5	0%	25%	81%	31%	**100%**
Middle School	5%	14%	86%	32%	**100%**
9–12	4%	30%	89%	39%	**100%**
WIDA Grade-Level Clusters					
K	20%	80%	80%	10%	**100%**
1	11%	44%	89%	0%*	**100%**
2–3	10%	42%	80%	24%	**100%**
4–5	20%	18%	80%	10%	**100%**

	Narrate	Inform	Explain	Argue	Percent of Standard Covered
6–8	5%	14%	86%	32%	**100%**
9–12	4%	30%	89%	39%	**100%**

*Grade 1 NGSS Performance Expectations do not include expectations for Argument.

Table 22. **Example of Percent Coverage Data Language Expectations: C3 Framework**

	Narrate	Inform	Explain	Argue	Percent of Standard Covered
K-2	8%	71%	76%	25%	**100%**
3-5	8%	10%	88%	24%	**100%**
6–8	10%	4%	85%	22%	**100%**
9–12	9%	4%	85%	21%	**100%**
WIDA Grade-Level Clusters					
K	8%	71%	3%	25%	**100%**
1	8%	71%	3%	25%	**100%**
2–3	8%	8%	82%	25%	**100%**
4–5	8%	10%	88%	24%	**100%**
6–8	10%	4%	85%	22%	**100%**
9–12	9%	4%	85%	21%	**100%**

RQ2 findings show that the WIDA ELD Standards Framework consistently addresses the breadth of language uses in state academic content standards in ELA, mathematics, science, and social studies used by the majority of WIDA consortium member SEAs.

Research Question 3: Balance of Representation of Grade-Level Cluster Language Expectations Across State Academic Content Standards

RQ3 examines the presence of consistent categories between WIDA ELD Standards Framework and state academic content standards. The analysis compares state standards that use the "multistate" standards or their own individual state versions. The findings demonstrate that the WIDA ELD Standards Framework maintains balance and correspondence with state academic content standards.

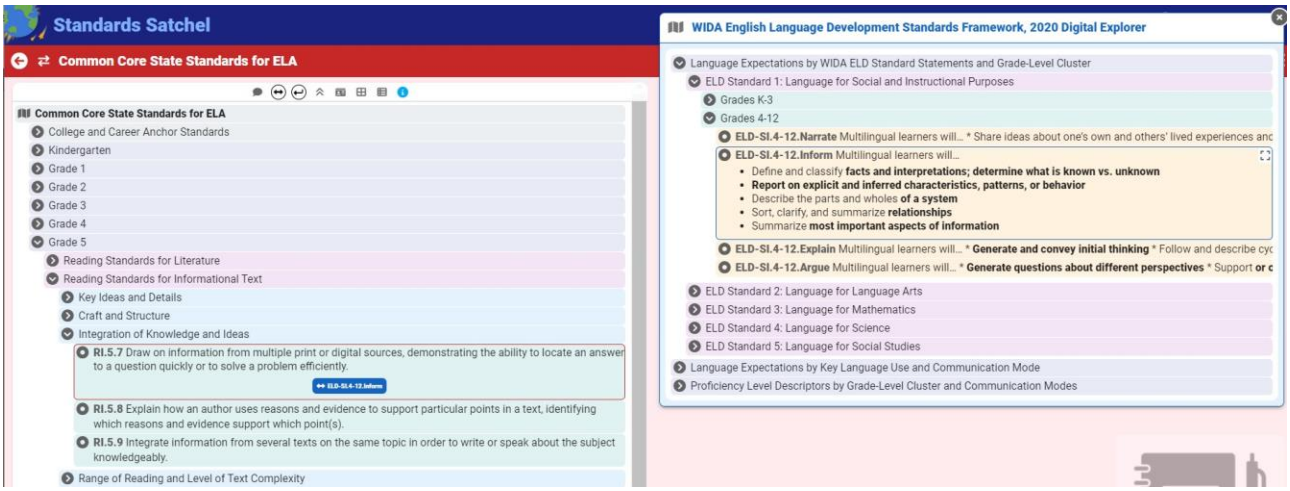
Balance of representation indicates the extent to which same or consistent categories occur between state ELP standards and state academic content standards. A fundamental claim of the WIDA ELD Standards Framework is that it provides strong correspondence with the language

uses for *all* WIDA consortium member state academic content standards. Therefore, this section provides specific comparisons using examples from states that use the "multistate" standards or their own individual state standard versions. The focus of these measures is to identify appropriate, not necessarily the same distribution of Language Expectations across state academic content standards, whether the SEA uses the "multistate" standards or their own locally designed standards. Data from the comparisons can be found in **Appendix E**.

English Language Arts

To examine the use of the WIDA Key Language Uses and Language Expectations as a correspondence strategy, two sets of state ELA standards were compared: The NJSLS-ELA, which follows the "multistate" standards for ELA and the Minnesota Academic Standards: ELA K–12, which are uniquely designed state standards. (The CCSS for ELA version is used by the following SEAs: CO, DC, DE, GA, HI, ID, IL, KY, ME, MI, MT, NC, ND, NH, NJ, NM, NV, PA, SD, TN, UT, VT, WA, WI, WY; a modified version is used by AK, AL, CO, IN, KY, MA, RI, SC.) Both sets of standards had Full Matches for at least one of their standards. **Figures 11 and 12** show an example of each state's possible correspondence matches.

Figure 11. **Screenshot Illustrating Alignment between the New Jersey ELA Standards and WIDA Language Expectations**



Source: WIDA Digital Explorer

Figure 12. **Sample from Correspondence Analysis of Minnesota ELA Standards and WIDA Language Expectations**

Grade	Strand	Substrand	Standard "Understand that ...	Code	Benchmark	Narrate	Inform	Explain	Argue	WIDA ELD Standard 2 Language Expectation Nomeclature	WIDA ELD Standard 1 Language Expectation Nomenclature
5	Reading	1. Literature	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	5.1.1.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	Partial Match	Full Match	Partial Match	Little or No Match	ELD-LA.4-5.Inform.Interpretive	ELD-SI.4-12.Inform
5	Reading	2. Informational Text	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	5.2.3.3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in	Little or No Match	Full Match	Full Match	Partial Match	ELD-LA.4-5.Inform.Interpretive	ELD-SI.4-12.Inform ELD-SI.4-12.Explain

Notably, the NJSLS-ELA (i.e., the CCSS for ELA) places a stronger emphasis on the skill of arguing. In contrast, Minnesota's ELA standards combine domains into communication modes,

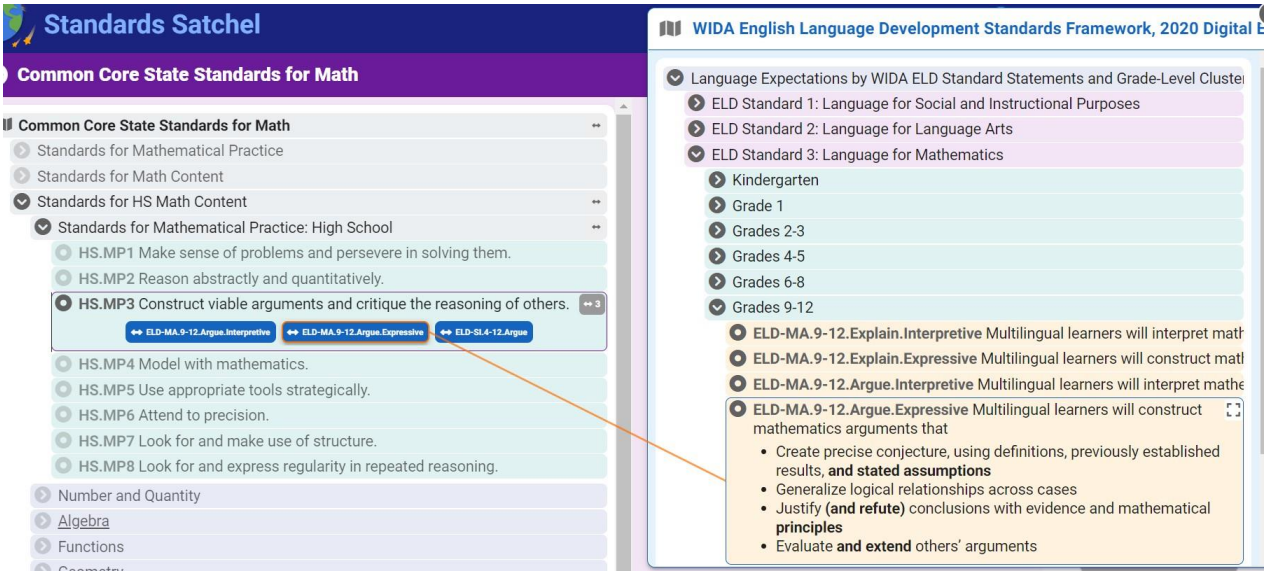
merging reading and writing, as well as reading and speaking/listening, rather than keeping them as separate domains. As will be discussed later, this may be a trend in future modifications made to state standards.

Mathematics

To examine the use of the WIDA Key Language Uses and Language Expectations as a correspondence strategy, two sets of state mathematics standards were compared. This analysis compared the mathematics standards used in Nevada and in the Commonwealth of Virginia, showing that both sets of standards had Full Matches for at least one of their standards. The "multistate" standards for mathematics are used by the following SEAs: AL, AK, DC, DE, HI, IL, IN, KY, MD, ME, MI, ND, NH, NJ, NV, RI, SD, TN, UT, VT, WA, WI, WY. Modified versions are used by AK, AL, IN, MA, RI, SC. MD and MO reference the Standards for Mathematical Practices in their standards document introduction.

In fact, in April 2020, the Virginia Department of Education released correlations between the Virginia Standards of Learning (VASOL), which use the Mathematics Process Goals and the CCSS for Mathematics Practices (Virginia Department of Education, 2020). As stated in the CCSS for Mathematics standards document on page 6, the first five Standards for Mathematical Practices were based upon the National Council for the Teachers of Mathematics process standards and cross-referenced with National Research Council "Adding It Up" report, resulting in the addition of three more Standards for Mathematical Practices. **Figure 13** and **Table 23** show an example of each state's possible correspondence matches.

Figure 13. **Screenshot Illustrating Alignment between the Nevada Mathematics Standards and WIDA Language Expectations**



Source: WIDA Digital Explorer

Table 23. **Virginia Department of Education Correlations Between the Virginia Standards of Learning Mathematical Process Goals and the CCSS Standards for Mathematics Practices.**

VASOL Mathematics Process Goal	Description	Most Related CCSS Mathematics Practice(s)
Mathematical Problem Solving	Students will apply mathematical concepts and skills and the relationships among them to solve problem situations of varying complexities. Students also will recognize and create problems from real-world data and situations within and outside mathematics and then apply appropriate strategies to determine acceptable solutions. To accomplish this goal, students will need to develop a repertoire of skills and strategies for solving a variety of problem types. A major goal of the mathematics program is to help students apply mathematics concepts and skills to become mathematical problem solvers.	CCSS.MATH.PRACTICE.MP1
Mathematical Communication	Students will communicate thinking and reasoning using the language of mathematics, including specialized vocabulary and symbolic notation, to express mathematical ideas with precision. Representing, discussing, justifying, conjecturing, reading, writing, presenting, and listening to mathematics will help students to clarify their thinking and deepen their understanding of the mathematics being studied. Mathematical communication becomes visible where learning involves participation in mathematical discussions.	CCSS.MATH.PRACTICE.MP3 CCSS.MATH.PRACTICE.MP6
Mathematical Reasoning	Students will recognize reasoning and proof as fundamental aspects of mathematics. Students will learn and apply inductive and deductive reasoning skills to make, test, and evaluate mathematical statements and to justify steps in mathematical procedures. Students will use logical reasoning to analyze an argument and to determine whether conclusions are valid. In addition, students will use number sense to apply proportional and spatial reasoning and to reason from a variety of representations.	CCSS.MATH.PRACTICE.MP2
Mathematical Connections	Students will build upon prior knowledge to relate concepts and procedures from different topics within mathematics and see mathematics as an integrated field of study. Through the practical application of content and process skills, students will make connections among different areas of mathematics and between mathematics and other disciplines, and to real-world contexts. Science and mathematics teachers and curriculum writers are encouraged to develop mathematics and science curricula that support, apply, and reinforce each other.	CCSS.MATH.PRACTICE.MP7 CCSS.MATH.PRACTICE.MP8
Mathematical Representations	Students will represent and describe mathematical ideas, generalizations, and relationships using a variety of methods. Students will understand that representations of mathematical ideas are an essential part of learning, doing, and communicating mathematics. Students should make connections among different representations – physical, visual, symbolic, verbal, and contextual – and recognize that representation is both a process and a product.	CCSS.MATH.PRACTICE.MP4 CCSS.MATH.PRACTICE.MP5

Because the WIDA standards team was following the correspondence methods from the CCSSO ELPD Framework, the previous analyses presented in this technical paper focus on the presence of the Standards for Mathematical Practice in state mathematics standards. However, to highlight a state correspondence approach that does not rely on the Standards for Mathematical Practices, but on the standards for mathematical content, an analysis of North Carolina content-to-language correspondences analysis (NCDPI, 2022) is also included in Appendix E.

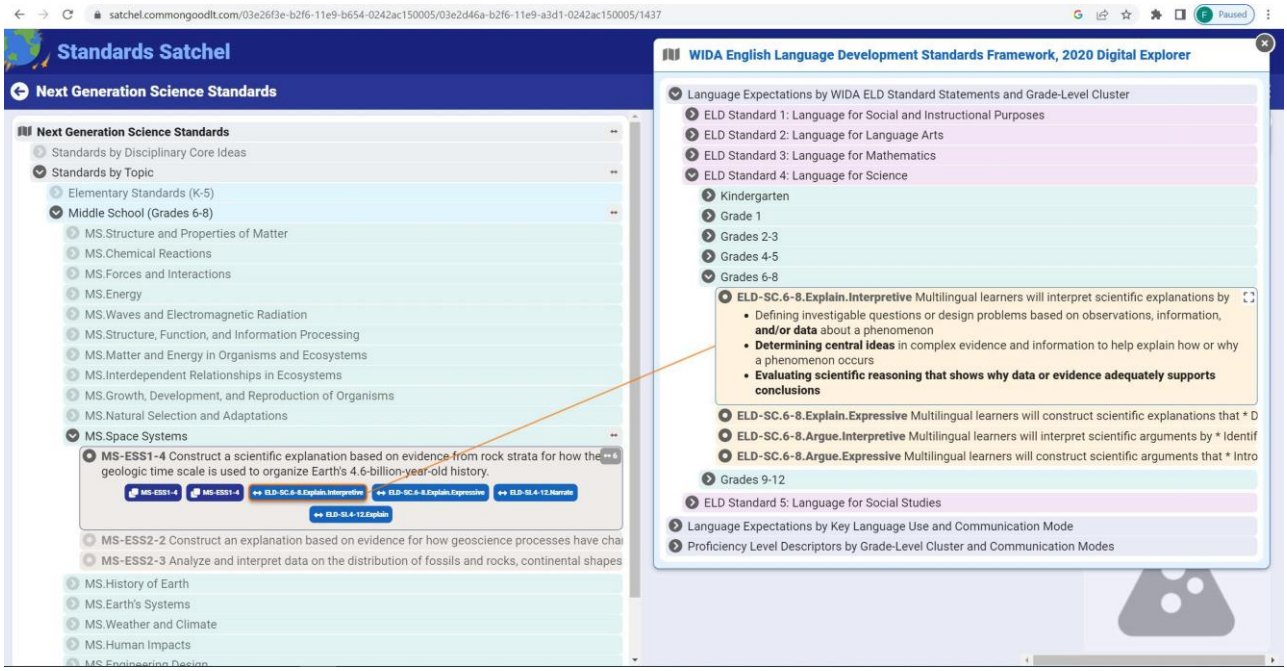
Figure 14. **Sample from Correspondence Analysis of North Carolina Mathematics Standards and WIDA Language Expectations**

LE Reference Code	St 3 Language Function	Key Language Use	Grade-Level Cluste	Grade	Math Standard
ELD-MA.2-3.Explain.Expressive	Construct mathematical explanations that: State reasoning used to generate solution	Explain	2-3	2	NC.2.MD.2 Measure the length of an object twice, using length units of different lengths for the two measurements; describe how the two measurements relate to the size of the unit chosen.
ELD-MA.2-3.Argue.Interpretive	Interpret mathematics arguments by: Identifying conjectures about what	Argue	2-3	2	*Note: Standard 1 applies across standards and should be integrated throughout mathematics.

Science

To examine the use of the WIDA Key Language Uses and Language Expectations as a correspondence strategy, two sets of state science standards were compared. As shown previously in **Table 9**, 97% of WIDA consortium member states' K–12 standards for science use the NGSS. For our analysis, we examined Michigan and Florida Science Standards. (The NGSS version of the "multistate" standards are used by the following SEAs: AL, AK, DC, DE, HI, IL, IN, KY, MD, ME, MI, ND, NH, NJ, NV, RI, SD, TN, UT, VT, WA, WI, WY. Close, but adapted standards based on NRC Framework are used by CO, GA, ID, MA, MN, MO, MT, NC, ND, OK, PA, SC, VA.) An analysis of the Florida NGSSS shows that, similar to the NGSS, *Explain* is the most prominent Key Language Use; however, *Inform* tends to be represented more often than *Argue*. **Figures 15 and 16** show an example of each state's possible correspondence matches.

Figure 15. **Screenshot Illustrating Alignment between the Michigan Science Standards and WIDA Language Expectations**



Source: [WIDA Digital Explorer]

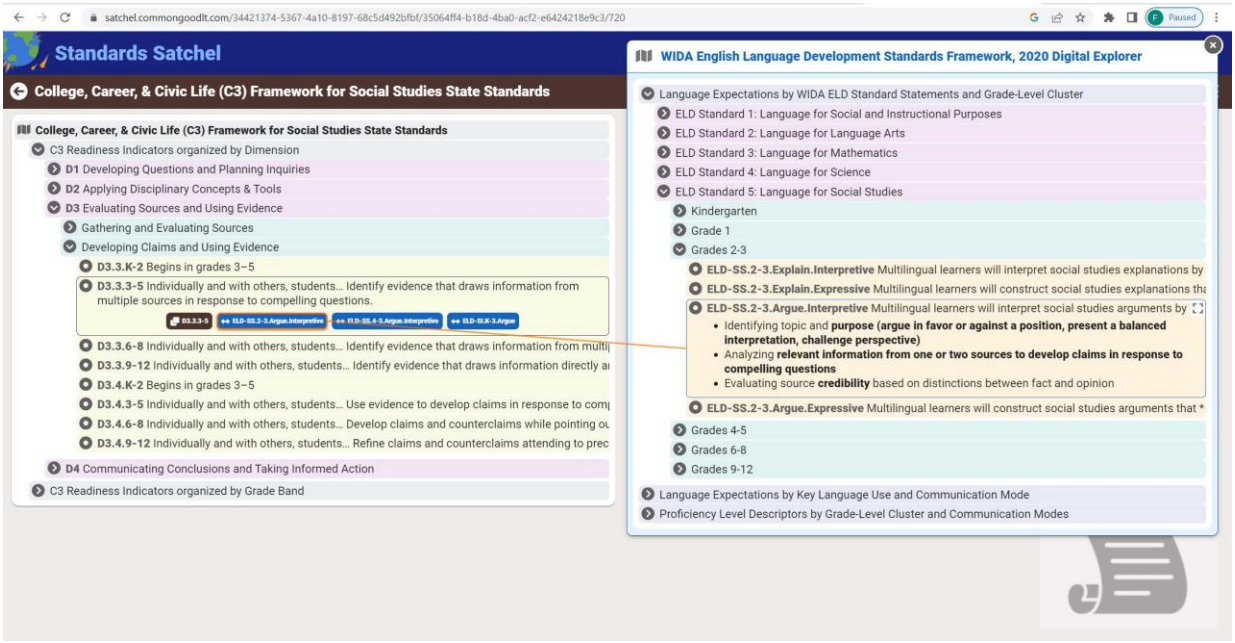
Figure 16. **Sample from Correspondence Analysis of Florida Sunshine State Science Standards and WIDA Language Expectations**

Benchmark#	Description	Narrate	Inform	Explain	Argue	WIDA ELD Standard 2 Lan	WIDA ELD Standard 1
SC.6.E.6.1	Describe and give examples of ways in which Earth's surface is built up and torn down by physical and chemical weathering, erosion, and deposition.	Little or No Match	Full Match	Full Match	Partial Match		ELD-SI.4-12.Inform ELD-SI.4-12.Explain
SC.6.E.6.2	Recognize that there are a variety of different landforms on Earth's surface such as coastlines, dunes, rivers, mountains, glaciers, deltas, and lakes and relate these landforms as they apply to Florida.	Little or No Match	Partial Match	Full Match	Partial Match	ELD-SC.6-8.Explain.Expressive	ELD-SI.4-12.Explain
SC.6.N.3.1	Recognize and explain that a scientific theory is a well-supported and widely accepted explanation of nature and is not simply a claim posed by an individual. Thus, the use of the term theory in science is very different than how it is used in everyday life.	Little or No Match	Partial Match	Partial Match	Full Match	ELD-SC.6-8.Argue.Expressive	ELD-SI.4-12.Argue

Social Studies

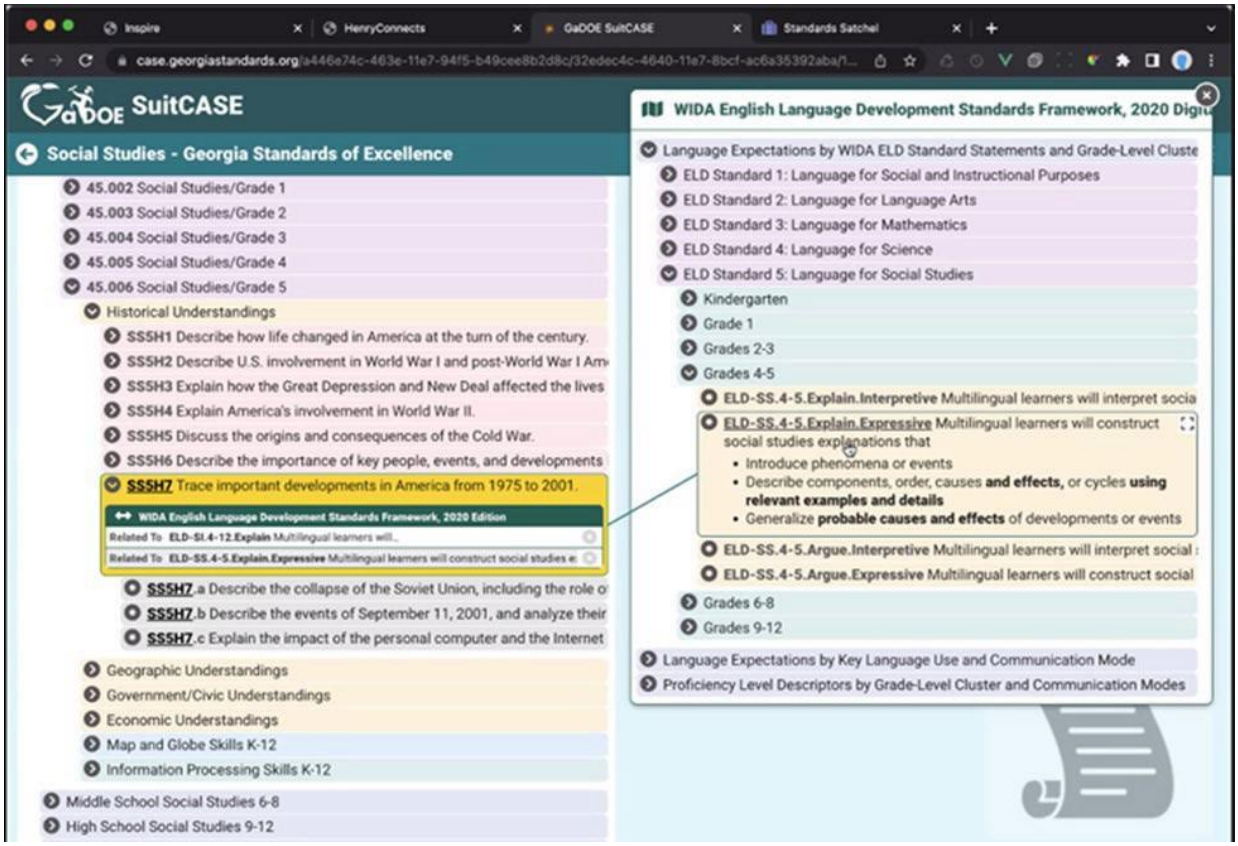
To examine the use of the WIDA Key Language Uses and Language Expectations as a correspondence strategy, two sets of state social studies standards were compared. Kentucky and Georgia social studies standards were examined for this analysis. (The C3 Framework version of the "multistate" standards are used by the following SEAs: HI, IL, KY, MD, MI, MT, NV, NJ, NC, ND, VT, WA, WI.) Georgia has placed its state academic content standards in digital format (Correspondences with WIDA Language Expectations shown below). **Figures 17 and 18** show an example of each state's possible correspondence matches.

Figure 17. **Screenshot Illustrating Alignment between the Kentucky Social Studies Standards and WIDA Language Expectations**



Source: [WIDA Digital Explorer]

Figure 18. **Screenshot of Georgia Standards of Excellence Social Studies Standards and its Correspondences with WIDA Language Expectations**



Source: Case.georgiastandards.org

While both sets of standards emphasize the prominence of *Explain* with regard to the four basic disciplines in U.S. social studies standards (history, geography, economics, and civics), the primary difference between the states with individual state standards and the states that use the C3 Framework is the use of inquiry practices of questioning, investigating, using evidence, and communicating conclusions to tie together state standards. Those states that do not use the C3 Framework tend to focus more on knowledge building (Inform language uses). However, *Explain* and *Argue* language uses can be found in all states' social studies standards.

To summarize, RQ3 findings show that the same or consistent categories of language use occur in WIDA ELD Standards Framework and state academic content standards, whether the state standards use the "multistate" standards or are individually designed.

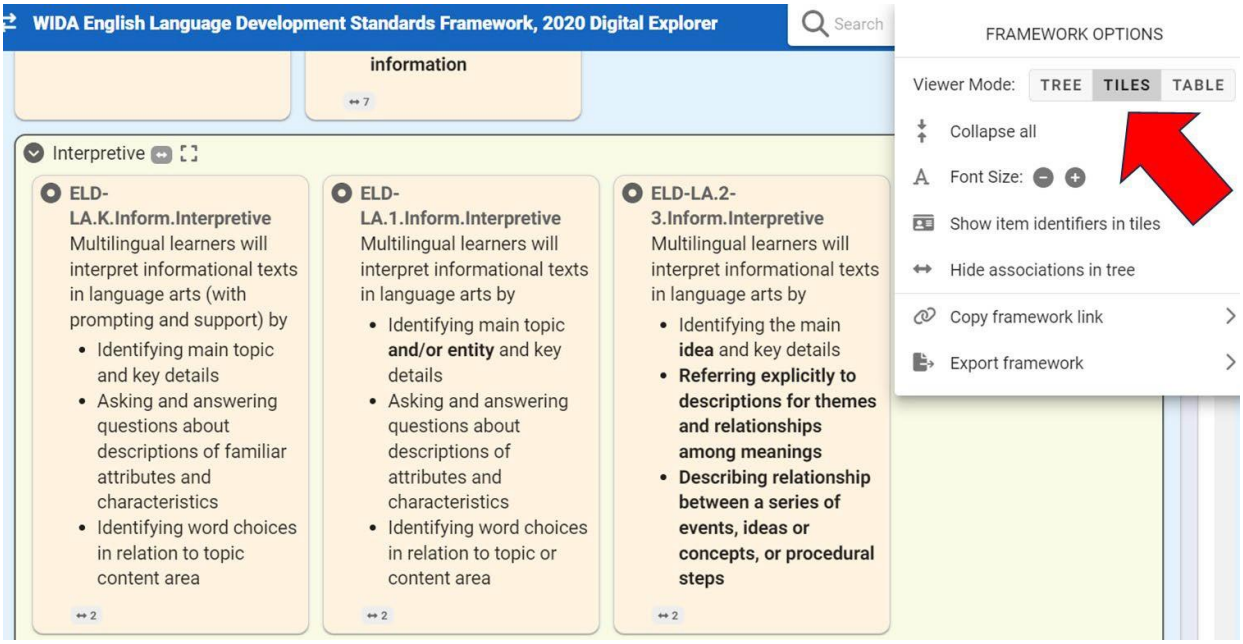
Research Question 4: Linguistic Complexity Match Between WIDA Language Expectations and Proficiency Level Descriptors

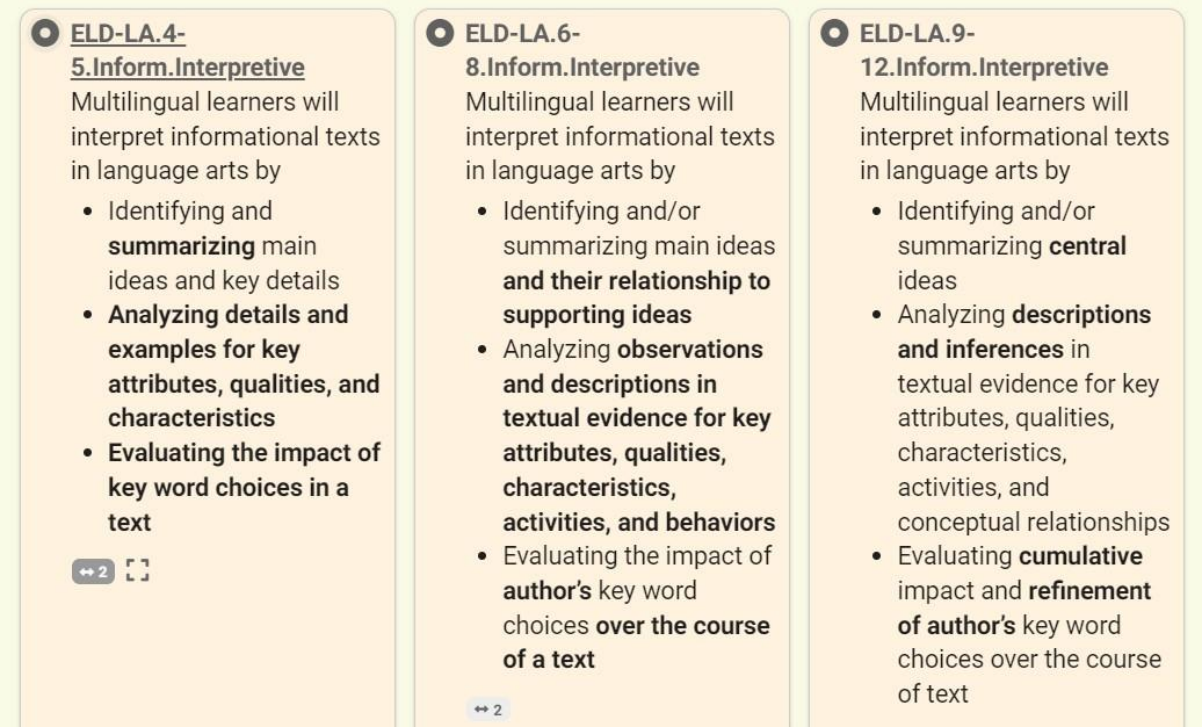
RQ4 examines the relationship between the language components found in state academic content standards and the linguistic complexity present in Proficiency Level Descriptors used to evaluate students' progress in acquiring the language skills necessary for engaging with grade-level content. To determine if the Proficiency Level Descriptors adequately encompass the

required linguistic complexity, the analysis involves comparing them with the WIDA Proficiency Level Descriptors and the grade-level cluster WIDA Language Expectations. As previously demonstrated in this paper, the WIDA Language Expectations align with the language uses specified in grade-level standards.

The results reveal a strong and consistent match in terms of linguistic complexity between the WIDA Language Expectations and Proficiency Level 5 of the Proficiency Level Descriptors. First, as shown in **Figure 19**, to clearly see the progression of Language Expectations in state academic content standards, users can select the *Tiles* Tab in the upper right-hand corner of the WIDA Digital Explorer to view the grade-level cluster progression within Language Expectations (by Key Language Use). The bolded text in the diagram shows what changes in the progression as the grade-level cluster increases.

Figure 19. **Sample Progression within Language Expectations**



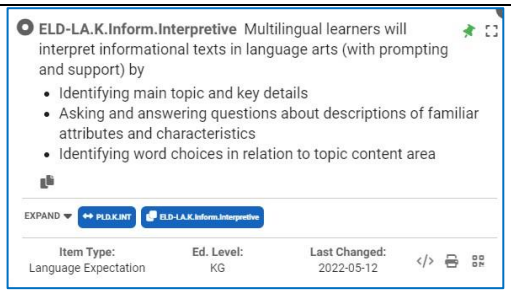
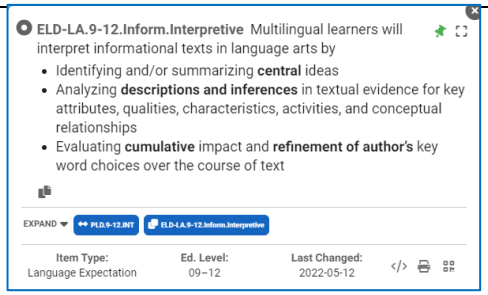


Source: WIDA Digital Explorer

To evaluate the linguistic complexity representations built into the six WIDA grade-level clusters (K, 1, 2–3, 4–5, 6–8, and 9–12), the analysis compared the WIDA Language Expectations and End of Proficiency Level 5 for each grade-level cluster. (All data used in this analysis is displayed in **Appendix F**.)

As depicted in **Figure 20**, there is a noticeable difference in grammatical complexity within ELA between Grades K and 9–12. The Language Expectations for Grades 9–12 multilingual learners exhibit significantly higher complexity compared to those for kindergarteners. The complexity level of the Proficiency Level Descriptors aligns with the requirements for End of Level 5, representing grade-level performance. In Kindergarten, students are introduced to identifying and asking and answering questions about concepts or entities. In contrast, in Grades 9–12, students are expected identify and summarize central ideas, analyze descriptions and inferences in textual evidence, and evaluate the cumulative impact of word choices over the course of a text. This data demonstrates a progression of standards that aim to develop multilingual learners' abilities to engage with more cognitively demanding and linguistically appropriate components as they advance from one grade-level cluster to the next.

Figure 20. **Content-Based Language Learning: Consistently Situated Grade-Level Cluster PLDs (End of PL5) in Relation to Language Expectations**

	Kindergarten	Grades 9–12
Language Expectations		
Proficiency Level Descriptors for PL5: Grammatical Complexity	related simple sentences	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area

WIDA also has samples of its Proficiency Level Descriptors to further demonstrate the linguistic progressions built therein. **Appendix G** provides a full set of these samples. The bolded text shows what changed as the level increases.

Table 24. **PLD.K.INT—Kindergarten Interpretive Proficiency Level Descriptors**

Toward the end of each proficiency level, <u>when scaffolded appropriately</u>, multilingual learners will:

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Organization	*Understand how coherent texts are created . . .⇒*	around topics with words, pictures, phrases, or chunks of language	around topics **with repetition, rhyming, and common language patterns**	around topics with repetition, rhyming, and other language patterns **with short sentences**	**to meet a purpose through multiple related sentences**	to meet a purpose **in a series of extended sentences**	to meet a purpose **in a short text**
Cohesion	*Understand how ideas are connected across a whole text through . . ⇒*	patterned language with repetitive words	patterned language with repetitive words **and phrases**	repetitive words and phrases **across a text**	**some frequently used cohesive devices**	**a few different types** of cohesive devices	**multiple types** of cohesive devices

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Density	*Understand how ideas are elaborated or condensed through . . .* ⇒	labels with single nouns	**frequently used** single noun **groups**	frequently used **multi-word** noun groups	multi-word noun groups **with connectors**	**expanded** noun groups **with classifiers**	expanded noun groups **with prepositional phrases**
Grammatical Complexity	*Understand how meanings are extended or enhanced through . . .*⇒	words, pictures, and phrases	words, pictures, phrases, **and chunks of language**	chunks of language	**simple sentences**	**related** simple sentences	**multiple** related simple sentences
Precision	*Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through . .*. ⇒	a few words and phrases in familiar contexts and topics	**repeated words and phrases** in familiar contexts and topics	**frequently used** words and phrases in familiar contexts	**situation-specific** words and phrases	**an increasing number** of words and phrases	**a growing number** of words and phrases **in a variety of contexts**

RQ4 findings, which are compiled in detail in **Appendix F** and **Appendix G**, show a strong and consistent match between depth of linguistic complexity in the WIDA Language Expectations and WIDA Proficiency Level Descriptors. In summary, the findings of the four RQs for this study provide insights into the match, coverage, representation, and linguistic complexity within the WIDA ELD Standards Framework in relation to state academic content standards.

Discussion

The presence of correspondence between state ELP standards and academic content standards plays a crucial role in ensuring that K–12 multilingual learners have the necessary language skills to access and excel in academic content. As required by law and federal peer review guidance, the WIDA ELD Standards Framework, 2020 Edition, exhibits a strong correspondence with the language opportunities presented in K–12 academic content standards for English Language Arts, mathematics, and science across WIDA consortium member states. This study provides readers with evidence to support this assertion, along with the methods and acceptability measures that complement the foundational work previously conducted by Cook (2007, 2017).

The data sources examined in this study show that, in line with other evaluations of state ELA, mathematics, and science standards, such as Achieve (2019) and Desimone et al. (2019), this analysis found a significant level of consistency across state standards structural elements and the rigor of expectations across different grade levels for ELA, mathematics, and science standards. Eighty-four percent of WIDA consortium member SEAs use the ELA anchor

standards or a closely modified version. Eighty-nine percent use the Standards for Mathematical Practices, a modified version, or reference them; 97% use the NGSS Science & Engineering Practices or a modified version from the NRC Framework.

However, in contrast to the "multistate"[18] standards for ELA, mathematics, and science, fewer than half of WIDA consortium member SEAs have adopted the "multistate" standards framework for social studies, i.e., the C3 Framework for Social Studies (2013). While all state social studies standards offered by WIDA consortium member SEAs do include defined content domains similar to those found in the C3 Framework (e.g., history, civics, economics, etc.), only 35% explicitly frame their social studies standards using the four dimensions found in the C3 Framework Inquiry Arc: (1) Developing questions and planning inquiries; (2) Applying disciplinary concepts and tools; (3) Evaluating sources and using evidence; and (4) Communicating conclusions and taking informed action.

Degree of match findings for RQ1 offer a comprehensive view on the language uses that are most prominent within and across the majority of WIDA consortium members' K–12 state academic content standards and frameworks in English language arts, mathematics, science, and social studies—that is, with the CCSS for ELA, the CCSS for Mathematics, the NGSS, and the C3 Framework.

The *content-to-language* correspondences shown in **Table 17** and closely related *language-to-content* matches in **Table 18** provide a window on the language use emphases in WIDA consortium member state academic content standards. (As a reminder, the left-side tables in **Figure 21** guided the selection of Language Expectations emphases features in the corresponding tables on the right, known as the Key Language Distribution Tables. As such, please note that the Standard 1 row (Language for Social and Instructional Purposes) is not included in the comparison between the two sides of this figure. To make a comparison, focus on the content percentages on the left and the rows labeled 2–5 on the right.)

[18] Per federal guidelines, each state has adopted its own college and career ready standards. Following this line of thinking, in this technical paper we use the term "multistate" standards for standards that are used by multiple WIDA consortium member states.

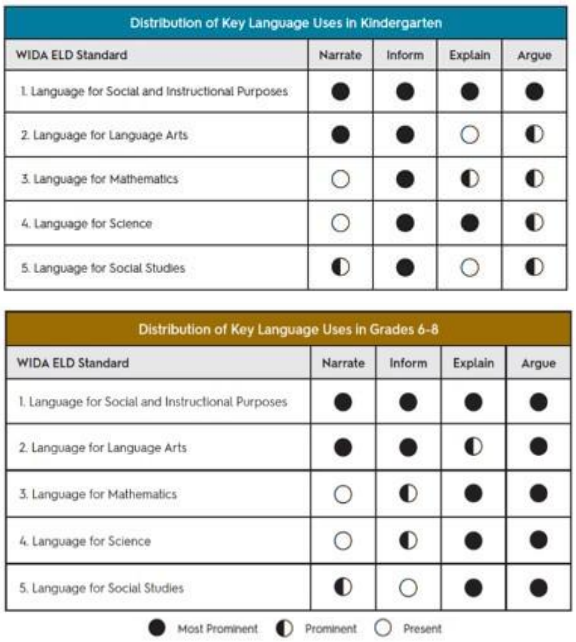
Figure 21. **Samples from Tables 17 and 18 Showing Most Prominent Key Language Uses in State Academic Content Standards**

Table 17 Excerpts

State Standards	Grade-Level Cluster	Narrate	Inform	Explain	Argue
ELA	**K**	24%	62%	12%	24%
Math	**K**	0%	88%	13%	25%
Science	**K**	20%	80%	80%	10%
Social Studies	**K**	8%	71%	3%	25%

State Standards	Grade-Level Cluster	Narrate	Inform	Explain	Argue
ELA	**6–8**	31%	50%	27%	34%
Math	**6–8**	0%	13%	75%	25%
Science	**6–8**	5%	14%	86%	32%
Social Studies	**6–8**	10%	4%	85%	22%

Table 18 Excerpts



Indeed, the strategic reconfiguration of Language Expectations from **Table 17** to **Table 18** plays a crucial role in ensuring the flexibility of the WIDA ELD Standards Framework for adoption by all member states. In particular, Language Expectations outlined in Standard 1 (applicable across content areas) are provided for both Grades K–3 and Grades 4–12. These offer an extra set of correspondences that can be utilized during crosswalk activities if the Language Expectations outlined for Standards 2–5 do not yield suitable matches. This approach offers SEAs the freedom to tailor their own correspondence evidence by selecting from both Standard 1 and Standard 2–5 Language Expectations, as needed (Shafer Willner, 2023). In the majority of cases, however, SEAs will most likely find that, when creating their own correspondence evidence, they will be able to select both Standard 1 and Standard 2–5 Language Expectations.

To summarize, in Kindergarten and Grade 1, *Inform* appears to be the most prevalent Key Language Use. Beginning in Grades 2–3 and above, *Explain* appears to be the most prevalent Key Language Use in state academic content standards. *Argue* is nearly as prevalent as *Inform* in Grades 2–3 and above. *Explain* gains prevalence starting from Kindergarten in the NGSS.

Although there are grade-level clusters where *Argue* (*Language to justify claims using evidence and reasoning*) appears to be equally or slightly less frequent than *Inform*, it is important to remember that the four Key Language Uses can intersect, blend, and build upon each other. (For example, the Key Language Use of *Inform* is sometimes considered a subcomponent of *Explain*—and sometimes *Argue*—because it offers access to language tools that allow students to introduce and define a topic, concept, or entity that might later be compared as part of an explanation or an argument.)

This means that, even when the primary purpose of a spoken, written, or multimodal text may be to argue, that text may contain supporting narratives (events, narratives, or stories), informational language uses (which name, define, describe, compare or contrast a concept or entity), and/or explanations (about how things work or why things happen). In the end, there may be instances where educators use state academic content standards that correspond with *Narrate*, *Inform*, and *Explain* either separately or in tandem with those that correspond with *Argue*. Standards are not curriculum and therefore, should be designed in a way that supports flexible application by educators.

Breadth of coverage findings for RQ2 indicate that the WIDA ELD Standards Framework addresses the full breadth of state academic content standards. (The handful of ELA Standards that were excepted from this review are listed in the Methods section.) The Key Language Uses (and their more explicit grade-level cluster representations in the Language Expectations) are robust enough to describe the range of language uses found in across the variety of WIDA consortium member state academic content standards.

In instances where SEAs believe that their own ELA/Fundamentals of Literacy standards and Language Standards have stronger correspondence matches with the WIDA Proficiency Level Descriptors than with the WIDA Language Expectations, it is still important to situate the WIDA Proficiency Level Descriptors in relation to a context for language use—that is, to show student progress with the language features needed to carry out the Language Expectations. WIDA's focus on the active nature of language learning envisions standards as a set of tools to make meaning in the ways of a content area or discipline.

Balance of representation findings for RQ3 examine the extent to which the same or consistent categories occur in state ELP standards and academic content standards. As a reminder, to identify which standards to compare in RQ3, those standards of states that were explicitly different from the "multistate" standards and with higher percentages of multilingual learners participating in the annual ACCESS ELP test were selected. This approach aimed to provide a more representative comparison between the two types of standards. These analyses show conclusively that the WIDA Key Language Uses and Language Expectations are flexible enough to fit with many different content areas and types of standards, whether "multistate" or individual in nature.

From a historical perspective, before the introduction of the "multistate" standards, there was a lack of consistency among states in terms of content, clarity, and rigor of grade-level expectations in reading, mathematics, and science standards. Rothman (2010) criticized state standards at the time, describing them as "mile-wide/inch-deep." However, the post-Common Core era standards we are now entering points to several new directions in the design of state academic content standards:

- In ELA, many states' modifications made to the CCSS for ELA exhibited a shift towards combining domains, embracing multimodality, and focusing on literacy fundamentals.
- Among WIDA consortium member SEAs, the "multistate" standards for mathematics and science (respectively, the CCSS for Mathematics and the NGSS/NRC Framework)

have not extensively changed since their adoption. However, there are questions whether content foci in mathematics and science standards predominate over emphases on the disciplinary practices. Following ELPD Framework guidance, WIDA has chosen to center its correspondence strategy around the disciplinary practice standards. Yet this strategy comes with risks since there are state academic content standards with a content and conceptual focus that do not organize the disciplinary practices standards as complementary to the core content portion of their standards. For example, future research might explore whether collaborative conversations among content and language educators are impacted if the disciplinary practices are not clearly emphasized in a SEA's academic content standards.

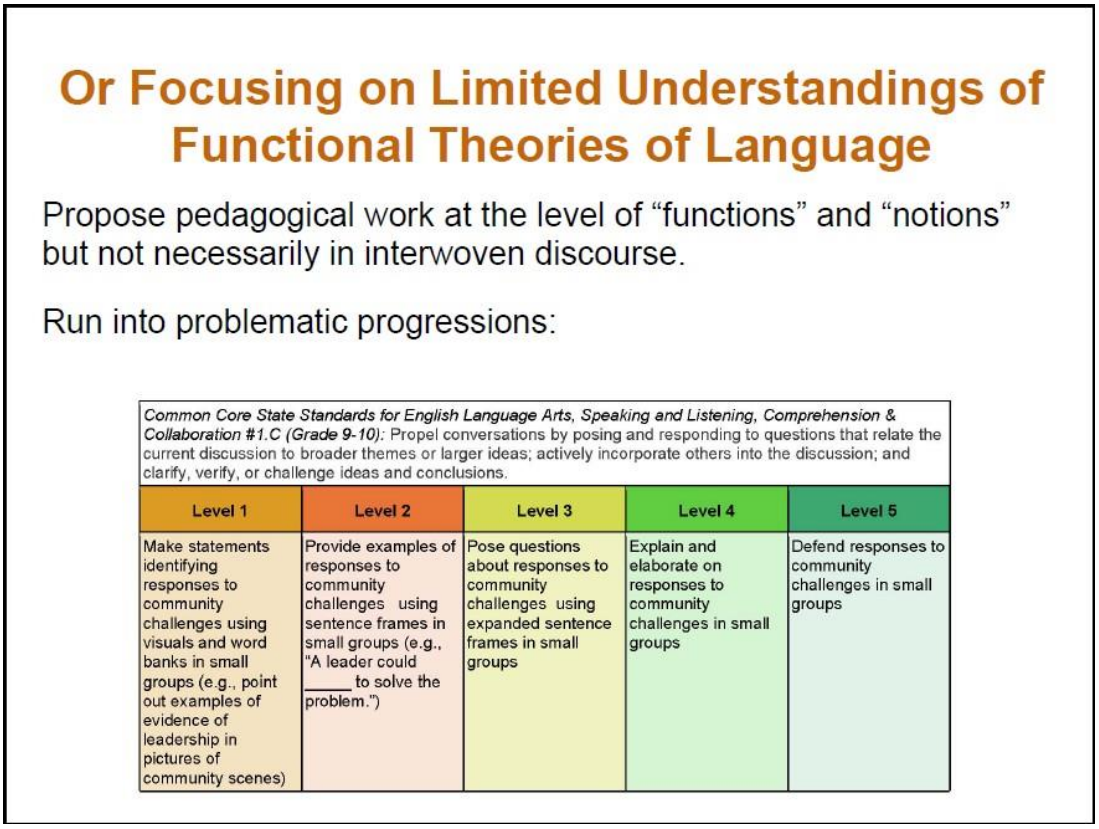
- Many SEAs who adopted the NGSS have left alone three dimensions (Core Ideas, Cross-Cutting Concepts, and Science & Engineering Practices). States such as Georgia have combined them to form an integrated standard.

- In Social Studies, the local considerations within each SEA are taking increased precedence. As a result, while all WIDA consortium member states' social studies standards do emphasize the importance of the Key Language Use of *Explain* in relation to the interpretation and expression of domain knowledge. It is, however, possible to see a split among state K–12 social studies standards' emphases, with some focusing more on *Inform* (Language to provide factual information); others have more emphases on the Key Language Use of *Argue* (Language to justify claims using evidence and reasoning).

It is important to remember that the purpose of this study is not to judge, but to describe state academic content standards, to examine whether a complete set of correspondences can be created with the WIDA ELD Standards Framework. If a state adopts a set of standards or framework not examined in this paper, the analysis presented here strongly suggests that the WIDA ELD Standards Framework can correspond with the language use priorities it identifies.

Depth of linguistic complexity findings for RQ4 provide a method for matching the depth of linguistic complexity described in Proficiency Level 5 of the Proficiency Level Descriptors with the Language Expectations for each grade-level cluster. Previously, the 2012 Edition Model Performance Indicators embedded different language expectations for multilingual learners at each proficiency level. As expressed originally by Walqui (2012) and later built upon in Lee (2018), creating standards descriptors with different expectations for cognitive rigor limits equity and access for students at lower proficiency levels. In its WIDA ELD Standards Framework, 2020 Edition, WIDA has addressed this key criticism of its standards.

Figure 22. **Slide 11 from 2012 Aida Walqui Presentation[19]**



Shifting away from WIDA's previous approach found in the Model Performance Indicators, the 2020 Language Expectations are the same for all multilingual learners in each grade-level cluster. The Proficiency Level Descriptors are designed to measure students' linguistic progress towards the grade-level cluster performances described in the Language Expectations. Though different, these two components of the WIDA ELD Standards Framework (i.e., the Language Expectations and Proficiency Level Descriptors) are *linked together* by connecting grade-level language uses in the Language Expectations with grade-level language features outlined in Proficiency Level 5. In effect, the findings for RQ4 and in **Appendix F** and **Appendix G** demonstrate the potential for providing all multilingual learners with avenues for linguistic access to the same high expectations during content-driven language development.

[19] This is the slide that influenced the author of this paper, along with like-minded co-developers of the WIDA ELD Standards Framework, 2020 Edition, to advocate for the same Language Expectations for all multilingual learners in a grade-level cluster. Previously, as shown in Figure 22, the usual method in ELP and ELD standard development focused on inserting different expectations into the language progression itself. This slide also contributed to discussions supporting the creation of a standards design that allowed for pairings of Standards 1 and Standards 2–5 Language Expectations and embracing communication modes that integrated multimodality and Universal Design for Learning—e.g., interpretive (listening, reading, and viewing) and expressive (speaking, writing, and representing) communication modes. The interactive nature of Standard 1 and connections to students' funds of knowledge is discussed in Appendix D.

Significance

The challenges surrounding ELP/ELD standards in the United States are complex. Federal legislation stresses the integration of ELP standards with academic content standards, but many educators mistakenly view ELD standards as merely a subdomain of ELA, missing their broader significance. To address this issue, educators require a clear framework for explicit instruction of language features to acquire for each content area. The latest edition of the WIDA ELD Standards Framework aims to bridge this gap by accurately representing discipline-specific language for learning. The results of these analyses firmly demonstrate the adaptability of the WIDA Key Language Uses and Language Expectations, showcasing their compatibility with a wide array of content domains and diverse types of standards, including both "multistate" and individual variations.

So that K–12 multilingual learners will have access to the language elements necessary for academic achievement, it is crucial to ensure correspondence between the WIDA ELD Standards Framework and WIDA consortium member SEAs' academic content standards. Establishing these correspondences fosters collaboration among educators and supports curricular and assessment goals. Thus, this technical paper addresses Peer Review Critical Element 1.2, providing the necessary technical information and evidence to confirm that the ELP standards adopted by each WIDA consortium member SEA sufficiently represent the language expectations required for English learners to master the skills outlined in state academic content standards across various grades and subjects.

Additionally, the paper demonstrates the adaptability of the WIDA ELD Standards Framework to align with the academic standards of consortium members who did not adopt or modify the "multistate" standards. It serves as a foundation for SEAs to generate their own peer review evidence, offering methodologies for match, breadth, balance of representation, and depth of correspondences within the WIDA ELD Standards Framework.

Beyond technical evidence for peer review, this paper supports the formulation of a research agenda and the development of tools and resources concerning essential language components that promote equitable access and learning opportunities for multilingual learners. Until now, there has been a notable absence of a fully comprehensive K–12 mapping of developmentally appropriate language expectations within state academic content standards for mathematics, science, and social studies *in addition to ELA standards*. This evidence helps develop a clearer understanding of how language expectations are currently incorporated in approximately four-fifths of SEAs' K–12 content standards in the United States.

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Appendix A:
Overview of State Standards Reviewed in Fall 2022

Table A-1. **State Standards Publication Dates and Structures (from Fall 2022 Review)**

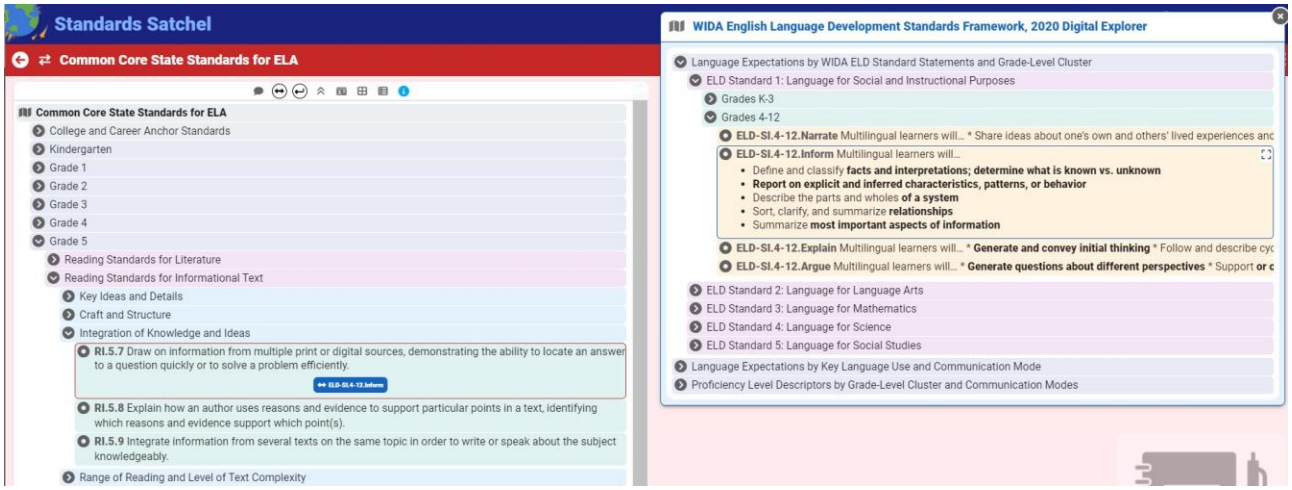
	ELA Standards		**Mathematics Standards**		**Science Standards**		**Social Studies Standards**	
State Education Agency	Publication Date	Anchor Standards and Grade Levels?	Publication Date	Standards for Mathematical Practice?	Publication Date	NGSS or NRC Framework?	Publication Date	C3 Framework Dimensions/ Inquiry Arc?
AL	2021	Yes, with other modifications	2012	Yes, with other Modifications	2015	Yes	2006	No
AK	2012	Yes, with other modifications	2020	Yes, with other Modifications	2019	Yes	2005	No
CO	2020	Yes, with other modifications	2010	Yes	2018	Yes, but own	2020	No
DE	2010	Yes	2010	Yes	2013	Yes	2018	No
DC	2010	Yes	2020	Yes	2013	Yes	2011	No
FL	2020	No	2016	No	2016	No, own	2021	No
GA	2015	No	2010	Yes	2019	Yes, but own	2022	No
HI	2010	Yes	2022	Yes	2016	Yes	2018	Yes
ID	2022	Yes	2010	Yes	2022	Yes, but own	2016	No
IL	2010	Yes	2020	Yes	2017	Yes	2020	Yes
IN	2020	Yes, with other modifications	2019	Yes	2022	Yes		No
KY	2019	Yes, with other modifications	2020	Yes	2015	Yes	2019	Yes
ME	2019	Yes	2022	Yes	2019	Yes	2019	No
MD	2018	Yes	2017	Yes, but not evident	2013	Yes	2019	Yes
MA	2017	Yes, with other modifications	2010	Yes, with other Modifications	2016	Yes, but own	2018	No
MI	2010	Yes	2007	Yes	2015	Yes	2019	Yes
MN	2020	No	2016	No	2015	Yes, but own	2011	No
MO	2016	No	2011	Yes, but not evident	2016	Yes, but own	2016	No

	ELA Standards		Mathematics Standards		Science Standards		Social Studies Standards	
State Education Agency	Publication Date	Anchor Standards and Grade Levels?	Publication Date	Standards for Mathematical Practice?	Publication Date	NGSS or NRC Framework?	Publication Date	C3 Framework Dimensions/ Inquiry Arc?
MT	2011	Yes	2010	Yes	2016	Yes, but own	2020	Yes
NV	2010	Yes	2010	Yes	2014	Yes	2018	Yes
NH	2010	Yes	2016	Yes	2017	Yes	2006	No
NJ	2016	Yes	2010	Yes	2020	Yes	2020	Yes
NM	2010	Yes	2017	Yes	2014	Yes	2022	No
NC	2017	Yes	2017	Yes	2022	No, own	2021	Yes
ND	2017	Yes	2022	Yes, but not evident	2019	Yes, but own	2019	Yes
OK	2021	No	2014	No	2020	Yes, but own	2019	No
PA	2014	Yes	2021	Yes	2022	Yes, but own	2002	No
RI	2021	Yes, with other modifications	2015	Yes, with other modifications	2021	Yes	2008-2012	No
SC	2015	Yes, with other modifications	2018	Yes, with other modifications	2014	Yes, but own	2019	No
SD	2018	Yes	2016	Yes	2015	Yes	2015	No
TN	2016	No	2016	Yes	2016	Yes	2017	No
UT	2013	Yes	2010	Yes	2017–2022	Yes	2016	No
VT	2010	Yes	2016	Yes	2013	Yes	2017	Yes
VA	2017	No	2022	No	2018	Yes, but own	2015	No
WA	2011	Yes	2011	Yes	2013	Yes	2019	Yes
WI	2012	Yes	2018	Yes	2017	Yes	2018	Yes
WY	2012	Yes	2012	Yes	2010	Yes	2014	No

Appendix B:
Digital Correspondence Mapping Examples

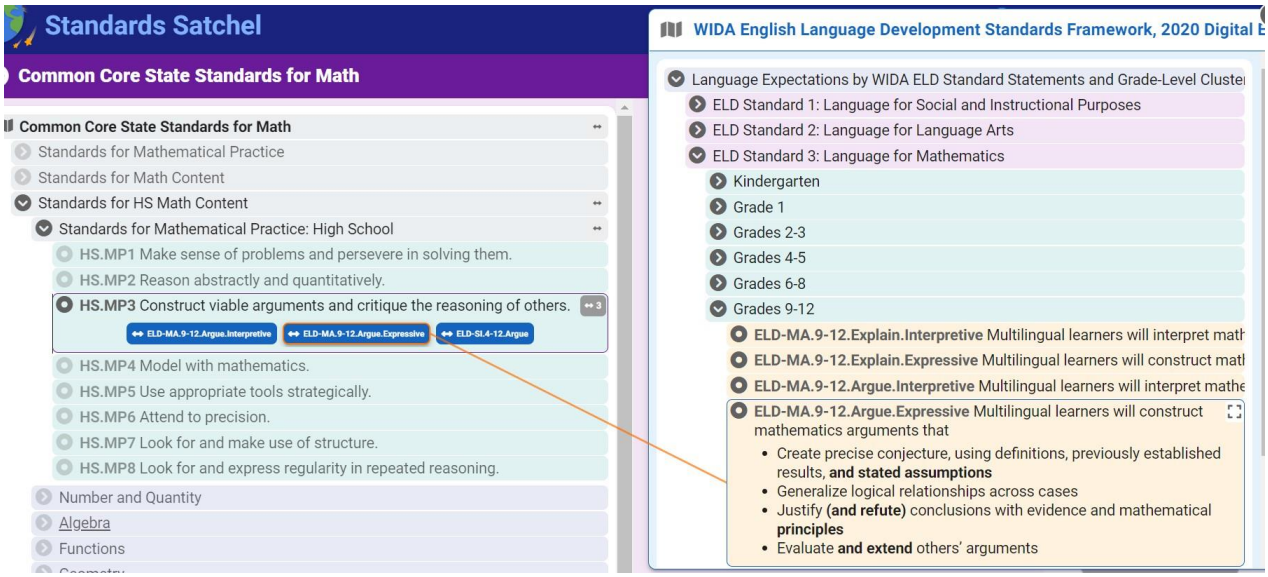
Digital versions of the correspondence mappings between WIDA Language Expectations and the multi-state standards published between 2010-2014 are available for free downloads at https://satchel.commongoodlt.com/. The following figures illustrate and provide direct links to those mappings.

Figure B-1. **Screenshot Illustrating Alignment Between the CCSS for ELA Standards and WIDA Language Expectations**



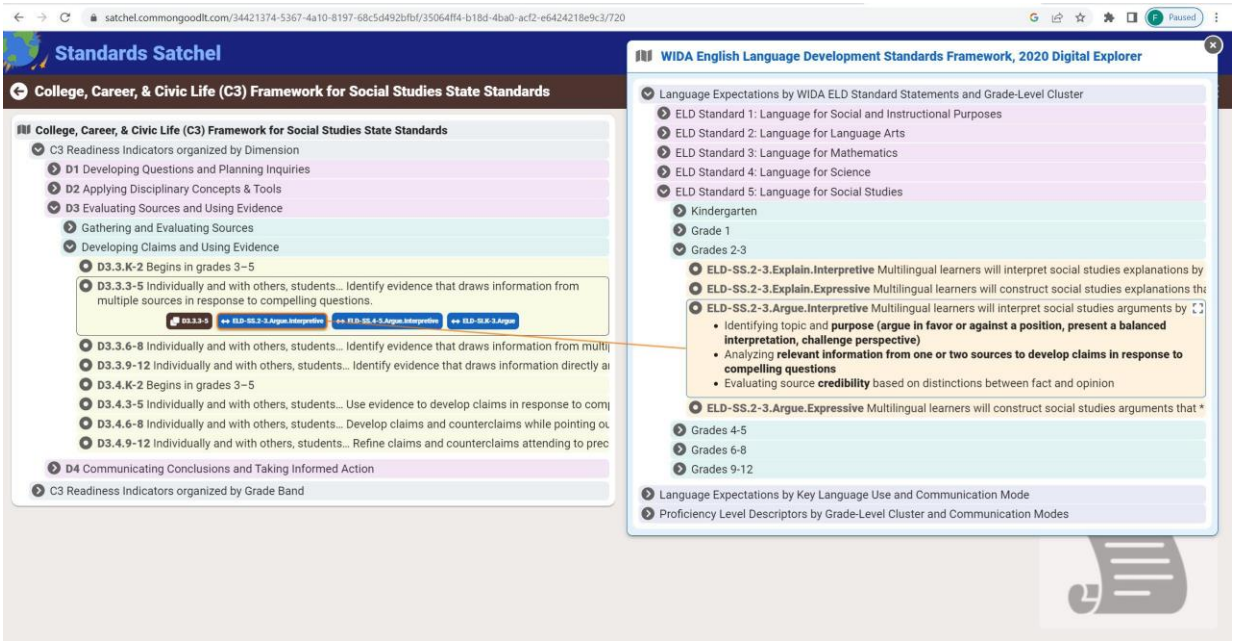
Source: WIDA Digital Explorer

Figure B-2. **Screenshot Illustrating Alignment Between the CCSS for Mathematics Standards for Mathematical Practices and WIDA Language Expectations**



Source: WIDA Digital Explorer

Figure B-3. **Screenshot Illustrating Alignment Between the College, Career & Civic Life Framework for Social Studies State Standards and WIDA Language Expectations**



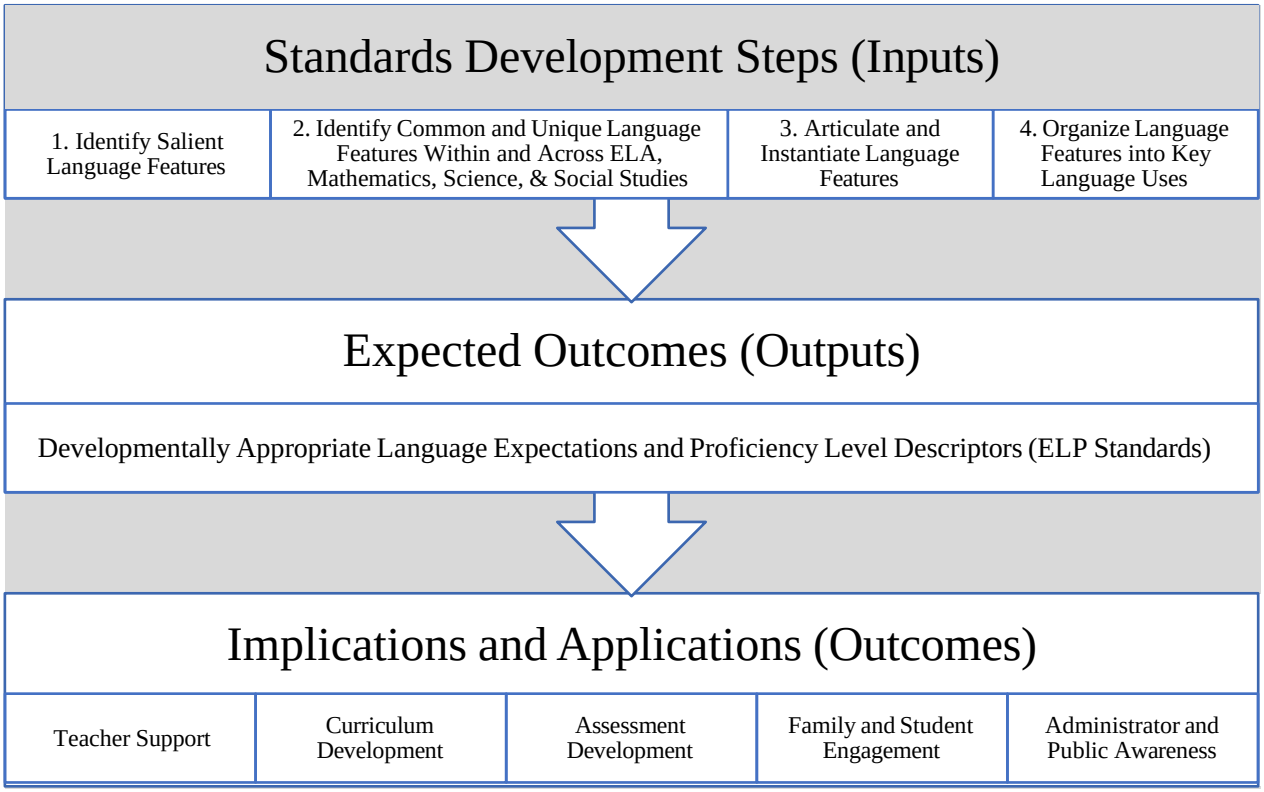
Source: [WIDA Digital Explorer]

Appendix C:
Theory of Action for the WIDA ELD Standards Framework

A theory of action diagram articulates a series of hypotheses about what will happen when a set of action steps are implemented and can be used to guide framework design. The diagram below hypothesizes that by more accurately identifying and organizing discipline-specific language for learning, the WIDA ELD Standards Framework can create grade-level cluster Language Expectations that will guide the development of various educational products and artifacts that support English learners, curriculum developers, test developers, families, students, administrators, and the wider public.

Figure C-1 below offers a diagram of the WIDA standards development theory of action, followed by a description of the inputs, outcomes, and implications and applications being highlighted. By employing this theory of action, the WIDA ELD Standards Framework will establish a solid foundation for effective language support and equitable access to academic content for English learners.

Figure C-1. **Theory of Action: Facilitating Language Access and Achievement in Academic Content**



(Adapted from Cook, 2016)

The following provides a longer description of the theory of action shown in **Figure C-1**:

Standard Development Steps (Inputs): The first set of work involves four action steps during standards development.

1. **Identifying Salient Language Features**: Identifying important language features that are informed by relevant theories and supported by research. These features will be specifically chosen to enhance English learners' access to and achievement in academic content.
2. **Identifying Common and Unique Language Features**: Examining the language features that are common across different state academic content standards in ELA, mathematics, science, and social studies. Additionally, it is important to identify unique language features that are specific to each state academic content standard. This comprehensive analysis will provide insights into the specific linguistic demands of each content area.
3. **Articulating and Instantiating Language Features**: Ensuring that the identified language features are meaningfully articulated and instantiated across content areas and grade-level clusters. This requires a clear definition and demonstration of how these language features can be effectively applied and integrated within each content area and across different grade level clusters (e.g., Kindergarten, Grades 1, 2–3, 4–5, 6–8, and 9–12).
4. **Organizing Language Features**: Organizing the identified language features into clear, concise categories and arranging them in a logical order. This organization will facilitate easy comprehension and navigation of the language features. (For example, see **Figure D-1**: Components of the WIDA ELD Standards Framework and Guiding Questions.) Expert stakeholders will also review and provide feedback to ensure the accuracy and effectiveness of the categorization.

Expected Outcome: By following these steps in 2019–2020, the WIDA standards team was able to create developmentally appropriate Language Expectations that are grounded in theory and supported by research. These Language Expectations (which represent the five WIDA Standards Statements and four Key Language Uses manifest for each of the six grade level clusters) will serve as the WIDA ELP standards, defining what English learners should know about language and what they should be capable of doing with it.

Implications and Applications: These Language Expectations and Proficiency Level Descriptors will guide the development of various educational products and artifacts that support English learners, curriculum developers, test developers, parents, children, administrators, and the wider public:

1. Teacher Support: The Language Expectations and Proficiency Level Descriptors will assist teachers in effectively instructing English learners within their Language Instruction Educational Programs (LIEPs). Teachers will have a clear framework for incorporating language features into their lessons and providing targeted language support.

2. Curriculum Development: Curriculum developers can create ELD standards-aligned products, resources, and materials that integrate the identified language features, ensuring that English learners have access to appropriate linguistic support across different subjects.

3. Assessment Development: Test developers can utilize the Language Expectations and Proficiency Level Descriptors to design ELP assessments that accurately measure

English learners' language development and proficiency levels, aligning with the identified language features.

4. Parent and Student Engagement: The Language Expectations and Proficiency Level Descriptors will help parents and students understand the expectations and goals for English language development and attainment. Clear communication will empower them to actively participate in supporting students' language growth.

5. Administrator and Public Awareness: The Language Expectations and Proficiency Level Descriptors will inform administrators and the wider public about the specific ELD expectations for English learners. This awareness will promote understanding, advocacy, and support for English language development in educational settings.

By employing this theory of action, the WIDA ELD Standards Framework will establish a solid foundation for effective language support and equitable access to academic content for English learners.

Appendix D:
Overview of WIDA's Theoretical Orientation to Content-Driven Language Learning

(Additional documentation is also located at https://wida.wisc.edu/teach/standards/eld)

Even as general educators' familiarity with state K–12 academic content standards increases, many still express a need for guidance on how to best support multilingual learners' access to the language needed to engage with grade-level academic content standards. Without increased access to such guidance and related supports, there remains a risk that multilingual learners' opportunities to develop the necessary language and literacy repertoires for a range of purposes, audiences, and disciplinary situations may be limited rather than fostered (Understanding Language Initiative, 2012; Walqui & Bunch, 2020). The WIDA standards team seeks to broaden the reach of WIDA's guidance by creating ELD standards that are accessible, not only to language specialists, but also to content specialists (Shafer Willner, Gottlieb, Kray, et al., 2020).

Since 2004, the five WIDA ELD Standard Statements have emphasized the importance of providing multilingual learners with opportunities to understand how language works in the context of content area instruction (Bailey & Butler, 2003; Fang & Schleppegrell, 2010: Gottlieb, 2003; Mohan, 1986; Mohan et al., 2001; Scarcella, 2003; Schleppegrell, 2004).The 2020 Edition renews and deepens WIDA's dedication to functional approaches to language development, informed by systemic functional linguistics (e.g., Halliday & Matthiessen, 2004). Within this this theoretical tradition, language is defined as a resource for making meaning rather than as a set of general rules for ordering isolated grammatical structures or lists of vocabulary. Language offers a dynamic set of tools that can be used in the service of learning disciplinary concepts and practices (Schleppegrell, 2013).

Using a nested design (illustrated below in **Figure D-1**), the four components of the WIDA ELD Standards Framework unpack four building blocks of language development within and across academic content areas (WIDA, 2020, p.23). As mentioned previously, the first component, the five Standards Statements emphasize the importance of content-driven language learning across six grade-level clusters: Kindergarten, Grades 1, 2–3, 4–5, 6–8, and 9–12 (WIDA, 2020).

Figure D-1. **Components of the WIDA ELD Standards Framework and Guiding Questions (Kray et al., 2023)**

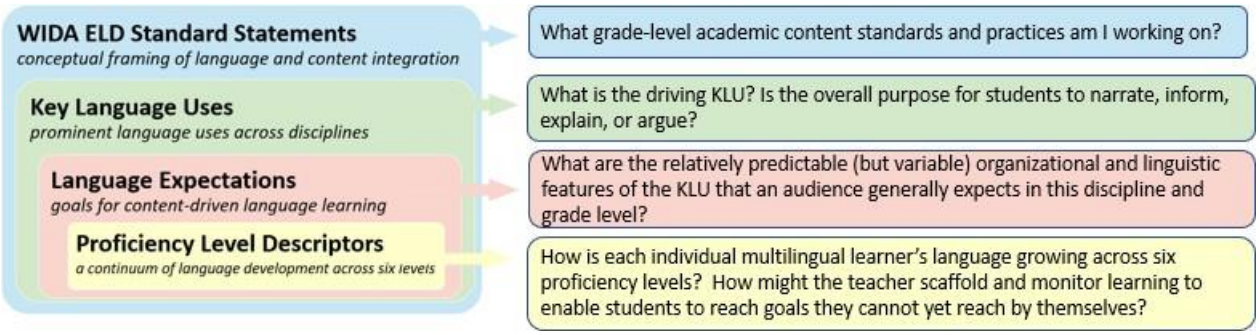
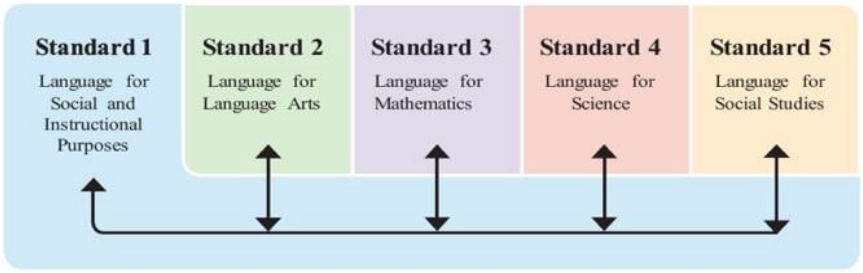


Figure D-2. **Conceptual Relationships among the Five WIDA Standards Statements**



Conceptually, as illustrated in **Figure D-2**, WIDA Standard Statement 1 (Language for Social and Instructional Purposes) is designed to integrate with Standard Statements 2–5 (Language for Language Arts, Mathematics, Science, and Social Studies). This positioning emphasizes the importance of everyday language as a springboard to co-constructed meaning making in academic discussions and explorations (MacDonald et al., 2014; Wei, 2018). While still focusing attention on the language associated with each discipline, it broadens the traditionally narrow definition of academic language to include social language, approximations, and translanguaging (Canagarajah, 1999; García, Johnson, & Selter, 2017), as well as the more informal language typically associated with student interests, experiences, cultural and linguistic resources, socio-emotional development, and family and community ways of knowing (Gándara, 2015; Esteban-Guitart & Moll, 2014). Everyday social language is not just a precursor to more formal disciplinary and technical language but interwoven into it.

The second component to its ELD Standards Framework, four Key Language Uses – Narrate, Inform, Explain, and Argue – were added after completing the systematic analysis of state K–12 academic content standards (and reported in this paper). The four Key Language Uses (or genre families) highlight the predictable patterns of language that are most prominent in classrooms. Genre is a powerful and accessible way to explore language with students.

Recognizing these relatively predictable patterns of language use can help teachers plan and explicitly teach the kinds of linguistic resources students are likely to need for specific tasks or practices (Brisk, 2014; Derewianka & Jones, 2016; Gibbons, 2015; Halliday & Matthiessen, 2004; Hyland, 2007; Martin & Rose, 2007)

The 2020 Key Language Uses redesign an earlier categorization system, the Key Uses of Academic Language which had focused on the categories of *Recount*, *Explain*, *Argue*, and *Discuss* (WIDA, 2016). Integrating genre theory into the 2020 Key Language Uses more clearly foregrounds *purpose for language use* as a key variable among contextual factors that influence language choices (Martin & Rose, 2007; Hyland, 2007). Defined below in Table D-1, these four high-leverage genre families typify ways in which students are expected to use language recurrently in and across academic contexts (Rose & Martin, 2012). Indeed, the WIDA correspondence analysis of state academic content standards (reported in this paper) is supported by de Oliveira's multi-year analyses of genre expectations found in state content standards for

English language arts, mathematics, social studies, and science (reported in de Oliveira et al., 2020).[20]

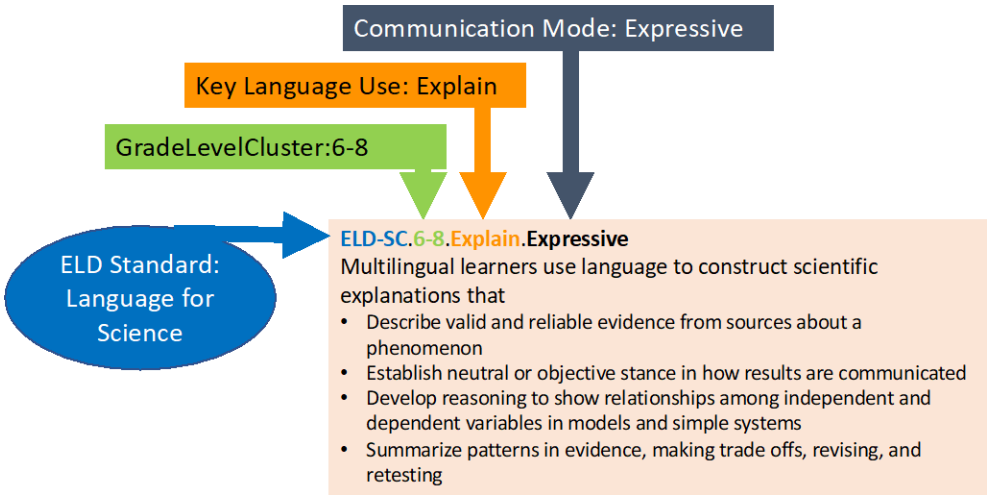
Table D-1. **Definitions of the 2020 Key Language Uses (WIDA, 2020)**

Genre Family	Definition
Narrate	**Language to convey real or imaginary experiences through stories and histories.** Narratives can serve many purposes, including to instruct, entertain, teach, or support persuasion.
Inform	**Language to provide factual information**. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.
Explain	**Language to account for how things work or why things happen.** As students explain, they substantiate the inner workings of natural, human made, and social phenomena.
Argue	**Language to justify claims using evidence and reasoning**. Argue can be used to advance or defend an idea or solution, change the audience's point of view, bring about action, or accept a position or evaluation of an issue.

The third component of the WIDA ELD Standards Framework, the Language Expectations, were designed to make visible the depth of developmental expectations for language use across the six grade-level clusters. The Language Expectations illustrate the depth of language complexity for the six grade-level clusters (K, 1, 2–3, 4–5, 6–8, and 9–12) tested on WIDA's summary ELP assessment, ACCESS. In doing so, their progressions are designed to show the most valued, common patterns by disciplinary communities. For example, the WIDA Language Expectations identify differences in what counts as evidence in social studies (i.e., primary versus secondary sources) versus science (i.e., data). (See, for example, Fang & Schleppegrell, 2008; Gebhard, 2019; de Oliveira et al, 2020).

[20] De Oliveira's analysis describes the development of key genres, including narrating, informing, explaining, and arguing, using theoretical alignment with the Sydney School architecture of Systemic Functional Linguistics and, more specifically, K–12 genre-based pedagogy (Derewianka & Jones, 2016; Halliday & Matthiessen, 2004; Martin, 1985; Martin & Rose, 2007; Rothery, 1989). The American rendition of the Sydney School architecture was introduced in the United States by Schleppegrell (2004, 2007) and have been further developed by a growing range of researchers (e.g., Brisk, 2014; Gebhard, 2019).

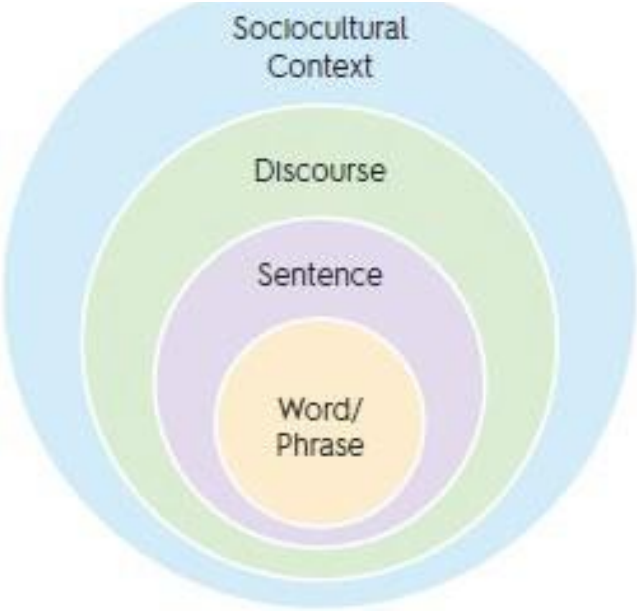
Figure D-3. **Example of a WIDA Language Expectation**



The fourth component, the Proficiency Level Descriptors (Proficiency Level Descriptors), provide trajectories with typical language development targets (e.g., Bailey & Heritage, 2014; Cook & MacDonald, 2014) across five levels of English language proficiency. Similar to the single set of 2012 K–12 WIDA Performance Definitions, the six sets of 2020 Grade-Level Cluster Proficiency Level Descriptors use three dimensions to conceptualize the linguistic system within a sociocultural context (illustrated in **Figure D-4**). Consistent with the Big Idea of a Functional Approach to Language, language users are seen as simultaneously making choices in all three dimensions of language which contributes to how a text is purposely constructed and has a desired effect on its intended audience(s).

To avoid taking a deficit perspective about a multilingual learner's "lack" of English, both the Performance Definitions and the Proficiency Level Descriptors were designed to help teachers identify language features that a student at each proficiency level might *typically be* able to use and what the student might be working toward in the next proficiency level. As a reminder: Descriptors for the end of any proficiency level includes those of the previous levels. For example, Proficiency Level 4 (PL4) = End of [PL1 + PL2 + PL3 + PL4].

Figure D-4. **Dimensions of Language Within a Sociocultural Context**



The 2020 Standards Framework separates Language Expectations from Proficiency Level Descriptors. This separation is important because multilingual learners do not need to first acquire "enough" English before being taught the content area curriculum. Multilingual learners in the early phases of English language development can still interpret and express grade-level concepts and skills, especially when appropriately supported through scaffolding that is inclusive of multilingual and multimodal means. When the proficiency levels in language standards' progressions descriptors employ different levels of content standards framing at different proficiency levels, they confound "language proficiency with cognitive expectations of content standards. [As a result, the different cognitive demands given to students with different ELP levels] lowers the bar and portrays a deficit view of ELs" (Lee, 2018, p. 325).

Appendix E:
"Multistate" and Individual State Standard Comparisons

This appendix contains detailed mappings comparing an example from a state which uses the "multistate" standard for that content area and a state which uses its own individual version. Each table shows the correspondence percentages according to grade levels used in state academic content standards. The data is then recombined and displayed according to the six grade-level clusters used by WIDA.

English Language Arts

Table E-1. **Example of Percent Coverage Data Language Expectations: NJSLS-ELA English Language Arts/Literacy Standards**

Grades	Narrate	Inform	Explain	Argue
K	24%	62%	12%	24%
1	26%	60%	17%	26%
2	31%	57%	17%	20%
3	28%	52%	14%	24%
4	29%	47%	22%	27%
5	29%	45%	24%	29%
6	28%	46%	25%	30%
7	28%	46%	25%	32%
8	28%	46%	25%	32%
6–8	40%	65%	35%	43%
9–10	18%	47%	25%	29%
11–12	18%	47%	24%	29%
WIDA Grade-Level Clusters				
K	24%	62%	12%	24%
1	26%	60%	17%	26%
2–3	30%	55%	16%	22%
4–5	29%	46%	23%	28%
6–8	31%	50%	27%	34%
9–12	18%	47%	24%	29%

Table E-2. **Example of Percent Coverage Data Language Expectations: Minnesota Academic Standards in English Language Arts**

Grades	Narrate	Inform	Explain	Argue
K	29%	50%	7%	10%
1	28%	53%	9%	12%
2	29%	50%	10%	12%
3	27%	61%	9%	14%
4	27%	64%	9%	18%
5	27%	60%	16%	20%
6	19%	51%	19%	12%
7	21%	53%	28%	12%
8	19%	49%	19%	12%
6–8	0%	55%	24%	17%
9–10	10%	47%	38%	22%
11–12	10%	47%	38%	22%
WIDA Grade-Level Clusters				
K	28%	56%	9%	13%
1	27%	62%	12%	19%
2–3	15%	52%	22%	13%
4–5	10%	47%	38%	22%
6–8	28%	56%	9%	13%
9–12	27%	62%	12%	19%

Mathematics

Table E-3. **Example of Percent Coverage Data Language Expectations: Nevada Academic Content Standards in Mathematics**

	Percent of Standards with Most Prominent Matches with Key Language Uses			
Grades	**Narrate**	**Inform**	**Explain**	**Argue**
K	0%	88%	13%	25%
1	0%	88%	13%	25%
2	0%	13%	75%	25%
3	0%	13%	75%	25%

4	0%	13%	75%	25%
5	0%	13%	75%	25%
6	0%	13%	75%	25%
7	0%	13%	75%	25%
8	0%	13%	75%	25%
High School	0%	13%	75%	25%
WIDA Grade-Level Clusters				
K	0%	88%	13%	25%
1	0%	88%	13%	25%
2–3	0%	13%	75%	25%
4–5	0%	13%	75%	25%
6–8	0%	13%	75%	25%
9–12	0%	13%	75%	25%

Table E-4. **Example of Percent Coverage Data Language Expectations: North Carolina Standards for Mathematics**

Grades	Narrate	Inform	Explain	Argue
K	0%	100%	0%	0%
1	0%	100%	0%	0%
2	0%	0%	65%	0%
3	0%	0%	81%	35%
4	0%	0%	46%	54%
5	0%	0%	55%	45%
6	0%	0%	72%	28%
7	0%	0%	60%	40%
8	0%	0%	63%	37%
9–12	0%	0%	68%	32%
Total	**0%**	**20%**	**51%**	**27%**
WIDA Grade-Level Clusters				
K	0	100%	0%	0%
1	0%	100%	0%	0%

2–3	0%	0%	73%	18%
4–5	0%	0%	50%	50%
6–8	0%	0%	65%	35%
9–12	0%	0%	51%	27%
Total	0%	**33%**	**40%**	**22%**

Science

Table E-5. **Example of Percent Coverage Data Language Expectations: Michigan K–12 Science Standards**

Grades	Narrate	Inform	Explain	Argue
Kindergarten	20%	80%	80%	10%
First Grade	11%	44%	89%	0%*
Second Grade	7%	64%	86%	7%
Third Grade	13%	20%	73%	40%
Fourth Grade	0%	14%	93%	21%
Fifth Grade	0%	25%	81%	31%
Middle School	5%	14%	86%	32%
9–12	4%	30%	89%	39%
WIDA Grade-Level Clusters				
K	20%	80%	80%	10%
1	11%	44%	89%	0%*
2–3	10%	42%	80%	24%
4–5	20%	18%	80%	10%
6–8	5%	14%	86%	32%
9–12	4%	30%	89%	39%

*Grade 1 NGSS Performance Expectations do not include expectations for Argument.

Table E-6. **Example of Percent Coverage Data Language Expectations: Florida Next Generation Sunshine State Standards**

Grades	Narrate	Inform	Explain	Argue
K	0%	53%	47%	0%
1	0%	74%	37%	0%
2	0%	50%	67%	3%
3	0%	47%	41%	16%
4	0%	29%	67%	19%
5	0%	59%	70%	16%
6	0%	43%	77%	20%
7	3%	18%	94%	21%
8	3%	23%	88%	18%
9–12	0%	40%	95%	15%
WIDA Grade-Level Clusters				
K	0%	53%	47%	0%
1	0%	74%	37%	0%
2–3	0%	48%	54%	9%
4–5	0%	44%	68%	18%
6–8	2%	28%	86%	19%
9–12	0%	40%	95%	15%

Social Studies

Table E-7. **Example of Percent Coverage Data Language Expectations: Kentucky Academic Standards for Social Studies**

Grades	Narrate	Inform	Explain	Argue
K-2	8%	71%	76%	25%
3-5	8%	10%	88%	24%
6–8	10%	4%	85%	22%
9–12	9%	4%	85%	21%
WIDA Grade-Level Clusters				

K	8%	71%	3%	25%
1	8%	71%	3%	25%
2–3	8%	8%	82%	25%
4–5	8%	10%	88%	24%
6–8	10%	4%	85%	22%
9–12	9%	4%	85%	21%

Table E-8. **Example of Percent Coverage Data Language Expectations: Georgia Social Studies Standards of Excellence**

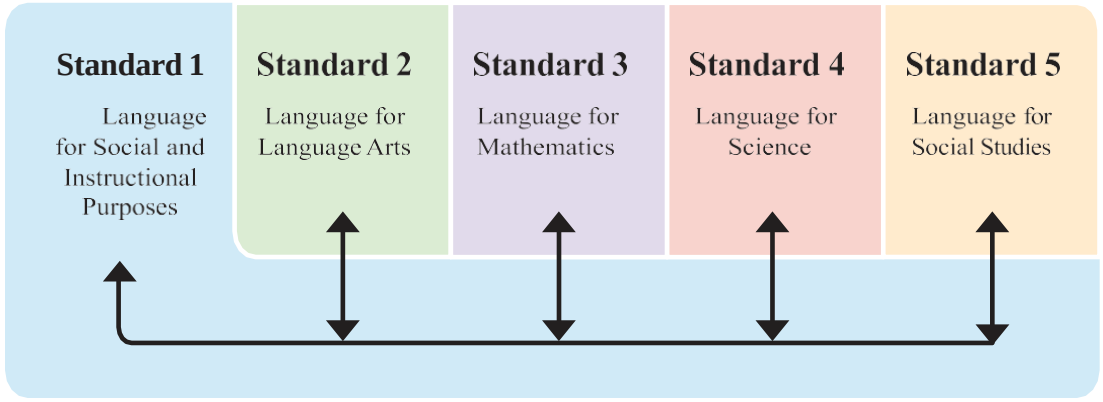
Grades	Narrate	Inform	Explain	Argue
K	0%	74%	15%	2%
1	0%	30%	0%	4%
2	0%	0%	82%	4%
3	0%	7%	73%	4%
4	0%	9%	63%	15%
5	0%	27%	42%	12%
6	0%	13%	65%	12%
7	0%	14%	53%	8%
8	0%	15%	34%	15%
6–8	0%	10%	30%	32%
9–10	0%	14%	36%	21%
11–12	0%	10%	22%	37%
9–12	0%	11%	61%	8%
WIDA Grade-Level Clusters				
K	0%	74%	15%	2%
1	0%	30%	0%	4%
2–3	0%	4%	78%	4%
4–5	0%	18%	53%	14%
6–8	0%	13%	46%	17%
9–12	0%	12%	40%	22%

Appendix F:
Demonstrating Equivalent Linguistic Complexity of Linkages between Language Expectations and Proficiency Level Descriptors

The evidence presented in Appendix F demonstrates the link between the depth of linguistic complexity in grade-level cluster Language Expectations and the End of Proficiency Level (PL) 5 Proficiency Level Descriptors. Its shows that the language features measured in the Proficiency Level Descriptors have been designed to match the expectations for language use found in state academic content standards in ELA, mathematics, science, and social studies (the Language Expectations). All evidence shown here can also be accessed in the original 2020 standards document at https://wida.wisc.edu/sites/default/files/resource/WIDA-ELD-Standards-Framework-2020.pdf.

First, though, before showing the Language Expectations and Proficiency Level Descriptors for the six grade-level clusters (Kindergarten, Grade 1, Grades 2-3, Grades 4-5, Grades 6-8, and Grades 9-12), it is important to remember the unique design of Standard 1 Language Expectations, which are broader in nature, spanning multiple grade-level clusters. The K-3 Language Expectations for Standard 1, shown in **Figure F-2**, can be paired with Standards 2-5 Language Expectations for Kindergarten, Grade 1, and Grades 2-3. The Grades 4-12 Language Expectations for Standard 1, shown in **Figure F-3**, can be paired with Standards 2-5 Language Expectations for Grades 4-5, 6-8, and 9-12.

Figure F-1. **Relationship among the WIDA ELD Standard Statements**



The range of Language Expectations involves both those designed for WIDA Standard 1 and those for WIDA Standards 2–5. WIDA Standard 1 connects the personal to the academic, conveying sociocultural influences on language: As students develop their identities as learners, their language use reflects their personal interests and needs, experiences, cultural and linguistic resources, social-emotional development, and family and community ways of knowing (Esteban-Guitart & Moll, 2014; Gándara, 2015). The positioning of Standard 1 in relation to Standards 2–5 is intentionally designed to send a message: The full range of students' linguistic and cultural resources should be integrated with the language for making meaning in school.

Table F-2. **K–3 Language Expectations**

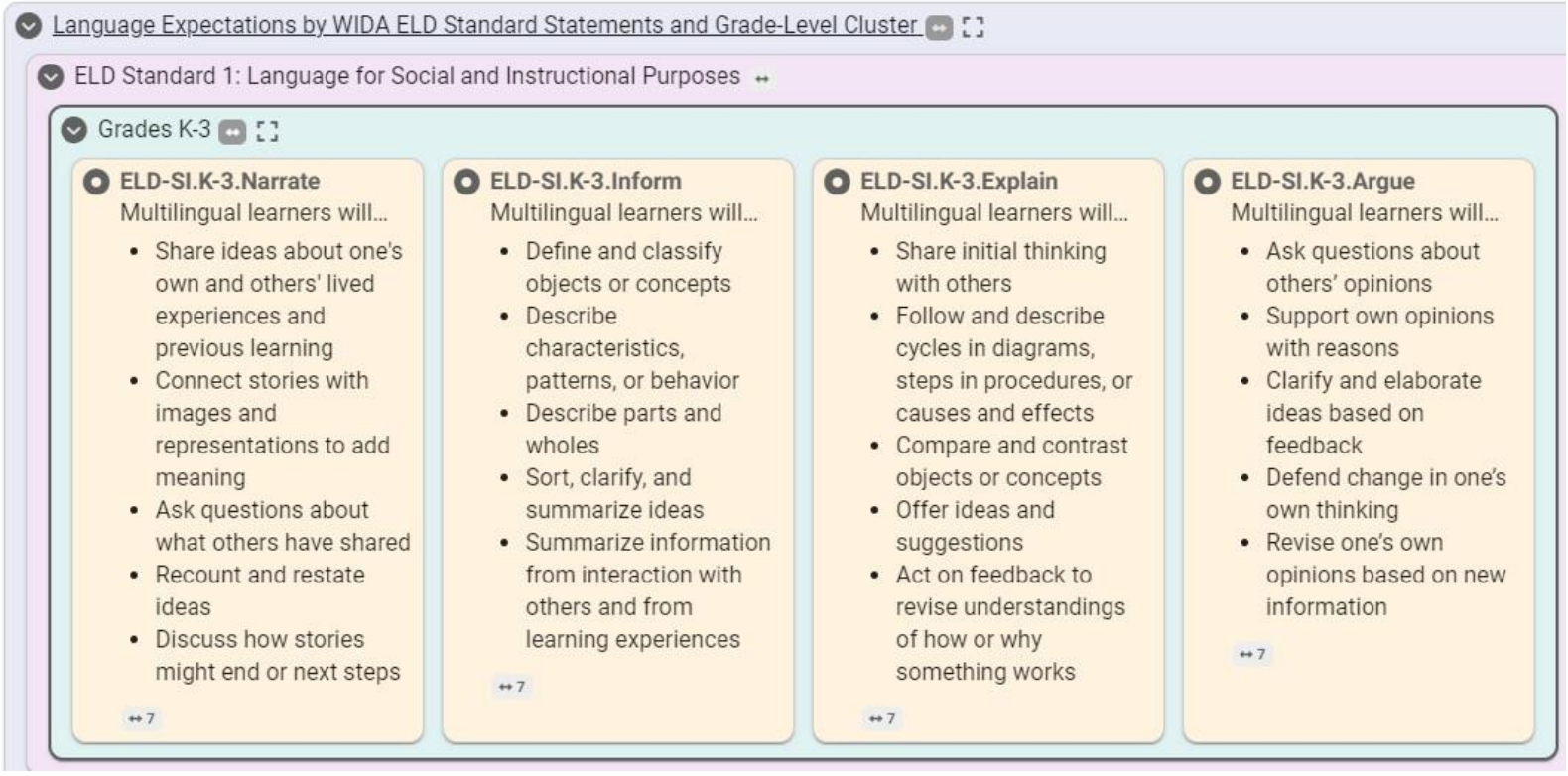
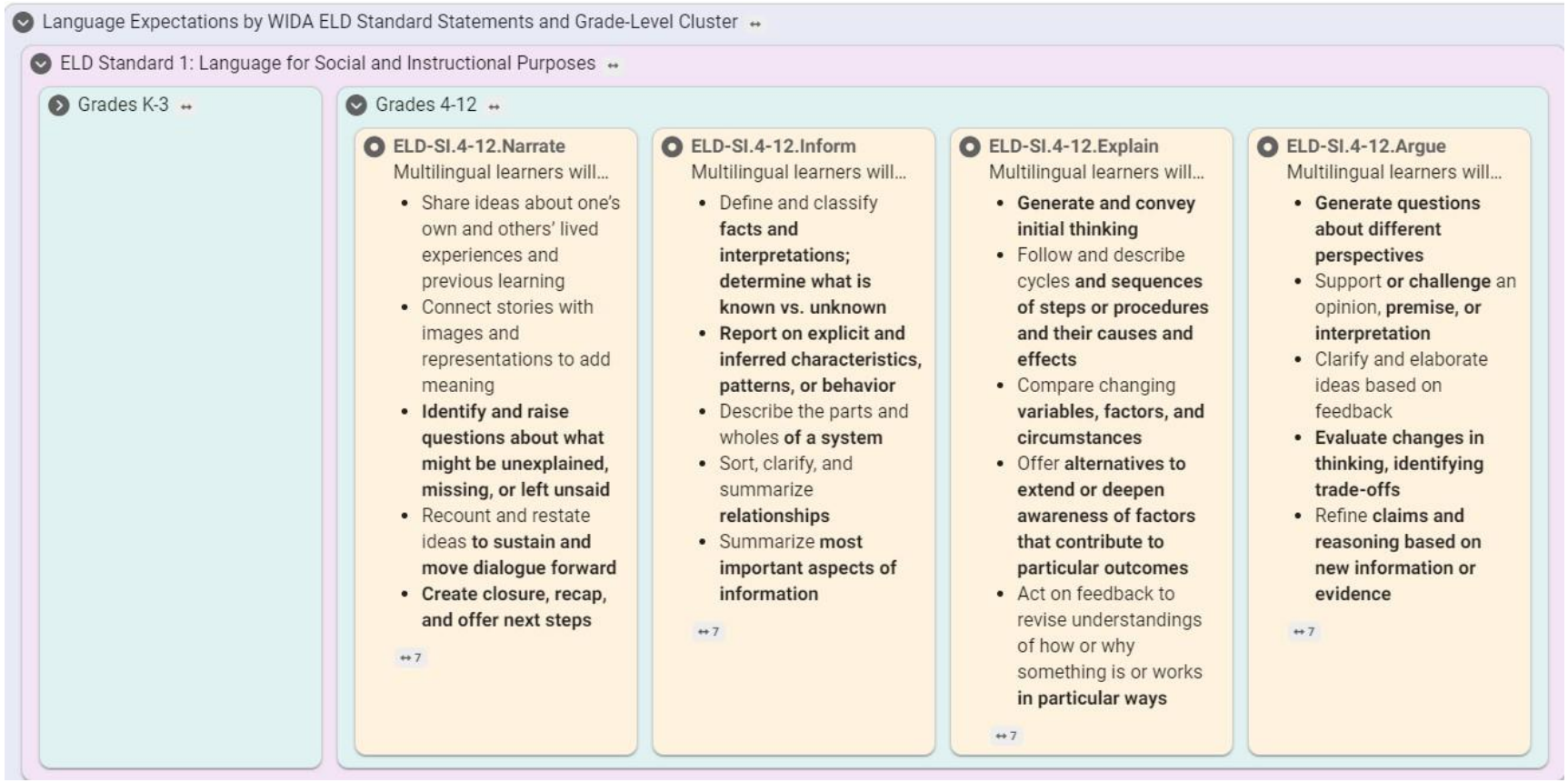


Table F-2. **Grades 4-12 Language Expectations**



The following tables demonstrate the links between the depth of linguistic complexity in grade-level cluster Language Expectations for Kindergarten, Grades 1, 2-3, 4-5, 6-8, and 9-12 and the End of Proficiency Level (PL) 5 Proficiency Level Descriptors.

Table F-3. Kindergarten Interpretive Communication Mode Language Expectations

ELD-LA.K.Narrate.Interpretive Multilingual learners will interpret language arts narratives (with prompting and support) by ● Identifying key details ● Identifying characters, settings, and major events ● Asking and answering questions about unknown words in a text	ELD-MA.K.Inform.Interpretive Multilingual learners will interpret mathematical informational texts (with prompting and support) by ● Identifying concept or object ● Describing quantities and attributes	ELD-SC.K.Inform.Interpretive Multilingual learners will interpret scientific informational texts by ● Determining what text is about ● Defining or classifying a concept or entity	ELD-SS.K.Inform.Interpretive Multilingual learners will interpret informational texts in social studies by ● Determining topic associated with a compelling or supporting question ● Defining attributes and characteristics in relevant information
ELD-LA.K.Inform.Interpretive Multilingual learners will interpret informational texts in language arts (with prompting and support) by ● Identifying main topic and key details ● Asking and answering questions about descriptions of familiar attributes and characteristics ● Identifying word choices in relation to topic or content area		ELD-SC.K.Explain.Interpretive Multilingual learners will interpret scientific explanations by ● Defining investigable questions or simple design problems based on observations and data about a phenomenon ● Using information from observations to find patterns and to explain how or why a phenomenon occurs	

Table F-4. Kindergarten Interpretive Proficiency Level Descriptors

Grade-Level Cluster	Communication Mode	Dimension	Criteria	Criteria Lead	Proficiency Level – End of Level 5
K	Interpretive	Discourse	Organization of Language	Understand how coherent texts (spoken, written,	to meet a purpose in a series of extended sentences

				multimodal) are created…	
K	Interpretive	Discourse	Cohesion of Language	Understand how ideas are connected across a whole text through…	a few different types of cohesive devices *(repetition, pronoun referencing, etc.)*
K	Interpretive	Discourse	Density of Language	Understand how ideas are elaborated or condensed through…	expanded noun groups with classifiers *(the red fire truck)*
K	Interpretive	Sentence	Grammatical Complexity of Language	Understand how meanings are extended or enhanced through…	related simple sentences *(She picked it up. She carried it to her room.)*
K	Interpretive	Word/phrase	Precision of Language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…	an increasing number of words and phrases *(We need four different colors to make a pattern.)*

Table F-5. **Kindergarten Expressive Communication Mode: Comparison between Language Expectations and Related Proficiency Level Descriptors**

ELD-LA.K.Narrate.Expressive Multilingual learners will construct language arts narratives (with prompting and support) that ● Orient audience to story ● Describe story events	ELD-MA.K.Inform.Expressive Multilingual learners will construct mathematical informational texts (with prompting and support) that ● Define or classify concept or entity ● Describe a concept or entity ● Compare/contrast concepts or entities	ELD-SC.K.Inform.Expressive Construct scientific informational texts that ● Introduce others to a topic or entity ● Provide details about an entity	ELD-SS.K.Inform.Expressive Multilingual learners will construct informational texts in social studies that ● Introduce topic associated with a compelling or supporting question ● Provide a detail about relevant information
ELD-LA.K.Inform.Expressive		ELD-SC.K.Explain.Expressive Multilingual learners will construct scientific explanations that	

Multilingual learners will construct informational texts in language arts (with prompting and support) that ● Introduce topic for audience ● Describe details and facts		• Describe information from observations about a phenomenon • Relate how a series of events causes something to happen • Compare multiple solutions to a problem	

Table F-6. **Kindergarten Expressive Proficiency Level Descriptors**

Grade-Level Cluster	Communication Mode	Dimension	Criteria	Criteria Lead	End of Level 5 Bridging
K	Expressive	Discourse	Organization of Language	Create coherent texts (spoken, written, multimodal) using…	sentences linked together to convey an intended purpose (inform: *The parrot eats nuts and seeds*.)
K	Expressive	Discourse	Cohesion of Language	Connect ideas across a whole text through…	some formulaic cohesive devices (pronoun referencing)
K	Expressive	Discourse	Density of Language	Elaborate or condense ideas through…	some types of elaboration (adding a newly learned adjective to a noun)
K	Expressive	Sentence	Grammatical Complexity of Language	Extend or enhance meanings through…	simple sentences *(Cats like to climb. Dogs like to run.)*
K	Expressive	Word/phrase	Precision of Language	Create precise meanings through everyday, cross-disciplinary, and technical language with…	a small repertoire of words and phrases with developing precision *(beautiful butterfly, repeating pattern)*

Table F-7. **Grade 1 Interpretive Communication Mode: Comparison between Language Expectations and Related Proficiency Level Descriptors**

ELD-LA.1.Narrate.Interpretive	ELD-MA.1.Inform.Interpretive	ELD-SC.1.Inform.Interpretive	ELD-SS.1.Inform.Interpretive
Multilingual learners will interpret language arts narratives by ● Identifying a central message from key details	Multilingual learners will interpret mathematical informational texts by ● Identifying concept or entity	Multilingual learners will interpret scientific informational texts by ● Determining what text is about	Multilingual learners will interpret informational texts in social studies by

● Identifying how character attributes and actions contribute to an event ● Identifying words and phrases that suggest feelings or appeal to the senses	● Describing attributes and characteristics	● Defining or classifying concept or entity	● Determining topic associated with compelling or supporting questions ● Defining and classifying attributes, characteristics, and qualities in relevant information
ELD-LA.1.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by ● Identifying main topic and/or entity and key details ● Asking and answering questions about descriptions of attributes and characteristics ● Identifying word choices in relation to topic or content area		ELD-SC.1.Explain.Interpretive Multilingual learners will interpret scientific explanations by ● Defining investigable questions or simple design problems based on observations and data about a phenomenon ● Analyzing several events and observations to help explain how or why a phenomenon occurs ● Identifying information from observations (that supports particular points in explanations)	ELD-SS.1.Argue.Interpretive Multilingual learners will interpret social studies arguments by ● Identifying topic ● Analyzing evidence gathered from source ● Evaluating source based on distinctions between fact and opinion

***Table F-8*. Grade 1 Interpretive Proficiency Level Descriptors**

Grade-Level Cluster	Communication Mode	Dimension	Criteria	Criteria Lead	End of Level 5 Bridging
1	Interpretive	Discourse	Organization of Language	Understand how coherent texts (spoken, written, multimodal) are created…	to meet a purpose in a short text (to inform, narrate, entertain)
1	Interpretive	Discourse	Cohesion of Language	Understand how ideas are connected	multiple types of cohesive devices (synonyms, antonyms, *(We are all alike. We are all different.)*

				across a whole text through…	
1	Interpretive	Discourse	Density of Language	Understand how ideas are elaborated or condensed through…	expanded noun groups with prepositional phrases *(the meat- eating dinosaurs in the jungle)*
1	Interpretive	Sentence	Grammatical Complexity of Language	Understand how meanings are extended or enhanced through…	multiple related simple sentences *(There are many types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.)*
1	Interpretive	Word/phrase	Precision of Language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…	a growing number of words and phrases in a variety of contexts *(How many red triangles are there?)*

***Table F-9*. Grade 1 Expressive Communication Mode: Comparison between Language Expectations and Related Proficiency Level Descriptors**

ELD-LA.1.Narrate.Expressive	ELD-MA.1.Inform.Expressive	ELD-SC.1.Inform.Expressive	ELD-SS.1.Inform.Expressive
Multilingual learners will construct language arts narratives that ● Orient audience to story ● Develop story events ● Engage and adjust for audience	Multilingual learners will construct mathematical informational texts that ● Define or classify concept or entity ● Describe a concept or entity ● Compare/contrast concepts or entities	Multilingual learners will construct scientific informational texts that ● Introduce others to topics or entities ● Define, describe, and classify concept, topic, or entity ● Summarize observations or factual information	Multilingual learners will construct informational texts in social studies that ● Introduce topic associated with compelling or supporting questions ● Provide details about disciplinary ideas

ELD-LA.1.Inform.Expressive Multilingual learners will construct informational texts in language arts that ● Introduce and define topic and/or entity for audience ● Describe attributes and characteristics with facts, definitions, and relevant details		ELD-SC.1.Explain.Expressive Multilingual learners will construct scientific explanations that ● Describe observations and/or data about a phenomenon ● Relate how a series of events causes something to happen ● Compare multiple solutions to a problem	ELD-SS.1.Argue.Expressive Multilingual learners will construct social studies arguments that ● Introduce topic ● Select relevant information to support claim with evidence ● Show relationship between claim, evidence, and reasoning

***Table F-10*. Grade 1 Expressive Proficiency Level Descriptors**

Grade-Level Cluster	Communication Mode	Dimension	Criteria	Criteria Lead	End of Level 5 Bridging
1	Expressive	Discourse	Organization of Language	Create coherent texts (spoken, written, multimodal) using…	short texts that convey an intended purpose using basic connectors *(first, and then, next)*
1	Expressive	Discourse	Cohesion of Language	Connect ideas across a whole text through…	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: *that one, so did I*)
1	Expressive	Discourse	Density of Language	Elaborate or condense ideas through…	a growing number of types of elaboration (adding articles or demonstratives to a noun: *those big fluffy white clouds*)
1	Expressive	Sentence	Grammatical Complexity of Language	Extend or enhance meanings through…	sentences with emerging use of clauses *(Plants need water but… They need sun. Those ones died.)*

1	Expressive	Word/phrase	Precision of Language	Create precise meanings through everyday, cross-disciplinary, and technical language with…	a growing repertoire of words and phrases with growing precision *(preschool friends, math time, after lunch)*

Table F-11. **Grades 2–3 Interpretive Communication Mode: Comparison between Language Expectations and Related Proficiency Level Descriptors**

ELD-LA.2–3.Narrate.Interpretive Multilingual learners will interpret language arts narratives by ● Identifying a central message from key details ● Identifying how character attributes and actions contribute to event sequences ● Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language	ELD-MA.2–3.Explain.Interpretive Multilingual learners will interpret mathematical explanations by ● Identifying concept or entity ● Analyzing plan for problem-solving steps ● Evaluating simple pattern or structure	ELD-SC.2–3.Explain.Interpretive Multilingual learners will interpret scientific by ● Defining investigable questions or simple design problems based on observations, data, (and, in Grade 3, prior knowledge) about a phenomenon ● Obtaining and combining information from observations (and, in Grade 3, evidence) to help explain how or why a phenomenon occurs ● Identifying information from observations (and, in Grade 3, evidence) that supports particular points in explanations	ELD-SS.2–3.Explain.Interpretive Multilingual learners will interpret social studies explanations by ● Determining types of sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for event sequences and/or causes/effects ● Evaluating disciplinary concepts and ideas associated with a compelling or supporting question
ELD-LA.2–3.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by	ELD-MA.2–3.Argue.Interpretive Multilingual learners will interpret mathematics arguments by	ELD-SC.2–3.Argue.Interpretive Multilingual learners will interpret scientific arguments by ● Identifying potential evidence from data, models, and/or information	ELD-SS.2–3.Argue.Interpretive Multilingual learners will interpret social studies arguments by ● Identifying topic and purpose (argue in favor or against a position,

● Identifying the main idea and key details ● Referring explicitly to descriptions for themes and relationships among meanings ● Describing relationship between a series of events, ideas or concepts, or procedural steps	● Identifying conjectures about what might be true ● Distinguishing connections among ideas in justifications ● Extracting mathematical operations and facts from solution strategies to create generalizations	from investigations of phenomenon or design solutions ● Analyzing whether evidence is relevant or not ● Distinguishing between evidence and opinions	present a balanced interpretation, challenge perspective) ● Analyzing relevant information from one or two sources to develop claims in response to compelling questions ● Evaluating source credibility based on distinctions between fact and opinion

Table F-12. **Grades 2-3 Interpretive Proficiency Level Descriptors**

Grade-Level Cluster	Communication Mode	Dimension	Criteria	Criteria Lead	End of Level 5 Bridging
2–3	Interpretive	Discourse	Organization of Language	Understand how coherent texts (spoken, written, multimodal) are created…	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)
2–3	Interpretive	Discourse	Cohesion of Language	Understand how ideas are connected across a whole text through…	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: shapes like circles, triangles, and rectangles)
2–3	Interpretive	Discourse	Density of Language	Understand how ideas are elaborated or condensed through…	expanded noun groups with embedded clauses *(three little green tree frogs that jumped into the water)*
2–3	Interpretive	Sentence	Grammatical Complexity of Language	Understand how meanings are extended or enhanced through…	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: *They are called anemones* **and** *they look like plants.*)

2–3	Interpretive	Word/phrase	Precision of Language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…	an expanding number of words and phrases, including idioms and collocations (plus and minus)

Table F-13. **Grades 2–3 Expressive Communication Mode: Comparison between Language Expectations and Related Proficiency Level Descriptors**

ELD-LA.2–3.Narrate.Expressive Multilingual learners will construct language arts narratives that ● Orient audience to context ● Develop story with time and event sequences, complication, resolution or ending ● Engage and adjust for audience	ELD-MA.2–3.Explain.Expressive Multilingual learners will construct mathematical explanations that ● Introduce concept or entity ● Describe solution and steps used to solve problem with others ● State reasoning used to generate solution	ELD-SC.2–3.Explain.Expressive Multilingual learners will construct scientific explanations that ● Describe observations and/or data about a phenomenon ● Develop a logical sequence between data or evidence and claim ● Compare multiple solutions to a problem (in Grade 3, based on how well they meet the criteria and constraints of the design solution)	ELD-SS.2–3.Explain.Expressive Multilingual learners will construct social studies explanations that ● Introduce phenomena or events ● Describe components, order, causes, or cycles ● Generalize possible reasons for a development or event
ELD-LA.2–3.Inform.Expressive Multilingual learners will construct informational texts in language arts that ● Introduce and define topic and/or entity for audience ● Add details to define, describe, compare, and classify topic and/or entity	ELD-MA.2–3.Argue.Expressive Multilingual learners will construct mathematics arguments that ● Create conjecture using definitions ● Generalize commonalities across cases ● Justify conclusion steps and strategies in simple patterns	ELD-SC.2–3.Argue.Expressive Multilingual learners will construct scientific arguments that ● Introduce topic/phenomenon for an issue related to the natural and designed world(s) ● Make a claim supported by relevant evidence ● Establish a neutral tone	ELD-SS.2–3.Argue.Expressive Multilingual learners will construct social studies arguments that ● Introduce topic ● Select relevant information to support claims with evidence from one or more sources ● Show relationships between claim, evidence, and reasoning

● Develop coherence and cohesion throughout text	● Identify and respond to others' arguments	● Signal logical relationship among reasoning, evidence, data, and/or a model when making a claim	

Table F-14. **Grades 2-3 Expressive Proficiency Level Descriptors**

Grade-Level Cluster	Communication Mode	Dimension	Criteria	Criteria Lead	End of Level 5 Bridging
2–3	Expressive	Discourse	Organization of Language	Create coherent texts (spoken, written, multimodal) using…	expanding text that conveys intended purpose using generic (not genre- specific) organizational patterns across paragraphs (introduction, body, conclusion)
2–3	Expressive	Discourse	Cohesion of Language	Connect ideas across a whole text through…	an expanding number of cohesive devices (given/ new, whole/part, class/ subclass)
2–3	Expressive	Discourse	Density of Language	Elaborate or condense ideas through…	a variety of types of elaboration (adding in a variety of adjectives)
2–3	Expressive	Sentence	Grammatical Complexity of Language	Extend or enhance meanings through…	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *We put blue triangles, then we put red triangles.*)
2–3	Expressive	Word/phrase	Precision of Language	Create precise meanings through everyday, cross-disciplinary, and technical language with…	an expanding repertoire of words and phrases including idioms and collocations with expanding precision *(hard as a rock)*

Table F-15. **Grades 4–5 Interpretive Communication Mode: Comparison between Language Expectations and Related Proficiency Level Descriptors**

ELD-LA.4–5.Narrate.Interpretive Multilingual learners will interpret language arts narratives by ● Identifying a theme from details ● Analyzing how character attributes and actions are developed across event sequences ● Determining the meaning of words and phrases as they are used in texts, including figurative language, such as metaphors and similes	ELD-MA.4–5.Explain.Interpretive Multilingual learners will interpret mathematical explanations by ● Identifying concept or entity ● Analyzing problem-solving steps ● Evaluating a pattern or structure that follows a given rule	ELD-SC.4–5.Explain.Interpretive Multilingual learners will interpret scientific explanations by ● Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon ● Obtaining and combining evidence and information to help explain how or why a phenomenon occurs ● Identifying evidence that supports particular points in an explanation	ELD-SS.4–5.Explain.Interpretive Multilingual learners will interpret social studies explanations by ● Determining different opinions in sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for a series of contributing factors or causes ● Evaluating disciplinary concepts and ideas that are open to different interpretations
ELD-LA.4–5.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by ● Identifying and summarizing main ideas and key details ● Analyzing details and examples for key attributes, qualities, and characteristics ● Evaluating the impact of key word choices in a text	ELD-MA.4–5.Argue.Interpretive Multilingual learners will interpret mathematics arguments by ● Comparing conjectures with patterns, and/or rules ● Distinguishing commonalities and differences among ideas in justifications ● Extracting patterns or rules from solution strategies to create generalization	ELD-SC.4–5.Argue.Interpretive Multilingual learners will interpret scientific arguments by ● Identifying relevant evidence from data, models, and/or information from investigations of phenomenon or design solutions ● Comparing reasoning and claims based on evidence ● Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation	ELD-SS.4–5.Argue.Interpretive Multilingual learners will interpret social studies arguments by ● Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective) ● Analyzing relevant information from multiple sources to develop claims in response to compelling questions ● Evaluating point of view and credibility of source, based on distinctions between fact and opinion

Table F-16. **Grades 4-5 Interpretive Proficiency Level Descriptors**

Grade-Level Cluster	Communication Mode	Dimension	Criteria	Criteria Lead	End of Level 5 Bridging
4–5	Interpretive	Discourse	Organization of Language	Understand how coherent texts (spoken, written, multimodal) are created…	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
4–5	Interpretive	Discourse	Cohesion of Language	Understand how ideas are connected across a whole text through…	a wide variety of cohesive devices that connect ideas throughout text including substitution and ellipsis
4–5	Interpretive	Discourse	Density of Language	Understand how ideas are elaborated or condensed through…	expanded noun groups with a variety of embedded clauses *(my favorite character who stood up to the bullies and hardship)*
4–5	Interpretive	Sentence	Grammatical Complexity of Language	Understand how meanings are extended or enhanced through…	compound sentences with frequently used ways of combining clauses *(Strong winds blow through the forests, **but** the mighty oaks stand tall and proud.)*
4–5	Interpretive	Word/phrase	Precision of Language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns *(the invisible force between two magnets)*

Table F-17. **Grades 4–5 Expressive Communication Mode: Comparison between Language Expectations and Related Proficiency Level Descriptors**

ELD-LA.4–5.Narrate.Expressive	ELD-MA.4–5.Explain.Expressive	ELD-SC.4–5.Explain.Expressive	ELD-SS.4–5.Explain.Expressive
Multilingual learners will construct language arts narratives that ● Orient audience to context ● Develop and describe characters and their relationships	Multilingual learners will construct mathematical explanations that ● Introduce a concept or entity ● Share solution with others	Multilingual learners will construct scientific explanations that ● Describe observations and/or data about a phenomenon	Multilingual learners will construct social studies explanations that ● Introduce phenomena or events

● Develop story with complication, and resolution, time and event sequences ● Engage and adjust for audience	● Describe data and/or steps to solve problem ● State reasoning used to generate solution	● Establish neutral or objective stance in how results are communicated ● Develop reasoning to show relationships between evidence and claims ● Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution	● Describe components, order, causes and effects, or cycles using relevant examples and details ● Generalize probable causes and effects of developments or events
ELD-LA.4–5.Argue.Expressive Multilingual learners will construct language arts arguments that ● Introduce and develop a topic clearly; state an opinion ● Support opinions with reasons and information ● Use a formal style ● Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section	ELD-MA.4–5.Argue.Expressive Multilingual learners will construct mathematics arguments that ● Create conjecture, using definitions, patterns, and rules ● Generalize commonalities and differences across cases ● Justify conclusions with patterns or rules ● Evaluate others' arguments	ELD-SC.4–5.Argue.Expressive Multilingual learners will construct scientific arguments that ● Introduce topic/phenomenon in issues related to the natural and designed world(s) ● Make and define a claim based on evidence, data, and/or model ● Establish a neutral tone or an objective stance ● Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim	ELD-SS.4–5.Argue.Expressive Multilingual learners will construct a social studies argument that ● Introduce topic ● Select relevant information to support claims with evidence from multiple sources ● Establish perspective ● Show relationships between claims with reasons and multiple sources of evidence

Table F-18. **Grades 4-5 Expressive Proficiency Level Descriptors**

Grade-Level Cluster	Communication Mode	Dimension	Criteria	Criteria Lead	End of Level 5 Bridging
4–5	Expressive	Discourse	Organization of Language	Create coherent texts (spoken, written, multimodal) using…	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)

4–5	Expressive	Discourse	Cohesion of Language	Connect ideas across a whole text through…	a flexible number of cohesive devices (substitution, ellipsis, given/new)
4–5	Expressive	Discourse	Density of Language	Elaborate or condense ideas through…	a wide variety of types of elaboration (adding in embedded clauses after the noun: *the sap which boiled for six hours…*)
4–5	Expressive	Sentence	Grammatical Complexity of Language	Extend or enhance meanings through…	compound and complex sentences with frequently used ways of combining clauses (with coordinating conjunctions *Neither the red one nor the blue one…*)
4–5	Expressive	Word/phrase	Precision of Language	Create precise meanings through everyday, cross-disciplinary, and technical language with…	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision *(as a result of the war, forming a new nation)*

Table F-19. **Grades 6–8 Interpretive Communication Mode: Comparison between Language Expectations and Related Proficiency Level Descriptors**

ELD-LA.6–8.Narrate.Interpretive	ELD-MA.6–8.Explain.Interpretive	ELD-SC.6–8.Explain.Interpretive	ELD-SS.6–8.Explain.Interpretive
Multilingual learners will interpret language arts narratives by ● Identifying a theme or central idea that develops over the course of a text ● Analyzing how character attributes and actions are developed in relation to events or dialogue ● Evaluating the impact of specific word choices about meaning and tone	Multilingual learners will interpret mathematical explanations by ● Identifying concept or entity ● Analyzing possible ways to represent and solve a problem ● Evaluating model and rationale for underlying relationships in selected problem-solving approach	Multilingual learners will interpret scientific explanations by ● Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon ● Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs ● Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions	Multilingual learners will interpret social studies explanations by ● Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for logical relationships among contributing factors or causes ● Evaluate experts' points of agreement, along with strengths and weakness of explanations

ELD-LA.6–8.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by ● Identifying and/or summarizing main ideas and their relationship to supporting ideas ● Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors ● Evaluating the impact of author's key word choices over the course of a text	ELD-MA.6–8.Argue.Interpretive Multilingual learners will interpret mathematics arguments by ● Comparing conjectures with previously established results ● Distinguishing commonalities among strategies used ● Evaluating relationships between evidence and mathematical facts to create generalizations	ELD-SC.6–8.Argue.Interpretive Multilingual learners will interpret scientific arguments by ● Identifying convincing evidence from data, models, and/or information from investigations of phenomenon or design solutions ● Comparing reasoning and claims based on evidence from two arguments on the same topic ● Evaluating whether they emphasize similar or different evidence and/or interpretations of facts	ELD-SS.6–8.Argue.Interpretive Multilingual learners will interpret social studies arguments by ● Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective) ● Analyzing relevant information from multiple sources to support claims ● Evaluating point of view and credibility of source based on relevance and intended use
ELD-LA.6–8.Argue.Interpretive Multilingual learners will interpret language arts arguments by ● Identifying and summarizing central idea distinct from prior knowledge or opinions ● Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints ● Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claims			

***Table F-20*. Grades 6-8 Interpretive Proficiency Level Descriptors**

Grade-Level Cluster	Communication Mode	Dimension	Criteria	Criteria Lead	End of Level 5 Bridging
6–8	Interpretive	Discourse	Organization of Language	Understand how coherent texts (spoken, written, multimodal) are created…	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons
6–8	Interpretive	Discourse	Cohesion of Language	Understand how ideas are connected across a whole text through…	cohesive devices and common strategies that connect ideas throughout text (given/ new)
6–8	Interpretive	Discourse	Density of Language	Understand how ideas are elaborated or condensed through…	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)
6–8	Interpretive	Sentence	Grammatical Complexity of Language	Understand how meanings are extended or enhanced through…	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area ***(Since** it's an ecosystem, it has a variety of…)*
6–8	Interpretive	Word/phrase	Precision of Language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…	a wide variety of words, phrases, and expressions with multiple meanings across content areas

Table F-21. **Grades 6–8 Expressive Communication Mode: Comparison between Language Expectations and Related Proficiency Level Descriptors**

ELD-LA.6–8.Narrate.Expressive	ELD-MA.6–8.Explain.Expressive	ELD-SC.6–8.Explain.Expressive	ELD-SS.6–8.Explain.Expressive
Multilingual learners will construct language arts narratives that ● Orient the audience to context and point of view ● Develop and describe characters and their relationships	Multilingual learners will construct mathematical explanations that ● Introduce concept or entity ● Share solution with others ● Describe data and/or problem-solving strategy	Multilingual learners will construct scientific explanations that ● Describe valid and reliable evidence from data and models about a phenomenon	Multilingual learners will construct social studies explanations that ● Introduce and contextualize phenomena or events

● Develop story, including themes with complications and resolutions, time, and event sequences ● Engage and adjust for audience	● State reasoning used to generate solution	● Establish neutral or objective stance in how results are communicated ● Develop reasoning to show relationships among independent and dependent variables in models, and simple systems ● Summarize patterns in evidence, making trade-offs, revising, and retesting	● Establish perspective for communicating outcomes, consequences, or documentation ● Develop reasoning, sequences with linear and non-linear relationships, evidence, and details, acknowledging strengths and weaknesses ● Generalize multiple causes and effects of developments or events
ELD-LA.6–8.Inform.Expressive Multilingual learners will construct informational texts in language arts that ● Introduce and define topic and/or entity for audience ● Establish an objective or neutral stance ● Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors ● Develop coherence and cohesion throughout text	ELD-MA.6–8.Argue.Expressive Multilingual learners will construct mathematics arguments that ● Create conjecture, using definitions and previously established results ● Generalize logic across cases ● Justify conclusions with evidence and mathematical facts ● Evaluate and critique others' arguments	ELD-SC.6–8.Argue.Expressive Multilingual learners will construct scientific arguments that ● Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s) ● Support or refute a claim based on data and evidence ● Establish and maintain a neutral or objective stance ● Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim	ELD-SS.6–8.Argue.Expressive Multilingual learners will construct social studies arguments that ● Introduce and contextualize topic ● Select relevant information to support claims with evidence from multiple sources ● Establish perspective ● Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning
ELD-LA.6–8.Argue.Expressive Multilingual learners will construct language arts arguments that ● Introduce and develop claim(s) and acknowledge counterclaim(s)			

● Support claims with reasons and evidence that are clear, relevant, and credible ● Establish and maintain a formal style ● Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion			

***Table F-22*. Grades 6-8 Expressive Proficiency Level Descriptors**

Grade-Level Cluster	Communication Mode	Dimension	Criteria	Criteria Lead	End of Level 5 Bridging
6–8	Expressive	Discourse	Organization of Language	Create coherent texts (spoken, written, multimodal) using…	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text *(the first reason, the second reason, the evidence…)*
6–8	Expressive	Discourse	Cohesion of Language	Connect ideas across a whole text through…	a variety of cohesive devices used in genre- and discipline-specific ways
6–8	Expressive	Discourse	Density of Language	Elaborate or condense ideas through…	a flexible range of types of elaboration and some ways to condense ideas *(scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system)*
6–8	Expressive	Sentence	Grammatical Complexity of Language	Extend or enhance meanings through…	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: *Harry has a lightning bolt scar* ***because*** *he was attacked* ***when…***)

6–8	Expressive	Word/phrase	Precision of Language	Create precise meanings through everyday, cross-disciplinary, and technical language with…	a variety of words and phrases, including evaluation and obligation, with precision *(stupid test, we should figure this out)*

Table F-23. **Grades 9–12 Interpretive Communication Mode: Comparison between Language Expectations and Related Proficiency Level Descriptors**

ELD-LA.9–12.Narrate.Interpretive Multilingual learners will interpret language arts narratives by ● Identifying themes or central ideas that develop over the course of a text ● Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context) ● Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view	ELD-MA.9–12.Explain.Interpretive Multilingual learners will interpret mathematical explanations by ● Identifying concept or entity ● Analyzing data and own and others' problem-solving approaches ● Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles	ELD-SC.9–12.Explain.Interpretive Multilingual learners will interpret scientific explanations by ● Defining investigable questions or problems based on observations, information, and/or data about a phenomenon ● Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs ● Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions	ELD-SS.9–12.Explain.Interpretive Multilingual learners will interpret social studies explanations by ● Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for logical relationships among contributing factors, causes, or related concepts ● Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose
ELD-LA.9–12.Inform.Interpretive Multilingual learners will interpret informational texts in language arts by ● Identifying and/or summarizing central ideas	ELD-MA.9–12.Argue.Interpretive Multilingual learners will interpret mathematics arguments by ● Comparing conjectures with previously established results and stated assumptions	ELD-SC.9–12.Argue.Interpretive Multilingual learners will interpret scientific arguments by ● Identifying appropriate and sufficient evidence from data, models, and/or information from	ELD-SS.9–12.Argue.Interpretive Multilingual learners will interpret social studies arguments by ● Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective

● Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships ● Evaluating cumulative impact and refinement of author's key word choices over the course of a text	● Distinguishing correct from flawed logic ● Evaluating relationships among evidence and mathematical principles to create generalizations	investigations of phenomenon or design solutions ● Comparing reasoning and claims based on evidence from competing arguments or design solutions ● Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues	● Analyzing relevant information to support and/or revise claims with valid and reliable evidence from multiple sources ● Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
ELD-LA.9–12.Argue.Interpretive Multilingual learners will interpret language arts arguments by ● Identifying and summarizing central ideas of primary or secondary sources ● Analyzing use of rhetoric and details to advance point of view or purpose ● Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims			

Table F-24. **Grades 9-12 Interpretive Proficiency Level Descriptors**

Grade-Level Cluster	Communication Mode	Dimension	Criteria	Criteria Lead	End of Level 5 Bridging
9–12	Interpretive	Discourse	Organization of Language	Understand how coherent texts (spoken, written, multimodal) are created…	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)

9–12	Interpretive	Discourse	Cohesion of Language	Understand how ideas are connected across a whole text through…	various types of cohesive devices and strategies that connect ideas throughout a text
9–12	Interpretive	Discourse	Density of Language	Understand how ideas are elaborated or condensed through…	a variety of noun groups expanded with pre- and post-modifiers *(the chemical element with the symbol H and atomic number 1)*
9–12	Interpretive	Sentence	Grammatical Complexity of Language	Understand how meanings are extended or enhanced through…	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area *(**Despite** the obvious problems with equity, some people…)*
9–12	Interpretive	Word/phrase	Precision of Language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…	strategic use of various words, phrases, and expressions with shades of meaning across content areas *(tumultuous and catastrophic events)*

Table F-25. **Grades 9–12 Expressive Communication Mode: Comparison between Language Expectations and Related Proficiency Level Descriptors**

ELD-LA.9–12.Narrate.Expressive	ELD-MA.9–12.Explain.Expressive	ELD-SC.9–12.Explain.Expressive	ELD-SS.9–12.Explain.Expressive
Multilingual learners will construct language arts narratives that ● Orient audience to context and one or multiple point(s) of view ● Develop and describe characters and their relationships over a progression of experiences or events ● Develop story, advancing the plot and themes with complications and resolutions, time and event sequences ● Engage and adjust for audience	Multilingual learners will construct mathematical explanations that ● Introduce mathematical concept or entity ● Share solutions with others ● Describe data and approach used to solve a problem ● State reasoning used to generate own or alternate solutions	Multilingual learners will construct scientific explanations that ● Describe valid and reliable evidence from multiple data, models, and/or information about a phenomenon ● Establish neutral or objective stance in how results are communicated ● Develop reasoning to illustrate and/or predict relationships between variables in a system or between components of a system	Multilingual learners will construct social studies explanations that ● Introduce and contextualize multiple phenomena or events ● Establish perspective for communicating intended and unintended outcomes, consequences, or documentation ● Develop sound reasoning, sequences with linear and non-linear relationships, evidence, and details with significant and pertinent

		● Summarize and refine solutions referencing evidence, criteria, and/or trade-offs	information, acknowledging strengths and weaknesses ● Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events
ELD-LA.9–12.Inform.Expressive Multilingual learners will construct informational texts in language arts that ● Introduce and define topic and/or entity for audience ● Establish an objective or neutral stance ● Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships ● Develop coherence and cohesion throughout text	ELD-MA.9–12.Argue.Expressive Multilingual learners will construct mathematics arguments that ● Create precise conjecture, using definitions, previously established results, and stated assumptions ● Generalize logical relationships across cases ● Justify (and refute) conclusions with evidence and mathematical principles ● Evaluate and extend others' arguments	ELD-SC.9–12.Argue.Expressive Multilingual learners will construct scientific arguments that ● Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science ● Defend or refute a claim based on data and evidence ● Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective) ● Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal	ELD-SS.9–12.Argue.Expressive Multilingual learners will construct social studies arguments that ● Introduce and contextualize topic ● Select relevant information to support precise and knowledgeable claims with evidence from multiple sources ● Establish perspective ● Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning
ELD-LA.9–12.Argue.Expressive Multilingual learners will construct language arts arguments that ● Introduce and develop precise claim(s) and address counterclaim(s)			

● Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence ● Establish and maintain a formal style and objective tone ● Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations			

Table F-26. **Grades 9-12 Expressive Proficiency Level Descriptors**

Grade-Level Cluster	Communication Mode	Dimension	Criteria	Criteria Lead	End of Level 5 Bridging
9–12	Expressive	Discourse	Organization of Language	Create coherent texts (spoken, written, multimodal) using…	text that conveys intended purpose using genre-specific organizational patterns with a wide range of ways to signal relationships throughout the text
9–12	Expressive	Discourse	Cohesion of Language	Connect ideas across a whole text through…	a wide variety of cohesive devices used in genre- and discipline-specific ways
9–12	Expressive	Discourse	Density of Language	Elaborate or condense ideas through…	a flexible range of types of elaboration and a growing number of ways to condense ideas
9–12	Expressive	Sentence	Grammatical Complexity of Language	Extend or enhance meanings through…	a wide variety of sentence types that show complex clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area *(**Despite** the country's suffering…)*
9–12	Expressive	Word/phrase	Precision of Language	Create precise meanings through everyday, cross-disciplinary, and technical language with…	a wide variety of words and phrases with precision *(the dictator ruled with terror)* according to the genre, purpose, and discipline

Appendix G: Linguistic Progression within the WIDA Proficiency Level Descriptors

As part of Research Question 4, to further demonstrate the linguistic progressions that were built into the WIDA Proficiency Level Descriptors, Appendix G provides highlighted samples. The bolded text shows what changed as the level increases.

These samples are available in the WIDA Digital Explorer. Directions for locating these tables are available in Figures 5 and 6 in Shafer Willner (2023): *Save Time! Streamline Your Unit and Lesson Planning Using the WIDA Standards Digital Explorer*.

Table G-1. Kindergarten Interpretive Proficiency Level Descriptors

PLD.K.INT. Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will:

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Organization	*Understand how coherent texts are created . . .⇒*	around topics with words, pictures, phrases, or chunks of language	around topics **with repetition, rhyming, and common language patterns**	around topics with repetition, rhyming, and other language patterns **with short sentences**	**to meet a purpose through multiple related sentences**	to meet a purpose **in a series of extended sentences**	to meet a purpose **in a short text**
Cohesion	*Understand how ideas are connected across a whole text through . . .⇒*	patterned language with repetitive words	patterned language with repetitive words **and phrases**	repetitive words and phrases **across a text**	**some frequently used cohesive devices**	**a few different types** of cohesive devices	**multiple types** of cohesive devices
Density	*Understand how ideas are elaborated or condensed through . . .⇒*	labels with single nouns	**frequently used** single noun **groups**	frequently used **multi-word** noun groups	multi-word noun groups **with connectors**	**expanded** noun groups **with classifiers**	expanded noun groups **with prepositional phrases**
Grammatical Complexity	*Understand how meanings are extended or*	words, pictures, and phrases	words, pictures, phrases, **and chunks of language**	chunks of language	**simple sentences**	**related** simple sentences	**multiple** related simple sentences

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
	enhanced through . . .⇒						
Precision	*Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through . . .⇒*	a few words and phrases in familiar contexts and topics	**repeated words and phrases** in familiar contexts and topics	**frequently used** words and phrases in familiar contexts	**situation-specific** words and phrases	**an increasing number** of words and phrases	**a growing number** of words and phrases **in a variety of contexts**

***Table G-2*. Kindergarten Expressive Proficiency Level Descriptors**

PLD.K.EXP. Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will:

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Organization	*Create coherent texts using . . .⇒*	single words, phrases, or chunks of language to represent ideas	phrases or **short sentences** to represent ideas **with an intended purpose**	short sentences **linked together** to convey an intended purpose	short sentences that convey an intended purpose **with emerging organizational patterns**	**sentences** linked together to convey an intended purpose	**text** that conveys an intended purpose **with emerging organizational patterns**
Cohesion	*Connect ideas across a whole text through . . .⇒*	single words and phrases related to topic	**an emerging use of cohesive devices**	**few frequently used** cohesive devices	**some** frequently used cohesive devices	**some formulaic** cohesive devices	**a growing number of** cohesive devices
Density	*Elaborate or condense ideas through . .⇒*	limited elaboration	**simple** elaboration	simple **types of** elaboration	a **few** types of elaboration	**some** types of elaboration	**a growing number of** types of elaboration

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Grammatical Complexity	*Extend or enhance meanings through . . .⇒*	words, pictures, and phrases	words, pictures, phrases **and chunks of language**	**sentence fragments**	sentence fragments **and emerging use of simple sentences**	**simple sentences**	sentences **with emerging use of clauses**
Precision	*Create precise meanings through everyday, cross-disciplinary, and technical language with . ⇒*	frequently reoccurring words and phrases	**emerging use** of words and phrases **with attempted precision**	**few frequently used** words and phrases with emerging precision	**some** frequently used words and phrases with some precision	**a small repertoire of** words and phrases with developing precision	**a growing repertoire of** words and phrases with growing precision

Table G-3. Grade 1 Interpretive Proficiency Level Descriptors

PLD.1.INT. Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will:

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Organization	*Understand how coherent texts are created . . .⇒*	around topics with repetition, rhyming, and common language patterns	around topics **with short sentences**	around topics **through multiple related simple sentences**	**to meet a purpose in a series of extended sentences**	to meet a purpose **in a short text**	to meet a purpose **through generic organizational patterns in texts**
Cohesion	*Understand how ideas are connected across a whole text through . . .⇒*	patterned language with repetitive words, phrases, and sentences	**repetitive chunks of meaning across a text**	**some frequently used cohesive devices**	**a few different types of** cohesive devices	**multiple types of** cohesive devices	**a variety of** cohesive devices **that connect larger meaningful chunks of text**
Density	*Understand how ideas are elaborated or*	frequently used single word noun groups	frequently used **multi-word** noun groups	multi-word noun groups **with connectors**	**expanded** noun groups **with classifiers**	expanded noun groups **with**	expanded noun groups **with**

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
	condensed through . . .⇒					**prepositional phrases**	**embedded clauses**
Grammatical Complexity	*Understand how meanings are extended or enhanced through . . .⇒*	words, pictures, phrases, and chunks of language	**chunks of language**	**simple sentences**	**related** simple sentences	**multiple** related simple sentences	simple **and compound sentences with familiar ways of combining clauses**
Precision	*Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through . . .⇒*	repeated words and phrases in familiar contexts and topics	**frequently** used words and phrases in familiar contexts and topics	**situation-specific** words and phrases	**an increasing number of** words and phrases **in a variety of context**s	**a growing number of** words and phrases **including idioms and collocations**	**an expanding number of** words and phrases

Table G-4. Grade 1 Expressive Proficiency Level Descriptors

PLD.1.EXP. Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will:

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Organization	*Create coherent texts using . . .⇒*	single words, phrases, or chunks of language to represent ideas	phrases **or short sentences** to represent ideas **with an intended purpose**	short sentences **linked together** to convey an intended purpose	sentences that convey an intended purpose **with an emerging organizational pattern**	**short texts** that convey an intended purpose **using basic connectors**	**text** that conveys an intended purpose **using generic organizational patterns**

WIDA CORRESPONDENCE MAPPING OF LANGUAGE OPPORTUNITIES

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Cohesion	*Connect ideas across a whole text through . . .⇒*	patterned language with repetitive phrases and sentences	**few frequently used cohesive devices**	**some** frequently used cohesive devices	some **formulaic** c ohesive device	**a growing number of** cohesive devices	**an expanding number of** cohesive devices **to connect larger bundles of meaning**
Density	*Elaborate or condense ideas through . .⇒*	limited elaboration	**simple** elaboration	**a few types of** elaboration	**some** types of elaboration	**a growing number of** types of elaboration	**a variety of** types of elaboration
Grammatical Complexity	*Extend or enhance meanings through . . .⇒*	words, pictures, phrases, and chunks of language	**sentence fragments**	sentence fragments **and emerging use of simple sentences**	simple sentences	sentences **with emerging use of clauses**	**simple and compound sentences with some coordinating conjunctions**
Precision	*Create precise meanings through everyday, cross-disciplinary, and technical language with ...⇒*	emerging use of words and phrases with attempted precision	**few frequently used** words and phrases with **emerging** pre cision	**some** frequently used words and phrases with **some** precisi on	**a small repertoire of** words and phrases with **developing** p recision	**a growing repertoire of** words and phrases with **growing** prec ision	**an expanding repertoire** of words and phrases **including idioms and collocations**, with **expanding** p recision

Table G-5. Grades 2–3 Interpretive Proficiency Level Descriptors

PLD.2–3.INT. Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will:

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Organization	*Understand how coherent texts are created . . .⇒*	around general topics with short sentences	around **specific** to pics with **multiple related simple** sentences	**to meet a purpose in a series of extended sentences**	to meet a purpose **in a short text**	to meet a purpose **through generic organizational patterns in texts**	to meet a purpose through **genre-specific** organizational patterns
Cohesion	*Understand how ideas are connected across a whole text through . . .⇒*	repetitive chunks of meaning across text	**frequently used cohesive devices**	**a few different types of** cohesive devices	**multiple** cohesive devices	**a variety of** cohesive devices **that connect larger meaningful chunks of text**	a **wide** variety of cohesive devices **that connect ideas throughout text**
Density	*Understand how ideas are elaborated or condensed through . . .⇒*	frequently used multi-word noun groups	multi-word noun groups **with connectors**	**expanded** noun groups **with classifiers**	expanded noun groups **with prepositional phrases**	expanded noun groups **with embedded clauses**	expanded noun groups **with a variety of embedded clauses**
Grammatical Complexity	*Understand how meanings are extended or enhanced through . . .⇒*	chunks of language	**simple sentences**	**related** simple sentences	**multiple** related simple sentences	simple **and compound sentences with familiar ways of combining clauses**	compound sentences **with frequently used** ways of combining clauses
Precision	*Understand how precise meanings are created through everyday, cross-disciplinary, and technical*	frequently used words and phrases in familiar contexts and topics	**situation-specific words and phrases**	**an increasing number of** words and phrases	**a growing number of** words and phrases **in a variety of contexts**	**an expanding number of** words and phrases, **including idioms and collocations**	**a variety of** words and phrases **such as adverbials of time, manner, and place; verb**

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
	language through . . .⇒						**types; and abstract nouns**

Table G-6. **Grades 2–3 Expressive Proficiency Level Descriptors**

PLD.2–3.EXP. Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will:

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Organization	*Create coherent texts using . . .*⇒	single words and phrases to represent ideas with an intended purpose	**short** sentences **linked by topic** to convey intended purpose	**sentences** convey intended purpose **with emerging organization**	**short text** that conveys intended purpose **using predictable organizational patterns**	**expanding text** that conveys intended purpose **using generic organizational patterns across paragraphs**	**text** that conveys intended purpose **using genre- specific organizational patterns**
Cohesion	*Connect ideas across a whole text through . . .*⇒	few frequently used cohesive devices	**some** frequently used cohesive devices	**some formulaic** cohesive devices	**a growing number of** cohesive devices	an **expanding** number of cohesive devices	a **flexible** number of cohesive devices
Density	*Elaborate or condense ideas through . . .* ⇒	Simple elaboration	**a few types of** elaboration	**some** types of elaboration	**a growing number of** cohesive devices	**a variety of types of** elaboration	a **wide** variety of types of elaboration
Grammatical Complexity	*Extend or enhance*	sentence fragments	sentence fragments **and**	**simple sentences**	**sentences with emerging use of clauses**	simple **or compound sentences with**	compound **and complex sentences with**

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
	meanings through . . .⇒		**emerging use of simple sentences**			**familiar ways of combining clauses**	**frequently used ways of combining clauses**
Precision	*Create precise meanings through everyday, cross-disciplinary, and technical language with . . .⇒*	few frequently used words and phrases with emerging precision	**some** frequently used words and phrases with **some** precision	**a small repertoire of** words and phrases with **developing** precision	a **growing** repertoire of words and phrases with **growing** precision	an **expanding** repertoire of words and phrases **including idioms and collocations** with **expanding** precision	**flexible** repertoire of words and phrases **such as adverbials of time, manner, and place; verb types; and abstract nouns** with **consistent** precision

Table G-7. **Grades 4–5 Interpretive Proficiency Level Descriptors**

PLD.4–5.INT. Interpretive. Toward the end of each proficiency level, <u>when scaffolded appropriately</u>, multilingual learners will:

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Organization	*Understand how coherent texts are created . . .⇒*	around specific topics with multiple related simple sentences	**to meet a purpose in a series of topic-related extended** sentences	to meet a purpose **in a short, connected text**	to meet a purpose **through generic organizational patterns in a text**	to meet a purpose through **genre-specific** organizational **patterns**	to meet a purpose through genre-specific organizational patterns **linking ideas, events, and reasons across a text**
Cohesion	*Understand how ideas are connected across*	frequently used cohesive devices	**a few different types of** cohesive devices	**multiple** cohesive devices	**a variety of** cohesive devices **that connect larger**	a **wide** variety of cohesive devices that connect	cohesive devices **and common strategies** that

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
	a whole text through . .⇒				**meaningful chunks of text**	ideas **throughout** text	connect ideas throughout text
Density	*Understand how ideas are elaborated or condensed through . . .⇒*	multi-word noun groups with connectors	**expanded** noun groups **with classifiers**	**expanded** noun groups **with prepositional phrases**	expanded noun groups **with embedded clauses**	expanded noun groups **with a variety of embedded clauses**	expanded noun groups with a wide variety embedded clauses **and compacted noun groups**
Grammatical Complexity	*Understand how meanings are extended or enhanced through . . .⇒*	simple sentences	**related** simple sentences	**multiple** related simple sentences	simple **or compound sentences with familiar ways of combining clauses**	compound sentences **with frequently used ways of combining clauses**	compound **and complex sentences with a variety of ways** of combining clauses **addressing genre, audience, and content area**
Precision	*Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through . .⇒*	situation-specific words and phrases	**an increasing number of** words and phrases	a **growing** number of words and phrases **in a variety of contexts**	an **expanding** number of words and phrases **including idioms and collocations**	**a variety of** words and phrases, **such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns**	a **wide** variety of words, phrases, and expressions **with multiple meanings across content areas**

Table G-8. Grades 4–5 Expressive Proficiency Level Descriptors

PLD.4–5.EXP. Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will:

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Organization	*Create coherent texts using . . .⇒*	short sentences linked by topic to convey an emerging sense of purpose	**sentences that convey intended purpose with emerging organization**	**short text** that conveys intended purpose **using predictable organizational patterns**	**expanding** text that conveys intended purpose **using generic** organizational patterns **across paragraphs**	**text** that conveys intended purpose using **genre-specific** organizational patterns	text that conveys intended purpose using genre-specific organizational patterns **with strategic ways of signaling relationships between paragraphs and throughout text**
Cohesion	*Connect ideas across a whole text through . . .⇒*	some frequently used cohesive devices	some **formulaic** cohesive devices	**a growing number of** cohesive devices	**an expanding variety of** cohesive devices	**a flexible number of** cohesive devices(	**a wide variety of** cohesive devices **used in genre- and discipline-specific ways**
Density	*Elaborate or condense ideas through . . .⇒*	a few types of elaboration	**some** types of elaboration	**a growing number of types** of elaboration	**a variety of types of** elaboration	a **wide** variety of types of elaboration	**flexible range** of types of elaboration **that includes embedded clauses and condensed noun groups**
Grammatical Complexity	*Extend or enhance*	sentence fragments and	**simple sentences**	**sentences with emerging use of clauses**	simple **or compound sentences with**	compound **and complex sentences with**	compound and complex sentences **charact**

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
	meanings through . . .⇒	emerging use of simple sentences			**familiar ways of combining clauses**	**frequently used ways of combining clauses**	**eristic of the genre and content area, with a variety of** ways of combining clauses
Precision	*Create precise meanings through everyday, cross-disciplinary, and technical language with . . .* ⇒	some frequently used words and phrases with some precision	a **small repertoire** of words and phrases with **developing** precision	a **growing** repertoire of words and phrases with **growing** precision	an **expanding** repertoire **of** words and phrases, **including idioms and collocations** with **expanding** precision	a **flexible** repertoire of words and phrases, **such as adverbials of time, manner, and place; verb types; and abstract nouns;** with **consistent** precision	**a variety of words and phrases, including evaluation, obligation, idioms, and collocations**

Table G-9. Grades 6–8 Interpretive Proficiency Level Descriptors

PLD.6–8.INT. **Interpretive.** Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will:

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Organization	*Understand how coherent texts are created…*⇒	to meet a purpose in a series of topic-related sentences	to meet a purpose in **a short, connected text**	to meet a purpose **through generic organizational patterns in texts**	to meet a purpose through **genre-specific organizational patterns**	to meet a purpose through genre-specific organizational patterns **linking ideas, events, and reasons**	to meet a purpose **reflective of genre and discipline,** linking ideas, events, and reasons **in a variety of ways**
Cohesion	*Understand how ideas are connected across a whole text through…*⇒	a few different types of cohesive devices	**multiple** cohesive devices	**a variety of** cohesive devices **that connect larger meaningful chunks of text**	a **wide** variety of cohesive devices that connect **ideas throughout** text	cohesive devices **and common strategies** that connect ideas	**various types of** cohesive devices **and strategies** that connect ideas **throughout text**
Density	*Understand how ideas are elaborated or condensed through . . .*⇒	expanded noun groups with classifiers	expanded noun groups **with prepositional phrases**	expanded noun groups **with embedded clauses**	expanded noun groups **with a variety of embedded clauses**	expanded noun groups with a **wide** variety of embedded clauses **and compacted noun groups**	**multiple ways of** using expanded noun groups, clauses, **and nominalizations to enrich the meaning and add details characteristic of genres and content areas**
Grammatical Complexity	*Understand how meanings are extended or*	related simple sentences	**multiple** related simple sentences	simple **or compound** sentences **with familiar ways of**	compound sentences with **frequently**	compound **and complex** sentences **with a variety of ways** of	**a wide variety of sentence types** that show a variety

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
	enhanced through…⇒			**combining clauses**	**used** ways of combining clauses	combining clauses addressing genre, audience, and content area	of **increasingly complex relationships** add ressing genre, audience, and content area
Precision	*Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…⇒*	an increasing number of words and phrases	a **growing** numbe r of words and phrases **in a variety of contexts**	an **expanding** nu mber of words and phrases **including idioms and collocations**	a **variety** of words and phrases **such as adverbials of time, manner, and place; verb types; and abstract nouns**	a **wide** variety of words, phrases, **and expressions with multiple meanings across content areas**	**strategic use of various** words, phrases, and expressions **with shades of meaning across content areas**

Table G-10. Grades 6–8 Expressive Proficiency Level Descriptors

PLD.6–8.EXP. Expressive. Expressive Communication Mode (Speaking, Writing, and Representing). Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will:

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Organization	*Create coherent texts using . . .⇒*	sentences that convey intended purpose with emerging organization	**short text** that conveys intended purpose using **predictable** organization	**expanding** text that conveys intended purpose using **generic** org anizational **patter ns**	**text** that conveys intended purpose **using genre-specific** organizati onal patterns **with a variety of paragraph openers**	text that conveys intended purpose using genre-specific organizational patterns **with strategic ways of signaling relationships between paragraphs and throughout text**	text that conveys intended purpose using genre-specific organizational patterns using a **wide range** of ways to signal relationships throughout the text

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Cohesion	*Connect ideas across a whole text through . . .⇒*	some formulaic cohesive devices	**a growing number of** cohesive devices	an **expanding** number of cohesive devices	a **flexible number** of cohesive devices	**a variety of** cohesive devices used in **genre- and discipline-specific way**	a **wide** variety of cohesive devices used in genre- and discipline-specific ways
Density	*Elaborate or condense ideas through . . .⇒*	some types of elaboration	**a growing number of** types of elaboration	a **variety** of types of elaboration	a **wide** variety of types of elaboration	a **flexible range of** types of elaboration **and some ways to condense ideas**	**a growing number of** ways **throughout a text**
Grammatical Complexity	*Extend or enhance meanings through . . .⇒*	simple sentences	**sentences with emerging use of clauses**	simple **or compound sentences with familiar ways of combining clauses**	compound sentences **with frequently used** ways of combining clauses	compound **and complex** sentences **with a variety of ways** of combining clauses **characteristic of the genre and content areas**	a **wide** variety of sentence types **with increasingly complex clause relationships addressing genre, audience, and content area**
Precision	*Create precise meanings through everyday, cross-disciplinary, and technical language with. . .⇒*	a small repertoire of words and phrases with developing precision	a **growing** repertoire of words and phrases **with growing** precision	an **expanding** repertoire of words and phrases **including idioms and collocations** with **expanding** precision	a **flexible** repertoire of words and phrases **such as adverbials of time, manner, and place; verb types; and abstract nouns** with **consistent** precision	**a variety of** words and phrases, **including evaluation and obligation,** with precision	a **wide** variety of words and phrases with precision **according to the genre, purpose and discipline**

Table G-11. Grades 9–12 Interpretive Proficiency Level Descriptors

PLD.9–12.INT. Interpretive. Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will:

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Organization	*Understand how coherent texts are created…*⇒	to meet a purpose in a series of topic-related connected sentences	to meet a purpose **through generic organization**	to meet a purpose through **specific** organization	to meet a purpose through organizational patterns **characteristic of the genre that link ideas, events, and reasons across text**	to meet a purpose **reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways**	According to **authors' strategic use of generic structure for particular effects and for a variety of audiences**
Cohesion	*Understand how ideas are connected across a whole text through…*⇒	multiple cohesive devices	**a variety of** cohesive devices **that connect larger meaningful chunks of text**	a **wide** variety of cohesive devices that connect ideas throughout a text	cohesive devices **and common strategies** that connect ideas throughout a text	**various types of** cohesive devices and strategies that connect ideas throughout a text	**authors' strategic and creative ways** to connect **units of meaning** through out a **whole** text
Density	*Understand how ideas are elaborated or condensed through . . .*⇒	expanded noun groups with prepositional phrases	expanded noun groups with **embedded** clauses	expanded noun groups with a **variety of** embedded clauses	expanded noun groups with embedded clauses **and compacted noun groups**	**a variety of** noun groups **expanded with pre- and post- modifiers**	**authors' strategic use of** noun groups **and nominalization to develop ideas characteristic of various genres and content areas**

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Grammatical Complexity	*Understand how meanings are extended or enhanced through…*⇒	multiple related simple sentences	simple **or compound** sentences **with familiar ways of combining clauses**	compound sentences **with frequently used** ways of combining clauses	compound and complex sentences with a **variety** of ways of combining clauses **addressing genre, audience, and content area**	**a wide variety of sentence types that show various increasingly complex relationships addressing genre, audience, and content area**	**authors' strategic use of sentences that combine clauses reflecting** increasingly complex relationships addressing genre, audience, and content area **with awareness of how various sentences create different effects**
Precision	*Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through…*⇒	a growing number of words and phrases in a variety of contexts	an **expanding** number of words and phrases **including idioms and collocations**	a **variety** of words and phrases **such as adverbials of time, manner, and place; verb types; and abstract nouns**	a **wide** variety of words, phrases, **and expressions with multiple meanings across content areas**	**strategic use of various** words, phrases, and expressions **with shades of meaning** across content areas	**authors' flexible and strategic** use of words and phrases **across a variety of contexts** and content areas

Table G-12. **Grades 9–12 Expressive Proficiency Level Descriptors**

PLD.9–12.EXP. Expressive. Expressive Communication Mode (Speaking, Writing, and Representing). Toward the end of each proficiency level, when scaffolded appropriately, multilingual learners will:

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Organization	*Create coherent texts using . . .*⇒	short text that conveys intended purpose using predictable organization	**expanding** text that conveys intended purpose using **generic** organization **with some paragraph openers**	**text** that conveys intended purpose using **genre-specific** organizational patterns with **a variety of** paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with **strategic ways of signaling relationships between paragraphs and throughout a text**	text that conveys intended purpose using genre-specific organizational patterns **with a wide range of ways** to signal relationships **throughout** the text	**elaborated** text that conveys authors' intended **and strategic** purpose, **including flexibility in combining multiple genres for a variety of audiences and effects**
Cohesion	*Connect ideas across a whole text through . . .*⇒	a growing number of cohesive devices	an **expanding** number of cohesive devices	a **flexible** number of cohesive devices	a **variety of** cohesive devices **used in genre- and discipline-specific ways**	a **wide** variety of cohesive devices used in genre- and discipline-specific ways	a **flexible and strategic use of** cohesive devices
Density	*Elaborate or condense ideas through . . .* ⇒	some types of elaboration	**an expanding number of** types of elaboration	a **variety of** types of elaboration	a **wide** variety of types of elaboration **and some ways to condense ideas that includes embedded clauses and condensed noun groups through nominalization**	a **growing** number of flexible ways (expanded noun groups, clauses, nominalization)	**multiple and strategic use of language features**

Criteria of Language	Criteria Definition	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
Grammatical Complexity	*Extend or enhance meanings through . . .⇒*	simple sentences with emerging use of clauses	simple **or compound** sentences **with familiar ways of combining clauses with some coordinating conjunctions**	compound sentences with **frequently used** ways of combining clauses **that use a broad range of techniques to connect ideas**	compound **and complex** sentences with a variety of ways of combining clauses **characteristic of the genre and content area**	**a wide variety of** sentence types **that show complex clause relationships** addressing genre, **audience**, and content area	**strategic use of multiple techniques and strategies for** creating **increasingly** complex clause relationships that address genre, audience, and content area
Precision	*Create precise meanings through everyday, cross-disciplinary, and technical language with . . .⇒*	a growing repertoire of words and phrases with growing precision	an **expanding** repertoire of words and phrases **such as idioms and collocations** with **expanding** precision	a **flexible** repertoire of words and phrases **such as adverbials of time, manner, and place; verb types; and abstract nouns** with **consistent** precision	a **variety** of words and phrases, **including evaluation and obligation,** with precision	a **wide** variety of words and phrases with precision **according to the genre, purpose, and discipline**	**flexible and strategic use of various** words and phrases according to the genre, purpose, and discipline