North Carolina English Language Development (ELD) Standard Course of Study

On March 4, 2021, the State Board of Education unanimously approved the 2020 Edition of the WIDA English Language Development (ELD) Standards as the North Carolina ELD Standard Course of Study (NC ELD SCOS) for implementation in the 2022-2023 school year. The NC ELD Standard Course of Study reflects that Multilingual Learners are best served when they learn content and language together in linguistically and culturally sustaining ways (WIDA 2020).

The NC ELD standards serve as the framework that guides each Public School Unit (PSU) in the development of the curriculum and instruction of their Multilingual Learners. These standards are not intended to be curriculum, nor do they indicate the whole of the curriculum to be written by a PSU. The ELD standards, together with cross-disciplinary academic content standards and disciplinary practices, define the language Multilingual Learners need as they move toward college, career, and civic readiness. Use of the NC ELD standards should be complemented by a well-developed, content-rich curriculum, and effective pedagogical approaches within an equitable educational program for Multilingual Learners (WIDA 2020).

The NC ELD SCOS is anchored by four *Big Ideas* that are interwoven throughout the standards. Like the Can-Do Philosophy, the *Big Ideas* support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to Multilingual Learners' strengths and needs (WIDA 2020). The four *Big Ideas* are: 1) Equity of Opportunity and Access; 2) Integration of Content and Language; 3) Collaboration Among Stakeholders; and 4) Functional Approach to Language Development.

Equity of Opportunity and Access
Multilingual Learners come from a wide range of cultural, linguistic, educational, and socioeconomic backgrounds and have many physical, social, emotional, experiential, and/or cognitive differences. All bring assets, potential, and resources to schools that educators must leverage to increase equity in standards-based systems. The NC ELD Standard Course of Study upholds the goal of increasing equity for Multilingual Learners by providing common and visible language expectations in relation to grade-level

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academic content. These expectations also serve to increase coherence of policy and practice around the education of Multilingual Learners at federal, state, and local levels (WIDA 2020).

Integration of Content and Language

The NC ELD Standard Course of Study represents the integration of content and language by illustrating explicit and specific content–language connections. Multilingual Learners develop content and language concurrently, with academic content as a context for language learning and language as a means for learning academic content. The NC ELD Standard Course of Study introduces ways of looking at the integration of content and language, for example, through Key Language Uses, Language Expectations, and Correspondence Tables for Content and Language Standards (WIDA 2020). The integration of content and language for Multilingual Learners promotes understanding the connections between content and language, making meaning within and across content areas, interaction of students with each other in challenging content activities, and coordination of design and delivery of curriculum, instruction, and assessment.

Collaboration Among Stakeholders

Districts and schools are complex educational systems with collaboration extending across stakeholders from classrooms, to schools, districts, and the families and communities of students. Stakeholders have different areas of expertise and are often responsible for different aspects of educational planning and delivery; however, collectively they are responsible for the success of Multilingual Learners. Communication and collaboration between ESL teachers and other educators-- including general education teachers, EC specialists, and AIG specialists-- is vital to the success of Multilingual Learners. Although different classrooms may have different instructional foci, all classrooms with Multilingual Learners must incorporate content and language development. Content teachers bring expertise in their discipline, while language teachers bring expertise in language development. Each teacher can contribute to deliver coordinated educational experiences for Multilingual Learners according to their own qualifications and areas of expertise. With sustained collaboration, language teachers expand their understanding of different content areas, and content teachers develop insights into and respond to the language development needs of Multilingual Learners (WIDA 2020).

Functional Approach to Language Development

The ELD Standard Course of Study illustrates how particular linguistic tools achieve certain purposes. Individuals make choices with language to organize their ideas in particular ways, to convey the relationships among these ideas, and about what types of words are most effective for our message. The explicit teaching of how language works can help Multilingual Learners expand what they can do with language. The result is that students become increasingly aware and strategic in their use of language to negotiate meaning and achieve their purposes in various contexts (WIDA 2020).

NC ELD Standard Course of Study Framework

The NC ELD Standard Course of Study consists of four components that are the building blocks of language development and range from broad to narrow in scope. The four components work together to make a comprehensive picture of language development:

The Five ELD Standards Statements provide the broadest conceptual framing and illustrate the integration of content and language. The standards statements show language use in the service of learning—in other words, language for thinking and doing. They address the language of schooling. ELD Standard 1: Language for Social and Instructional Purposes, is broader in scope and applicability than the other four ELD Standards Statements that are associated with discipline-specific learning. ELD Standard 1 applies across a range of educational settings and works both independently from and in conjunction with ELD Standards 2-5 (WIDA 2020).

The Key Language Uses describe prominent ways that language is used in school, across all disciplines. When educators make choices about how to integrate content and language, the Key Language Uses can help provide focus and coherence (WIDA 2020). Key Language Uses share some common aspects across disciplines, and yet each discipline also has unique ways of applying each. Below are brief definitions for each Key Language Use:

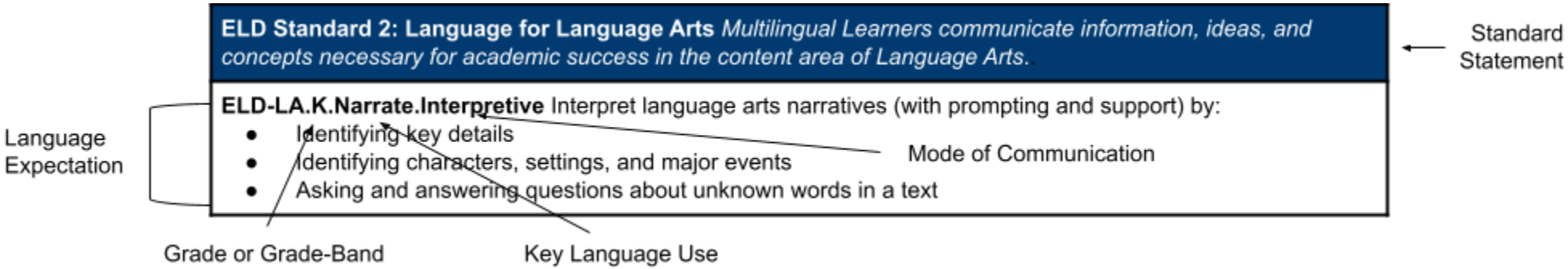
- **Narrate** highlights language to convey real or imaginary experiences through stories and histories. Narratives serve many purposes, including to instruct, entertain, teach, or support argumentation.
- **Inform** highlights language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.
- **Explain** highlights language to give an account for how things work or why things happen. As students explain, they substantiate the inner workings of natural, man-made, and social phenomena.
- **Argue** highlights language to justify claims using evidence and reasoning. Arguments 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 Language Expectations set goals for content-driven language learning. They add specificity to the ELD Standards Statements and Key Language Uses and make visible the language associated with the content areas (WIDA 2020). In the Language Expectations, the four individual language domains (listening, speaking, reading, and writing) are consolidated into two more inclusive modes of communication: interpretive and expressive.

- **The interpretive communication mode** encompasses listening, reading, and viewing
- **The expressive communication mode** encompasses speaking, writing, and representing

The Proficiency Level Descriptors (PLDs) describe a continuum of language development for activities that target Language Expectations. They provide a detailed articulation of how students might develop language across the six levels of English language proficiency (WIDA 2020).

The figures below show the four components of the NC ELD Standard Course of Study.



Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	End of Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around topics (*my family)* with words, pictures, phrases or chunks of language	around topics (*all about me)* with repetition, rhyming, and common language patterns	around topics (*all about me)* with repetition, rhyming, and other language patterns with short sentences	To meet a purpose (to inform, narrative, entertain) through multiple related sentences	To meet a purpose in a series of extended sentences	To meet a purpose in a short text

Proficiency Level

Descriptors

Kindergarten

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As kindergartners develop in social–emotional ways, they are also beginning to learn academic concepts through language and other multimodal means of communication. The physical, hands-on world of kindergartners fosters their language development. Make-believe, singing, dancing, and playing games create natural connections between school and home, where, bolstered by their families, Multilingual Learners interact in multiple languages and draw on their cultures and experiences to express feelings, tell stories, and enter the world of print. In this section you can find detailed, grade-level specific information about the NC ELD Standard Course of Study. The NC ELD Standards Statements are the same from kindergarten through grade 12 (WIDA 2020).

ELD Standard 1: Social and Instructional Language *Multilingual Learners communicate for Social and Instructional purposes within the school setting.*

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

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior
- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain

- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue

- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD Standard 2: Language for Language Arts *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts*.

ELD-LA.K.Narrate.Interpretive Interpret language arts narratives (with prompting and support) by:

- Identifying key details
- Identifying characters, settings, and major events
- Asking and answering questions about unknown words in a text

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

- Orient audience to story
- Describe story events

ELD-LA.K.Inform.Interpretive Interpret informational texts in language arts (with prompting and support) by:

- Identifying main topic and key details
- Asking and answering questions about descriptions of familiar attributes and characteristics
- Identifying word choices in relation to topic or content area

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

- Introduce topic for audience
- Describe details and facts

ELD Standard 3: Language for Mathematics *Multilingual Learners communicate information, ideas, and concepts necessary for*

academic success in the content area of Mathematics.
ELD-MA.K.Inform.Interpretive Interpret mathematical informational texts (with prompting and support) by: ● Identifying concept or object ● Describing quantities and attributes
ELD-MA.K.Inform.Expressive Construct mathematical informational texts (with prompting and support) that: ● Define or classify concept or entity ● Describe a concept or entity ● Compare/contrast concepts or entities
ELD Standard 4: Language for Science *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.*
ELD-SC.K.Inform.Interpretive Interpret scientific informational texts by: ● Determining what text is about ● Defining or classifying a concept or entity
ELD-SC.K.Inform.Expressive Construct scientific informational texts that: ● Introduce others to a topic or entity ● Provide details about an entity
ELD-SC.K.Explain.Interpretive Interpret scientific explanations by: ● Defining investigable questions or simple design problems based on observations and data about a phenomenon ● Using information from observations to find patterns and to explain how or why a phenomenon occurs
ELD-SC.K.Explain.Expressive Construct scientific explanations that: ● Describe information from observations about a phenomenon ● Relate how a series of events causes something to happen ● Compare multiple solutions to a problem
ELD Standard 5: Language for Social Studies *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.*
ELD-SS.K.Inform.Interpretive Interpret informational texts in social studies by: ● Determining topic associated with a compelling or supporting question

• Defining attributes and characteristics in relevant information
ELD-SS.K.Inform.Expressive Construct informational texts in social studies that: • Introduce topic associated with a compelling or supporting question • Provide a detail about relevant information

Kindergarten Proficiency Level Descriptors (PLDs) for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, Multilingual Learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around topics (*my family)* with words, pictures, phrases or chunks of language	around topics (*all about me)* with repetition, rhyming, and common language patterns	around topics (*all about me)* with repetition, rhyming, and other language patterns with short sentences	to meet a purpose (to inform, narrative, entertain) through multiple related sentences	to meet a purpose in a series of extended sentences	to meet a purpose in a short text
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	patterned language with repetitive words	patterned language with repetitive words and phrases (*This is a duck. The duck says quack, quack. This is a goat.*)	repetitive words and phrases across a text (*Brown bear, brown bear, what do you see?*)	some frequently used cohesive devices (demonstratives: *this, these, that, those*)	a few different types of cohesive devices (repetition, pronoun, referencing, etc.*)*	multiple types of cohesive devices (synonyms, antonyms, repetition)

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DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	labels with single nouns (*ball, car*)	frequently used single noun groups (*my toys, my car, your ball?*)	frequently used multi-word noun groups (*my favorite book*)	multi-word noun groups with connectors (*a shiny truck and a red ball*)	expanded noun groups with classifiers (*the read fire truck)*	expanded noun groups with prepositional phrases (*The red fire truck in the station*)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	words, pictures, and phrases (*Anna's chair*)	words, pictures, phrases, and chunks of language (*ran to her room*)	chunks of language (*sat in her chair, jumps on her bed*)	simple sentences (*She picked it up.*)	related simple sentences (*She picked it up. She carried it to her room.*)	multiple related simple sentences (*She picked it up. She carried it to her room. She opened it up.*)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a few words and phrases in familiar contexts and topics (*map, desk, hello*)	repeated words and phrases in familiar contexts and topics (*sound it out, think first)*	frequently used words and phrases in familiar contexts (*time to clean up*)	situation-specific words and phrases (*What sounds do we hear?)*	an increasing number of words and phrases (*We need four different colors to make a pattern.*)	a growing number of words and phrases in a variety of contexts (*special visitor, school assembly*)

Kindergarten Proficiency Level Descriptors (PLDs) for the Expressive Communication Mode (Speaking, Writing, and Representing)

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Toward the end of each proficiency level, when scaffolded appropriately, Multilingual Learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose (*and, then*)	short sentences that convey an intended purpose with emerging organizational patterns	sentences linked together to convey an intended purpose (inform: *The parrot eats nuts and seeds.*)	text that conveys an intended purpose with emerging organizational patterns (*first, and then, also, next*)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	single words and phrases related to topic (*water, leaf*)	an emerging use of cohesive devices (repetition: *water, water, the water*)	a few frequently used cohesive devices (repetition: *this leaf is red, this leaf is yellow*)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration	simple elaboration	simple types of elaboration	a few types of elaboration	some types of elaboration	a growing number of types

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	(single words)	(familiar single nouns)	(newly learned single nouns)	(adding a familiar adjective to describe a noun)	(adding a newly learned adjective to a noun)	of elaboration (adding articles or demonstratives to a noun: *the or these clouds*)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, and phrases (*cats and dogs*)	words, pictures, phrases and chunks of language (*cats meow and dogs bark*)	sentence fragments (*cats and dogs*)	sentence fragments and emerging use of simple sentences *(Dogs sleep, Dogs bark.*)	simple sentences (*Cats like to climb. Dogs like to run.*)	sentences with emerging use of clauses (*My cat sleeps all day. My dog runs all the time. They are my pets.*)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	frequently reoccurring words and phrases (*Good Morning, let's play*)	emerging use of words and phrases with attempted precision (*Today is Friday, September 15.*)	few frequently used words and phrases with emerging precision (*lunch time, morning meeting*)	some frequently used words and phrases with some precision *(my pattern is red, blue, red, blue)*	a small repertoire of words and phrases with developing precision (beautiful butterfly, repeating pattern)	a growing repertoire of words and phrases with growing precision (*green and yellow stripes*)

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First grade can mean big changes for children in the way they think about and interact with peers and their surroundings. In general, these young learners tend to ask and answer questions about the world, themselves, and texts in multimodal ways (for example, oral, visual, or written). Social and thinking skills develop rapidly as first graders actively explore their environment and look for answers in increasingly logical ways. They start to combine spoken language with some reading and writing, and make connections among ideas, illustrations, and words. In first grade, educators and families may easily connect school to home by encouraging Multilingual Learners to share observations about the world in multiple languages. In this section you can find detailed, grade-level specific information about the NC ELD Standard Course of Study. The NC ELD Standards Statements are the same from kindergarten through grade 12 (WIDA 2020).

ELD Standard 1: Social and Instructional Language *Multilingual Learners communicate for Social and Instructional purposes within the school setting.* Given its broad scope and applicability, Language Expectations and Language Functions for Standard 1 (Language for Social and Instructional Purposes) are presented in two wide-ranging spans, the first for grades K-3 and the second for grades 4-12. These are logical divisions between early childhood education and upper elementary years and beyond. Language Expectations and Functions for Standard 1 can be readily interwoven or paired with those in Standards 2-5 (Language for Language Arts, Mathematics, Science, and Social Studies). The pairing of Standard 1 with Standards 2-5 reminds us that students communicate as part of disciplinary learning, but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships.
ELD-SI.K-3.Narrate ● Share ideas about one's own and others' lived experiences and previous learning ● Connect stories with images and representations to add meaning ● Ask questions about what others have shared ● Recount and restate ideas ● Discuss how stories might end or next steps
ELD-SI.K-3.Inform ● Define and classify objects or concepts ● Describe characteristics, patterns, or behavior ● Describe parts and wholes ● Sort, clarify, and summarize ideas

- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain
- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue
- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD Standard 2: Language for Language Arts *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts.*.

ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by:
- Identifying a central message from key details
- Identifying how character attributes and actions contribute to an event
- Identifying words and phrases that suggest feelings or appeal to the senses

ELD-LA.1.Narrate.Expressive Construct language arts narratives that:
- Orient audience to story
- Develop story events
- Engage and adjust for audience

ELD-LA.1.Inform.Interpretive Interpret informational texts in language arts by:
- Identifying main topic and/or entity and key details
- Asking and answering questions about descriptions of attributes and characteristics
- Identifying word choices in relation to topic or content area

ELD-LA.1.Inform.Expressive Construct informational texts in language arts that:
- Introduce and define topic and/or entity for audience

• Describe attributes and characteristics with facts, definitions, and relevant details
ELD Standard 3: Language for Mathematics *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.*
ELD-MA.1.Inform.Interpretive Interpret mathematical informational texts by: • Identifying concept or entity • Describing attributes and characteristics
ELD-MA.1.Inform.Expressive Construct mathematical informational texts that: • Define or classify concept or entity • Describe a concept or entity • Compare/contrast concepts or entities
ELD Standard 4: Language for Science *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.*
ELD-SC.1.Inform.Interpretive Interpret scientific informational texts by: • Determining what text is about • Defining or classifying concept or entity
ELD-SC.1.Inform.Expressive Construct scientific informational texts that: • Introduce others to topic or entity • Define, describe, and classify concept, topic, or entity • Summarize observations or factual information
ELD-SC.1.Explain.Interpretive Interpret scientific explanations by: • Defining investigable questions or simple design problems based on observations and data about a phenomenon • Analyzing several events and observations to help explain how or why a phenomenon occurs • Identifying information from observations (that supports particular points in explanations)
ELD-SC.1.Explain.Expressive Construct scientific explanations that: • Describe observations and/or data about a phenomenon • Relate how a series of events causes something to happen • Compare multiple solutions to a problem

ELD Standard 5: Language for Social Studies *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.*
ELD-SS.1.Inform.Interpretive Interpret informational texts in social studies by: ● Determining topic associated with compelling or supporting questions ● Defining and classifying attributes, characteristics, and qualities in relevant information
ELD-SS.1.Inform.Expressive Construct informational texts in social studies that: ● Introduce topic associated with compelling or supporting questions ● Provide details about disciplinary ideas
ELD-SS.1.Argue.Interpretive Interpret social studies arguments by: ● Identifying topic ● Analyzing evidence gathered from source ● Evaluating source based on distinctions between fact and opinion
ELD-SS.1.Argue.Expressive Construct social studies arguments that: ● Introduce topic ● Select relevant information to support claim with evidence ● Show relationship between claim, evidence and reasoning

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

Toward the end of each proficiency level, when scaffolded appropriately, Multilingual Learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around topics (*all about pandas*) with repetition,	around topics with short sentences	around topics (*habitat, diet, behavior*) through multiple	to meet a purpose in a series of extended	to meet a purpose in a short text (to inform,	to meet a purpose through generic (no genre-specific)

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	rhyming, and common language patterns		related simple sentences	sentences	narrative, entertain)	organizational patterns in text (*beginning, middle, en*d)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	patterned language with repetitive words, phrases, and sentences	repetitive chunks of meaning across a text (*Brown bear, brown bear, what do you see?*)	some frequently used cohesive devices (demonstratives: *these, those, that this*)	a few different types of cohesive devices (repetition, pronoun, referencing, etc.)	multiple types of cohesive devices (synonyms, antonyms: *we are all alike. We are all different.*)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass: *animals like dogs, cats, and tigers*)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	frequently used single word noun groups (*dinosaurs*)	frequently used multi-word noun groups (*big tall dinosaurs*)	multi-word noun groups with connectors (*a big and hungry dinosaur*)	expanded noun groups with classifiers (*the biggest meat-eating dinosaurs*)	expanded noun groups with prepositional phrases (*the meat-eating dinosaurs in the jungle*)	expanded noun groups with embedded clauses (*the biggest meat-eating dinosaurs who lived at that time*)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	words, pictures, phrases, and chunks of language (*turtle*	chunks of language (*turtles swimming*)	simple sentences (*Turtles swim in the ocean.*)	related simple sentences (*Turtles are reptiles. They*	multiple related simple sentences (T*here are many*	simple and compound sentences with familiar ways of

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	eggs)			*like warm water.*)	*types of turtles. Some live in the ocean. Other turtles live in lakes and rivers.*)	combining clauses (using coordinating conjunctions: *Some turtles eat only sea grasses, but others eat shrimp, crabs, and small fish.*)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	repeated words and phrases in familiar contexts and topics (*classroom helpers*)	frequently used words and phrases in familiar contexts and topics (*Would you like to share...?*)	situation-specific words and phrases (*Plant the seeds in this pot.*)	*an increasing number of words and phrases (Tell me about your picture on the left.)*	a growing number of words and phrases in a variety of contexts (*How many red triangles are there?*)	an expanding number of words and phrases, including idioms and collocations (*plus and minus*)

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

Toward the end of each proficiency level, when scaffolded appropriately, Multilingual Learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words, phrases, or chunks of language to represent ideas	phrases or short sentences to represent ideas with an intended purpose (to describe, narrate, share opinion)	short sentences linked together to convey an intended purpose	sentences that convey an intended purpose with an emerging organizational pattern (*one day, first, last, I think, etc.*)	short texts that convey an intended purpose using basic connectors (*first, and then, next*)	text that conveys an intended purpose (retelling an experience) using generic (beginning, middle, end or sequencing) organizational patterns
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	Patterned language with repetitive phrases and sentences (*The big, hungry bear...*)	few frequently used cohesive devices (repetition: *The tiger… The tiger...*)	some frequently used cohesive devices (simple pronouns: *it, they, she, he*)	some formulaic cohesive devices (pronoun referencing: *my ball, her brother, they gave it to us, etc.*)	a growing number of cohesive devices (emerging use of articles to refer to the same word, substitution/ omission: *that*	an expanding number of cohesive devices to connect larger bundles of meaning (class/ subclass: *wild animals like lions, bears,*

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					one, so did I)	*tigers*)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	limited elaboration (single words)	simple elaboration (familiar single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: *those big fluffy white clouds*)	a variety of types of elaboration (adding in a variety of adjectives)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	words, pictures, phrases, and chunks of language (*flowers and trees*)	sentence fragments (*grow taller*)	sentence fragments and emerging use of simple sentences (*had no water so died)*	simple sentences (*Plants need water. They need sun.*)	sentences with emerging use of clauses (*Plants need water but... They need sun. Those ones died*.)	simple and compound sentences (with some coordinating conjunctions: *Our plants died and those ones did too.*)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	emerging use of words and phrases with	few frequently used words and phrases with	some frequently used words and phrases with	a small repertoire of words and	a growing repertoire of words and	an expanding repertoire of words and

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	attempted precision (*over there, line up in a row*)	emerging precision (*lunch time, clean up my desk*)	some precision (*have a nice day, I'm finished*)	phrases with developing precision (*best friend, the red ball*)	phrases with growing precision (*preschool friends, math time, after lunch*)	phrases including idioms and collocations, with expanding precision (*do homework, saving time*)

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Grades 2-3

Second and third graders continue to make leaps in the ways they use language and think about themselves, their peers, and the world. These students are becoming more coordinated physically, and their problem-solving skills continue to sprout. These young learners reason and use logic to make more in-depth connections, discover causes and effects of phenomena or events, do more complex math, and experiment with how they express themselves through speech, writing, and multimodal means of communication (for example, through gestures, facial expressions, drawings, charts, and technology). Children this age tend to enjoy being part of groups and teams and are generally eager to fit in. As students in this age group are developmentally ready to start understanding various perspectives, this is an opportune time to highlight various cultures and languages in the classroom. In this section you can find detailed, grade-level specific information about the NC ELD Standard Course of Study. The NC ELD Standards Statements are the same from kindergarten through grade 12 (WIDA 2020).

ELD Standard 1: Social and Instructional Language *Multilingual Learners communicate for Social and Instructional purposes within the school setting.*

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

ELD-SI.K-3.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Ask questions about what others have shared
- Recount and restate ideas
- Discuss how stories might end or next steps

ELD-SI.K-3.Inform

- Define and classify objects or concepts
- Describe characteristics, patterns, or behavior

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- Describe parts and wholes
- Sort, clarify, and summarize ideas
- Summarize information from interaction with others and from learning experiences

ELD-SI.K-3.Explain
- Share initial thinking with others
- Follow and describe cycles in diagrams, steps in procedures, or causes and effects
- Compare and contrast objects or concepts
- Offer ideas and suggestions
- Act on feedback to revise understandings of how or why something works

ELD-SI.K-3.Argue
- Ask questions about others' opinions
- Support own opinions with reasons
- Clarify and elaborate ideas based on feedback
- Defend change in one's own thinking
- Revise one's own opinions based on new information

ELD Standard 2: Language for Language Arts *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts*..

ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by:
- Identifying a central message from key details
- Identifying how character attributes and actions contribute to event sequences
- Determining the meaning of words and phrases as they are used in texts, distinguishing literal from nonliteral language

ELD-LA.2-3.Narrate.Expressive Construct language arts narratives that:
- Orient audience to context
- Develop story with time and event sequences, complication, resolution, or ending
- Engage and adjust for audience

ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by:
- Identifying the main idea and key details
- Referring explicitly to descriptions for themes and relationships among meanings
- Describing relationship between a series of events, ideas or concepts, or procedural steps

ELD-LA.2-3.Inform.Expressive Construct informational texts in language arts that:

- Introduce and define topic and/or entity for audience
- Add details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD Standard 3: Language for Mathematics *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.*

ELD-MA.2-3.Explain.Interpretive Interpret mathematical explanations by:

- Identifying concept or entity
- Analyzing plan for problem-solving steps
- Evaluating simple pattern or structure

ELD-MA.2-3.Explain.Expressive Construct mathematical explanations that:

- Introduce concept or entity
- Describe solution and steps used to solve problem with others
- State reasoning used to generate solution

ELD-MA.2-3.Argue.Interpretive Interpret mathematics arguments by:

- Identifying conjectures about what might be true
- Distinguishing connections among ideas in justifications
- Extracting mathematical operations and facts from solution strategies to create generalizations

ELD-MA.2-3.Argue.Expressive Construct mathematics arguments that:

- Create conjecture using definitions
- Generalize commonalities across cases
- Justify conclusion steps and strategies in simple patterns
- Identify and respond to others' arguments

ELD Standard 4: Language for Science *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.*

ELD-SC.2-3.Explain.Interpretive Interpret scientific explanations by:

- Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon

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occurs
- Identifying information from observations as well as evidence that supports particular points in explanations

ELD-SC.2-3.Explain.Expressive Construct scientific explanations that:
- Describe observations and/or data about a phenomenon
- Develop a logical sequence between data or evidence and claim
- Compare multiple solutions to a problem considering how well they meet the criteria and constraints of the design solution

ELD-SC.2-3.Argue.Interpretive Interpret scientific arguments by:
- Identifying potential evidence from data, models, and/or information from investigations of phenomena or design solutions
- Analyzing whether evidence is relevant or not
- Distinguishing between evidence and opinions

ELD-SC.2-3.Argue.Expressive Construct scientific arguments that:
- Introduce topic/phenomenon for an issue related to the natural and designed world(s)
- Make a claim supported by relevant evidence
- Establish a neutral tone
- Signal logical relationships among reasoning, evidence, data, and/or a model when making a claim

ELD Standard 5: Language for Social Studies *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.*

ELD-SS.2-3.Explain.Interpretive Interpret social studies explanations by:
- Determining types of sources for answering compelling and supporting questions about phenomena or events
- Analyzing sources for event sequences and/or causes/effects
- Evaluating disciplinary concepts and ideas associated with a compelling or supporting question

ELD-SS.2-3.Explain.Expressive Construct social studies explanations that:
- Introduce phenomena or events
- Describe components, order, causes, or cycles
- Generalize possible reasons for a development or event

ELD-SS.2-3.Argue.Interpretive Interpret social studies arguments by:
- Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective)
- Analyzing relevant information from one or two sources to develop claims in response to compelling questions
- Evaluating source credibility based on distinctions between fact and opinion

ELD-SS.2-3.Argue.Expressive Construct social studies arguments that:

- Introduce topic
- Select relevant information to support claims with evidence from one or more sources
- Show relationships between claim, evidence, and reasoning

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

Toward the end of each proficiency level, when scaffolded appropriately, Multilingual Learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around general topics (continents, shapes, animals) with short sentences	around specific topics (habitats, diet, behavior) with multiple related simple sentences	to meet a purpose (to inform, narrate, argue, or explain) in a series of extended sentences	to meet a purpose in a short text	to meet a purpose through generic (no genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (paragraph openers and topic sentences signaling relationships between paragraphs)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	repetitive chunks of meaning across text (red crayon, yellow	frequently used cohesive devices (demonstratives: *this, that, these, those*)	a few different types of cohesive devices (pronoun	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful	a wide variety of cohesive devices that connect ideas throughout text

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	crayon, blue crayon)		referencing, etc.)		chunks of text (class/subclass: shapes like circles, triangles, and rectangles)	(whole/part, class/subclass, substitution: *The **rectangle** is a big **one**.*) and ellipsis (*There isn't any. [milk]*)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	frequently used multi-word noun groups (*green frogs*)	multi-word noun groups with connectors (*green **and** slimy frogs*)	expanded noun groups with classifiers (*tree frogs and poison frogs*)	expanded noun groups with prepositional phrases (*three little green tree frogs on the log*)	expanded noun groups with embedded clauses (*three little green tree frogs that jumped into the water*)	expanded noun groups with a variety of embedded clauses (*three little green tree frogs with long legs that swam away and didn't come back*)
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	chunks of language (*stick to rocks and coral*)	simple sentences (*They stick to rocks and coral.*)	related simple sentences (*They look like plants. They stick to rocks and coral.*)	multiple related simple sentences (*They are called anemones. They look like plants. They stick to rocks and coral.*)	simple and compound sentences with familiar ways of combining clauses (using coordinating conjunctions: *They are called anemones **and** they look like plants.*)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: *Anemones look like plants **but** they are sea animals.*)

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WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	frequently used words and phrases in familiar contexts and topics (*time to clean up*)	situation-specific words and phrases (*How do we spell that word?*)	an increasing number of words and phrases (*my favorite characters in this story*)	a growing number of words and phrases in a variety of contexts (nonfiction books)	an expanding number of words and phrases, including idioms and collocations (plus and minus)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (in the book about dolphins...)

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

Toward the end of each proficiency level, when scaffolded appropriately, Multilingual Learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	single words and phrases to represent ideas with an intended purpose (to inform, narrate, share opinion)	short sentences linked by topic to convey intended purpose	sentences convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: *Last*	expanding text that conveys intended purpose using generic (not genre- specific) organizational patterns across paragraphs (introduction,	text that conveys intended purpose using genre-specific organizational patterns (opinion and reasons; information and

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				week, When I was five, I think, etc.)	body, conclusion)	details)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	few frequently used cohesive devices (repetition)	some frequently used cohesive devices (demonstratives)	some formulaic cohesive devices (pronoun referencing)	a growing number of cohesive devices (emerging use of articles to refer to the same word)	an expanding number of cohesive devices (given/new, whole/part, class/ subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)
DISCOURSE Density of language	Elaborate or condense ideas through...					
	Simple elaboration (single nouns)	a few types of elaboration (adding a familiar adjective to describe a noun)	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: the or these clouds)	a variety of types of elaboration (adding in a variety of adjectives)	a wide variety of types of elaboration (adding in embedded clauses after the noun (*those storm clouds that we saw yesterday*)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					

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	sentence fragments (*triangles and rectangles*)	sentence fragments and emerging use of simple sentences (*triangle has three sides*)	simple sentences (*A square has 4 right angles.*)	sentences with emerging use of clauses (*We put triangles, then rectangles*)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *We put blue triangles, then we put red triangles.*)	compound and complex sentences with frequently used ways of combining clauses (with a broad range of coordinating conjunctions: *We put blue triangles, then red triangles, but there was no pattern.*)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	few frequently used words and phrases with emerging precision (*Time to eat?*)	some frequently used words and phrases with some precision (*three groups of four equals...*)	a small repertoire of words and phrases with developing precision (*best friend, the red ball*)	a growing repertoire of words and phrases with growing precision *(preschool friends, math time, after lunch)*	an expanding repertoire of words and phrases including idioms and collocations with expanding precision (*hard as a rock*)	flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (*rounding off and finding the mean*)

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Grades 4-5

In the upper elementary grades, students are beginning to think about more abstract ideas, and they are developing the ability to understand different points of view. They are improving their skills to plan and organize their thoughts and actions as they predict, process information, connect causes and effects, distinguish opinions from claims, and formulate claims substantiated with evidence. The oral and written language of fourth and fifth graders is becoming more sophisticated, and Multilingual Learners are increasing their range of numeracy, literacy, and other academic experiences through multiple languages and cultures. Authentic hands-on activities offer opportunities for Multilingual Learners to interact in pairs and small groups to enhance their learning (WIDA 2020).

In this section you can find detailed, grade-level specific information about the NC ELD Standard Course of Study. The NC ELD Standards Statements are the same from kindergarten through grade 12.

ELD Standard 1: Social and Instructional Language *Multilingual Learners communicate for Social and Instructional purposes within the school setting.*

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

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior

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- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain
- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue
- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

ELD Standard 2: Language for Language Arts *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts*..

ELD-LA.4-5.Narrate.Interpretive Interpret language arts narratives by:
- Identifying a theme from details
- Analyzing how character attributes and actions develop across event sequences
- Determining the meaning of words and phrases used in texts, including figurative language, such as metaphors and similes

ELD-LA.4-5.Narrate.Expressive Construct language arts narratives that:
- Orient audience to context
- Develop and describe characters and their relationships
- Develop story with complication and resolution, time and event sequences
- Engage and adjust for audience

ELD-LA.4-5.Inform.Interpretive Interpret informational texts in language arts by:
- Identifying and summarizing main ideas and key details
- Analyzing details and examples for key attributes, qualities, and characteristics
- Evaluating the impact of key word choices in a text

ELD-LA.4-5.Inform.Expressive Construct informational texts in language arts that:

- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision and details to define, describe, compare, and classify topic and/or entity
- Develop coherence and cohesion throughout text

ELD-LA.4-5.Argue.Interpretive Interpret language arts arguments by:

- Identifying main ideas
- Analyzing points of view about the same event or topic
- Evaluating how details, reasons, and evidence support particular points in a text

ELD-LA.4-5.Argue.Expressive Construct language arts arguments that:

- Introduce and develop a topic clearly; state an opinion
- Support opinions with reasons and information
- Use a formal style
- Logically connect opinions to appropriate evidence, facts, and details; offer a concluding statement or section

ELD Standard 3: Language for Mathematics *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.*

ELD-MA.4-5.Explain.Interpretive Interpret mathematical explanations by:

- Identifying concept or entity
- Analyzing problem-solving steps
- Evaluating a pattern or structure that follows a given rule

ELD-MA.4-5.Explain.Expressive Construct mathematical explanations that:

- Introduce concept or entity
- Share solution with others
- Describe data and/or steps to solve problem
- State reasoning used to generate solution

ELD-MA.4-5.Argue.Interpretive Interpret mathematics arguments by:

- Comparing conjectures with patterns, and/or rules
- Distinguishing commonalities and differences among ideas in justifications
- Extracting patterns or rules from solution strategies to create generalizations

ELD-MA.4-5.Argue.Expressive Construct mathematics arguments that:

- Create conjecture using definitions, patterns, and rules
- Generalize commonalities and differences across cases
- Justify conclusions with patterns or rules
- Evaluate others' arguments

ELD Standard 4: Language for Science *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.*

ELD-SC.4-5.Explain.Interpretive Interpret scientific explanations by:

- Defining investigable questions or design problems based on observations, data, and prior knowledge about a phenomenon
- Obtaining and combining evidence and information to help explain how or why a phenomenon occurs
- Identifying evidence that supports particular points in an explanation

ELD-SC.4-5.Explain.Expressive Construct scientific explanations that:

- Describe observations and/or data about a phenomenon
- Establish neutral or objective stance in communicating results
- Develop reasoning to show relationships between evidence and claims
- Summarize and/or compare multiple solutions to a problem based on how well they meet the criteria and constraints of the design solution

ELD-SC.4-5.Argue.Interpretive Interpret scientific arguments by:

- Identifying relevant evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence
- Distinguishing among facts, reasoned judgment based on research findings, and speculation in an explanation

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

- Introduce topic/phenomenon in issues related to the natural and designed world(s)
- Make and define a claim based on evidence, data, and/or model
- Establish a neutral tone or an objective stance
- Signal logical relationships among reasoning, relevant evidence, data, and/or a model when making a claim

ELD Standard 5: Language for Social Studies *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.*

ELD-SS.4-5.Explain.Interpretive Interpret social studies explanations by: ● Determining different opinions in sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for a series of contributing factors or causes ● Evaluating disciplinary concepts and ideas that are open to different interpretations
ELD-SS.4-5.Explain.Expressive Construct social studies explanations that: ● Introduce phenomena or events ● Describe components, order, causes and effects, or cycles using relevant examples and details ● Generalize probable causes and effects of developments or events
ELD-SS.4-5.Argue.Interpretive Interpret social studies arguments by: ● Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective) ● Analyzing relevant information from multiple sources to develop claims in response to compelling questions ● Evaluating point of view and credibility of source, based on distinctions between fact and opinion
ELD-SS.4-5.Argue.Expressive Construct social studies arguments that: ● Introduce topic ● Select relevant information to support claims with evidence from multiple sources ● Establish perspective ● Show relationships between claims with reasons and multiple sources of evidence

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

Toward the end of each proficiency level, when scaffolded appropriately, Multilingual Learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	around specific topics (clean water) with multiple related	to meet a purpose (to inform, argue, explain or	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific)	to meet a purpose through genre-specific organization	to meet a purpose through genre-specific organizational

	simple sentences	narrate) in a series of topic-related extended sentences		organizational patterns in a text (introduction, body, conclusion)	patterns (paragraph openers and topic sentences signaling relationships between paragraphs)	patterns (claim, evidence, reasoning) linking ideas, events, and reasons across a text
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	frequently used cohesive devices (repetition, demonstratives)	a few different types of cohesive devices (pronoun, referencing, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (including class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas through text including substitution and ellipsis	cohesive devices and common strategies that connect ideas throughout text (given/new)
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					
	multi-word noun groups with connectors (*mean and nasty bullies*)	expanded noun groups with classifiers (*mean and nasty fourth grade bullies*)	expanded noun groups with prepositional phrases (*my favorite character in this book*)	expanded noun groups with embedded clauses (*my favorite character who stood up to the bullies*)	expanded noun groups with a variety of embedded clauses (*my favorite character who stood up to the bullies and hardship*)	expanded noun groups with a wide variety embedded clauses and compacted noun groups (nominalization: *she stood up to bullies = her courage*)
SENTENCE	Understand how meanings are extended or enhanced through...					

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Grammatical complexity	simple sentences (*Strong winds blow through the forest.*)	related simple sentences (*Winds blow through the forest. The trees sway and shake.*)	multiple related simple sentences (*Winds blow through the forest. The trees sway and shake. Dead branches fall off to the ground.*)	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: T*he trees sway* ***and*** *shake,* ***and*** *dead branches fall off to the ground.*)	compound sentences with frequently used ways of combining clauses (*Strong winds blow through the forests,* ***but*** *the mighty oaks stand tall and proud.*)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (***When*** *strong winds blow through the forests, the trees sway and shake.*)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	situation-specific words and phrases (*between those two black wires*)	an increasing number of words and phrases (*Over there on the board?*)	a growing number of words and phrases in a variety of contexts (*lightbulb went off, the electric circuit*)	an expanding number of words and phrases including idioms and collocations *(push and pull, quit pulling my leg)*	a variety of words and phrases, such as adverbials of time, manner, and place; verb types; collocations; and abstract nouns (*the invisible force between two magnets*)	a wide variety of words, phrases, and expressions with multiple meanings across content areas (*electric shock versus I'm shocked*)

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

Toward the end of each proficiency level, when scaffolded appropriately, Multilingual Learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	short sentences linked by topic to convey an emerging sense of purpose (to inform, explain, argue, narrate)	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organizational patterns (signaled with some paragraph openers: *first, and then, then*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns across paragraphs (introduction, body, conclusion) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action)	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (*the first reason, the second reason, the evidence is...*)
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some frequently used cohesive devices (repetition, demonstratives)	some formulaic cohesive devices (pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the	an expanding variety of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (substitution, ellipsis, given/new)	a wide variety of cohesive devices used in genre- and discipline-specific ways

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			same word, synonyms, antonyms)			
DISCOURSE Density of language	Elaborate or condense ideas through...					
	a few types of elaboration (adding familiar adjectives to describe nouns: *maple syrup*)	some types of elaboration (adding newly learned or multiple adjectives to nouns (*thick, sweet, sticky maple syrup*)	a growing number of types of elaboration (adding articles or demonstratives to nouns: *the dark syrup*)	a variety of types of elaboration (adding in a variety of adjectives including concrete and abstract nouns: *the long, slow process...*)	a wide variety of types of elaboration (adding in embedded clauses after the noun: *the sap which boiled for six hours...*)	flexible range of types of elaboration that includes embedded clauses and condensed noun groups (elaborating: *a sweet sap that turned into a delicious syrup after hours of boiling and condensing through nominalization: this tedious process*)
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	sentence fragments and emerging use of simple sentences (*the blue one, the read one*)	simple sentences (*The red side pushed away. The blue side stayed.*)	sentences with emerging use of clauses (*The red side blocked the paperclip. The blue side picked it up. They are*	simple or compound sentences with familiar ways of combining clauses (with coordinating	compound and complex sentences with frequently used ways of combining clauses (with	compound and complex sentences characteristic of genre and content area, with a variety of ways

			opposites.)	conjunctions: t*he red side repelled the paperclip, but also it…*)	coordinating conjunctions: *Neither the red one nor the blue one…*)	of combining clauses (with a range of techniques to extend or shorten sentences: *The magnetic force caused the paperclip to lift off the table because the paperclip is metal.*)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	some frequently used words and phrases with some precision (*social studies, government*)	a small repertoire of words and phrases with developing precision (*branches of government, executive power*)	a growing repertoire of words and phrases with growing precision (*the founders, "two if by land..."*)	an expanding repertoire of words and phrases, including idioms and collocations with expanding precision *(the lights are on but nobody's home...)*	a flexible repertoire of words and phrases, such as adverbials of time, manner, and place; verb types; and abstract nouns; with consistent precision (*as a result of the war, forming a new nation*)	a variety of words and phrases, Including evaluation, obligation, idioms, and collocations (*necessary sacrifices, outdated law, fit for a king*)

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Grades 6-8

Middle schoolers are developing a stronger sense of independence, becoming more sophisticated thinkers and problem solvers. As they develop, they can more strategically self-regulate and plan how to use resources (including multiple languages and cultures), make decisions, and take steps to address academic challenges. They can use their thinking more flexibly, separate opinion from fact, substantiate claims with evidence, and recognize perspective and bias. The home–school connection continues to be an important facet of education for middle-schoolers. Their interest in inquiry presents opportunities to explore various cultural points of view. In school and at home, students, families, and educators can discuss world events and issues while capitalizing on the community's collective linguistic and cultural knowledge (WIDA 2020).

In this section you can find detailed, grade-level specific information about the NC ELD Standard Course of Study. The NC ELD Standards Statements are the same from kindergarten through grade 12.

ELD Standard 1: Social and Instructional Language *Multilingual Learners communicate for Social and Instructional purposes within the school setting.*

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

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown

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- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain
- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue
- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

ELD Standard 2: Language for Language Arts *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts*..

ELD-LA.6-8.Narrate.Interpretive Interpret language arts narratives by:
- Identifying a theme or central idea that develops over the course of a text
- Analyzing how character attributes and actions develop in relation to events or dialogue
- Evaluating impact of specific word choices about meaning and tone

ELD-LA.6-8.Narrate.Expressive Construct language arts narratives that:
- Orient audience to context and point of view
- Develop and describe characters and their relationships
- Develop story, including themes with complication and resolution, time, and event sequences
- Engage and adjust for audience

ELD-LA.6-8.Inform.Interpretive Interpret informational texts in language arts by:
- Identifying and/or summarizing main ideas and their relationship to supporting ideas
- Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and

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behaviors
- Evaluating the impact of author's key word choices over the course of a text

ELD-LA.6-8.Inform.Expressive Construct informational texts in language arts that:
- Introduce and define topic and/or entity for audience
- Establish objective or neutral stance
- Add precision, details, and clarity about relevant attributes, qualities, characteristics, activities, and behaviors
- Develop coherence and cohesion throughout text

ELD-LA.6-8.Argue.Interpretive Interpret language arts arguments by:
- Identifying and summarizing central idea distinct from prior knowledge or opinions
- Analyzing how an author acknowledges and responds to conflicting evidence or viewpoints
- Evaluating relevance, sufficiency of evidence, and validity of reasoning that support claim(s)

ELD-LA.6-8.Argue.Expressive Construct language arts arguments that:
- Introduce and develop claim(s) and acknowledge counterclaim(s)
- Support claims with reasons and evidence that are clear, relevant, and credible
- Establish and maintain formal style
- Logically organize claim(s) with clear reasons and relevant evidence; offer a conclusion

ELD Standard 3: Language for Mathematics *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.*

ELD-MA.6-8.Explain.Interpretive Interpret mathematical explanations by:
- Identifying concept or entity
- Analyzing possible ways to represent and solve a problem
- Evaluating model and rationale for underlying relationships in selected problem-solving approach

ELD-MA.6-8.Explain.Expressive Construct mathematical explanations that:
- Introduce concept or entity
- Share solution with others
- Describe data and/or problem-solving strategy
- State reasoning used to generate solution

ELD-MA.6-8.Argue.Interpretive Interpret mathematics arguments by:
- Comparing conjectures with previously established results

- Distinguishing commonalities among strategies used
- Evaluating relationships between evidence and mathematical facts to create generalizations

ELD-MA.6-8.Argue.Expressive Construct mathematics arguments that:
- Create conjecture, using definitions and previously established results
- Generalize logic across cases
- Justify conclusions with evidence and mathematical facts
- Evaluate and critique others' arguments

ELD Standard 4: Language for Science *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.*

ELD-SC.6-8.Explain.Interpretive Interpret scientific explanations by:
- Defining investigable questions or design problems based on observations, information, and/or data about a phenomenon
- Determining central ideas in complex evidence and information to help explain how or why a phenomenon occurs
- Evaluating scientific reasoning that shows why data or evidence adequately supports conclusions

ELD-SC.6-8.Explain.Expressive Construct scientific explanations that:
- Describe valid and reliable evidence from sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to show relationships among independent and dependent variables in models and simple systems
- Summarize patterns in evidence, making trade-offs, revising, and retesting

ELD-SC.6-8.Argue.Interpretive Interpret scientific arguments by:
- Identifying convincing evidence from data, models, and/or information from investigations of phenomena or design solutions
- Comparing reasoning and claims based on evidence from two arguments on the same topic
- Evaluating whether they emphasize similar or different evidence and/or interpretations of facts

ELD-SC.6-8.Argue.Expressive Construct scientific arguments that:
- Introduce and contextualize topic/phenomenon in issues related to the natural and designed world(s)
- Support or refute a claim based on data and evidence
- Establish and maintain a neutral or objective stance
- Signal logical relationships among reasoning, evidence, data, and/or a model when making or defending a claim or counterclaim

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ELD Standard 5: Language for Social Studies *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.*
ELD-SS.6-8.Explain.Interpretive Interpret social studies explanations by: ● Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for logical relationships among contributing factors or causes ● Evaluating experts' points of agreement, along with strengths and weakness of explanations
ELD-SS.6-8.Explain.Expressive Construct social studies explanations that: ● Introduce and contextualize phenomena or events ● Establish perspective for communicating outcomes, consequences, or documentation ● Develop reasoning, sequences with linear and nonlinear relationships, evidence, and details, acknowledging strengths and weaknesses ● Generalize multiple causes and effects of developments or events
ELD-SS.6-8.Argue.Interpretive Interpret social studies arguments by: ● Identifying topic and purpose (argue in favor or against a position, present a balanced interpretation, challenge perspective) ● Analyzing relevant information from multiple sources to support claims ● Evaluating point of view and credibility of source based on relevance and intended use
ELD-SS.6-8.Argue.Expressive Construct social studies arguments that: ● Introduce and contextualize topic ● Select relevant information to support claims with evidence gathered from multiple sources ● Establish perspective ● Show relationships between claims and counterclaims, differences in perspectives, and evidence and reasoning

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

Toward the end of each proficiency level, when scaffolded appropriately, Multilingual Learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Understand how coherent texts (spoken, written, multimodal) are created...					
	to meet a purpose (to inform, narrate, entertain, argue, explain) in a series of topic-related sentences	to meet a purpose in a short, connected text	to meet a purpose through generic (not genre-specific) organizational patterns in texts (introduction, body, conclusion)	to meet a purpose through genre-specific organizational patterns (orientation and explanation sequence)	to meet a purpose through genre-specific organizational patterns (claim, evidence, reasoning) linking ideas, events, and reasons	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (causes and effects, factors and outcomes, events and consequences)
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	a few different types of cohesive devices (repetition, pronoun referencing, demonstratives, etc.)	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout text (whole/part, substitution, ellipsis)	cohesive devices and common strategies that connect ideas throughout text (given/new)	various types of cohesive devices and strategies that connect ideas throughout text

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DISCOURSE **Density of language**	Understand how ideas are elaborated or condensed through...					
	expanded noun groups with classifiers (*crescent moon*)	expanded noun groups with prepositional phrases (*waxing crescent moon in the second half of the month*)	expanded noun groups with embedded clauses (*waxing crescent moon that was growing each day*)	expanded noun groups with a variety of embedded clauses (*predictable and observable moon phases in your particular time zone*)	expanded noun groups with a wide variety of embedded clauses and compacted noun groups (nominalization)	multiple ways of elaborating and condensing text to enrich the meaning and add details characteristic of genres and content areas (*the relative positions of the sun, earth, and moon cause these changes*)
SENTENCE **Grammatical complexity**	Understand how meanings are extended or enhanced through...					
	related simple sentences (*African savannas are full of wildlife.*)	multiple related simple sentences (*African savannas are full of life. Explore Tanzania.*)	simple or compound sentences with familiar ways of combining clauses through (using coordinating conjunctions: *African savannas are unique and they have amazing wildlife.*)	compound sentences with frequently used ways of combining clauses (*A variety of wildlife live in the savanna such as...*)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (***Since** it's an ecosystem, it has a variety of...*)	a wide variety of sentence types that show a variety of increasingly complex relationships (condition, concession, contrast) addressing genre, audience, and content area

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						(*The Black Rhino is at risk of extinction,* ***unless****...*)
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	an increasing number of words and phrases (*don't be late for class*)	a growing number of words and phrases in a variety of contexts (*inside the membrane*)	an expanding number of words and phrases including idioms and collocations (*gravity is bringing me down*)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns *(at the speed of light)*	a wide variety of words, phrases, and expressions with multiple meanings across content areas	strategic use of various words, phrases, and expressions with shades of meaning across content areas (*trembling in the corner, pounding rain, the whisper of dragonfly wings*)

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

Toward the end of each proficiency level, when scaffolded appropriately, Multilingual Learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of	Create coherent texts (spoken, written, multimodal) using...					

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language	sentences that convey intended purpose with emerging organization (topic sentence, supporting details)	short text that conveys intended purpose using predictable organization (signaled with some paragraph openers: *First… Finally, In 1842, this is how volcanoes form*)	expanding text that conveys intended purpose using generic (not genre-specific) organizational patterns (introduction, body, conclusion)	text that conveys intended purpose using genre-specific organizational patterns (statement of position, arguments, call to action) with a variety of paragraph openers	text that conveys intended purpose using genre-specific organizational patterns with strategic ways of signaling relationships between paragraphs and throughout text (*the first reason, the second reason, the evidence...*)	text that conveys intended purpose using genre-specific organizational patterns using a wide range of ways to signal relationships throughout the text
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	some formulaic cohesive devices (repetition, pronoun referencing, etc.)	a growing number of cohesive devices (emerging use of articles to refer to the same word, synonyms, antonyms)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/ omission)	a variety of cohesive devices used in genre- and discipline-specific ways	a wide variety of cohesive devices (substitution, omission, synonyms, antonyms, whole/part, class/subclass) used in genre- and discipline-specific ways
DISCOURSE	Elaborate or condense ideas through...					

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Density of language	some types of elaboration (adding a newly learned adjective to a noun)	a growing number of types of elaboration (adding articles or demonstratives to a noun: the or these clouds)	a variety of types of elaboration (adding classifiers: *cumulus and cumulonimbus clouds*)	a wide variety of types of elaboration (adding in embedded clauses after the noun: *those storm clouds that we saw yesterday*)	a flexible range of types of elaboration and some ways to condense ideas (*scary looking storm clouds that turned dark in a matter of minutes and condensing through nominalization: that storm system*)	multiple types of elaboration and a growing number of ways to condense ideas throughout a text
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences (*The main character is Harry. He is a wizard.*)	sentences with emerging use of clauses (no conjunctions: *The main character is Harry. His friends are... They go to Hogwarts.*)	simple or compound sentences with familiar ways of combining clauses (with some coordinating conjunctions: *He goes to Hogwarts School **and** his friends are...*)	compound sentences with frequently used ways of combining clauses (*They fight the forces of evil, **yet** they can't overcome them.*)	compound and complex sentences with a variety of ways of combining clauses characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: *Harry has a lightning bolt scar **because***	a wide variety of sentence types with increasingly complex Clause relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (*When Harry is close to Voldemort, his*

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					he was attacked ***when****...*)	*scar throbs.*)
WORD, PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					
	a small repertoire of words and phrases with developing precision (*order of operations, on page 12*)	a growing repertoire of words and phrases with growing precision (*kinetic energy, law of motion*)	an expanding repertoire of words and phrases including idioms and collocations with expanding precision (l*ove-hate relationship*)	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision *(fill the beaker to the top line)*	a variety of words and phrases, including evaluation and obligation, with precision (*stupid test, we should figure this out*)	a wide variety of words and phrases with Precision (*weighing 4.4 pounds on Earth, wrong answer*) according to the genre, purpose and discipline

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Grades 9-12

High schoolers are critical thinkers who develop deep understandings, evaluate information and attitudes, make choices, and effect change. Multilingual Learners must have access to meaningful rigorous coursework and programs that maximize language development within and across disciplines. The course of studies that Multilingual Learners choose in high school plays a critical role in their successful transition to college or entrance into satisfying careers. Such coursework, including advanced classes, should be delivered through an asset-based, culturally and linguistically sustaining approach (WIDA 2020).

In this section you can find detailed, grade-level specific information about the NC ELD Standard Course of Study. The NC ELD Standards Statements are the same from kindergarten through grade 12.

ELD Standard 1: Social and Instructional Language *Multilingual Learners communicate for Social and Instructional purposes within the school setting.*

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

ELD-SI.4-12.Narrate

- Share ideas about one's own and others' lived experiences and previous learning
- Connect stories with images and representations to add meaning
- Identify and raise questions about what might be unexplained, missing, or left unsaid
- Recount and restate ideas to sustain and move dialogue forward
- Create closure, recap, and offer next steps

ELD-SI.4-12.Inform

- Define and classify facts and interpretations; determine what is known vs. unknown
- Report on explicit and inferred characteristics, patterns, or behavior
- Describe the parts and wholes of a system
- Sort, clarify, and summarize relationships
- Summarize most important aspects of information

ELD-SI.4-12.Explain
- Generate and convey initial thinking
- Follow and describe cycles and sequences of steps or procedures and their causes and effects
- Compare changing variables, factors, and circumstances
- Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes
- Act on feedback to revise understandings of how or why something is or works in particular ways

ELD-SI.4-12.Argue
- Generate questions about different perspectives
- Support or challenge an opinion, premise, or interpretation
- Clarify and elaborate ideas based on feedback
- Evaluate changes in thinking, identifying trade-offs
- Refine claims and reasoning based on new information or evidence

ELD Standard 2: Language for Language Arts *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Language Arts*..

ELD-LA.9-12.Narrate.Interpretive Interpret language arts narratives by:
- Identifying themes or central ideas that develop over the course of a text
- Analyzing how author choices about character attributes and actions relate to story elements (setting, event sequences, and context)
- Evaluating the impact of specific word choices on meaning, tone, and explicit vs. implicit points of view

ELD-LA.9-12.Narrate.Expressive Construct language arts narratives that:
- Orient audience to context and one or multiple point(s) of view
- Develop and describe characters and their relationships over a progression of experiences or events
- Develop story, advancing the plot and themes with complications and resolutions, time and event sequences
- Engage and adjust for audience

ELD-LA.9-12.Inform.Interpretive Interpret informational texts in language arts by:
- Identifying and/or summarizing central ideas
- Analyzing descriptions and inferences in textual evidence for key attributes, qualities, characteristics, activities, and conceptual relationships
- Evaluating cumulative impact and refinement of author's key word choices over the course of text

ELD-LA.9-12.Inform.Expressive Construct informational texts in language arts that:

- Introduce and define topic and/or entity for audience
- Establish an objective or neutral stance
- Add precision, details, and clarity about complex attributes, qualities, characteristics, activities, and conceptual relationships
- Develop coherence and cohesion throughout text

ELD-LA.9-12.Argue.Interpretive Interpret language arts arguments by:
- Identifying and summarizing central ideas of primary or secondary sources
- Analyzing use of rhetoric and details to advance point of view or purpose
- Evaluating and corroborating relevance and sufficiency of evidence as well as validity of reasoning to support claims

ELD-LA.9-12.Argue.Expressive Construct language arts arguments that:
- Introduce and develop precise claims and address counterclaims
- Support claims and refute counterclaims with valid reasoning and relevant and sufficient evidence
- Establish and maintain a formal style and objective tone
- Logically organize claims, counterclaims, reasons, and evidence; offer a conclusion with recommendations

ELD Standard 3: Language for Mathematics *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics.*

ELD-MA.9-12.Explain.Interpretive Interpret mathematical explanations by:
- Identifying concept or entity
- Analyzing data and owning problem-solving approaches
- Evaluating rationales, models, and/or interpretations based on evidence and mathematical principles

ELD-MA.9-12.Explain.Expressive Construct mathematical explanations that:
- Introduce mathematical concept or entity
- Share solutions with others
- Describe data and/or approach used to solve a problem
- State reasoning used to generate own or alternate solutions

ELD-MA.9-12.Argue.Interpretive Interpret concepts in arguments by:
- Comparing conjectures with previously established results and stated assumptions
- Distinguishing correct from flawed logic
- Evaluating relationships among evidence and mathematical principles to create generalizations

ELD-MA.9-12.Argue.Expressive Construct mathematics arguments that:

- Create precise conjecture, using definitions, previously established results, and stated assumptions
- Generalize logical relationships across cases
- Justify (and refute) conclusions with evidence and mathematical principles
- Evaluate and extend others' arguments

ELD Standard 4: Language for Science *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Science.*

ELD-SC.9-12.Explain.Interpretive Interpret scientific explanations by:
- Defining investigable questions or problems based on observations, information, and/or data about a phenomenon
- Paraphrasing central ideas in complex evidence, concepts, processes, and information to help explain how or why a phenomenon occurs
- Evaluating the extent to which reasoning, theory and/or models link evidence to claims and support conclusions

ELD-SC.9-12.Explain.Expressive Construct scientific explanations that:
- Describe reliable and valid evidence from multiple sources about a phenomenon
- Establish neutral or objective stance in how results are communicated
- Develop reasoning to illustrate and/or predict the relationships between variables in a system or between components of a system
- Summarize and refine solutions referencing scientific knowledge, evidence, criteria, and/or trade-offs

ELD-SC.9-12.Argue.Interpretive Interpret scientific arguments by:
- Identifying appropriate and sufficient evidence from data, models, and/or information from investigations of a phenomenon or design solutions
- Comparing reasoning and claims based on evidence from competing arguments or design solutions
- Evaluating currently accepted explanations, new evidence, limitations (trade-offs), constraints, and ethical issues

ELD-SC.9-12.Argue.Expressive Construct scientific arguments that:
- Introduce and contextualize topic/phenomenon in current scientific or historical episodes in science
- Defend or refute a claim based on data and evidence
- Establish and maintain an appropriate tone and stance (neutral/objective or biased/subjective)
- Signal logical relationships among reasoning, evidence, data, and/or models when making and defending a claim, counterclaim, and/or rebuttal

ELD Standard 5: Language for Social Studies *Multilingual Learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies.*

ELD-SS.9-12.Explain.Interpretive Interpret social studies explanations by: ● Determining multiple types of sources, points of view in sources, and potential uses of sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for logical relationships among contributing factors, causes, or related concepts ● Evaluating experts' points of agreement and disagreement based on their consistency with explanation given its purpose
ELD-SS.9-12.Explain.Expressive Construct social studies explanations that: ● Introduce and contextualize multiple phenomena or events ● Establish perspective for communicating intended and unintended outcomes, consequences, or documentation ● Develop sound reasoning, sequences with linear and nonlinear relationships, evidence, and details with significant and pertinent information, acknowledging strengths and weaknesses ● Generalize experts' points of agreement and disagreement about multiple, complex causes and effects of developments or events
ELD-SS.9-12.Argue.Interpretive Interpret social studies arguments by: ● Identifying topic and purpose (argue in favor of or against a position, present a balanced interpretation, challenge perspective) ● Analyzing relevant information to support and/or revise claims with reliable and valid evidence from multiple sources ● Evaluating credibility, accuracy, and relevancy of source based on expert perspectives
ELD-SS.9-12.Argue.Expressive Construct social studies arguments that: ● Introduce and contextualize topic ● Select relevant information to support precise and knowledgeable claims with evidence from multiple sources ● Establish perspective ● Show relationships between claims and counterclaims, differences in perspectives, evidence, and reasoning

Grades 9-12 Proficiency Level Descriptors (PLDs) for the Interpretive Communication Mode (Listening, Reading, and Viewing)

Toward the end of each proficiency level, when scaffolded appropriately, Multilingual Learners will...

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of	Understand how coherent texts (spoken, written, multimodal) are created...					

language	to meet a purpose (to inform, narrative, entertain) in a series of topic-related connected sentences	to meet a purpose through generic (not genre-specific) organization (introduction, body, conclusion)	to meet a purpose through specific organization (orientation and explanation sequence)	to meet a purpose through organizational patterns characteristic of the genre (claim, evidence, reasoning) that link ideas, events, and reasons across text	to meet a purpose reflective of genre and discipline, linking ideas, events, and reasons in a variety of ways (Causes and effects, factors and outcomes, events and consequences)	according to authors' strategic use of generic structure (combining different genres to meet their social purpose) for particular effects and for a variety of audiences
DISCOURSE Cohesion of language	Understand how ideas are connected across a whole text through...					
	multiple cohesive devices (synonyms, antonyms)	a variety of cohesive devices that connect larger meaningful chunks of text including (class/subclass, whole/part)	a wide variety of cohesive devices that connect ideas throughout a text (whole/part, substitution/omission)	cohesive devices and common strategies that connect ideas thorough a text (Given/new)	various types of cohesive devices and strategies that connect ideas throughout a text	author's strategic and creative ways to connect units of meaning throughout a whole text
DISCOURSE Density of language	Understand how ideas are elaborated or condensed through...					

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	expanded noun groups with prepositional phrases (*the chemical element with the symbol H)*	expanded noun groups with embedded clauses (*chemical element that has these physical properties*)	expanded noun groups with a variety of embedded clauses (*chemical element with the symbol Na and an atomic number 11 that ...*)	expanded noun groups with embedded clauses and compacted noun groups (nominalization)	a variety of noun groups expanded with pre- and post- modifiers (*the chemical element with the symbol H and atomic number 1*)	authors' strategic use of noun groups and nominalization to elaborate and condense ideas characteristic of various genres and content areas
SENTENCE Grammatical complexity	Understand how meanings are extended or enhanced through...					
	multiple related simple sentences (*All people have needs and wants. This is called demand.*)	simple or compound sentences with familiar ways of combining clauses (using coordinating conjunction: *All people have needs and wants **and** it's called demand.*)	compound sentences with frequently used ways of combining clauses (coordinating conjunctions: *All people have needs and wants **but** there are only limited...*)	compound and complex sentences with a variety of ways of combining clauses addressing genre, audience, and content area (***Whenever** there is an increased demand, the prices go up.*)	a wide variety of sentence types that show various increasingly complex relationships (condition, cause, concession, contrast) addressing genre, audience, and content area (***Despite** the obvious problems with scarcity, some people...*)	authors' strategic use of sentences that combine clauses reflecting increasingly complex relationships addressing genre, audience, and content area (*Interest rates are controlled by the Federal Reserve Bank, although some would argue...*) with awareness

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						of how various sentences create different effects
WORD, PHRASE Precision of language	Understand how precise meanings are created through everyday, cross-disciplinary, and technical language through...					
	a growing number of words and phrases in a variety of contexts (*sit tight for the announcements, in this novel*)	an expanding number of words and phrases including idioms and collocations (*to make a long story short*)	a variety of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns (*within seconds*)	a wide variety of words, phrases, and expressions with multiple meanings across content areas *(division of power versus long division)*	strategic use of various words, phrases, and expressions with shades of meaning across content areas (*tumultuous and catastrophic events*)	authors' flexible and strategic use of words and phrases across a variety of contexts and content areas (*stares, hesitates, agonizes and finally...*)

Grades 9-12 Proficiency Level Descriptors (PLDs) for the Expressive Communication Mode (Speaking, Writing, and Representing)

Toward the end of each proficiency level, when scaffolded appropriately, Multilingual Learners will…

Criteria	End of Level 1	End of Level 2	End of Level 3	End of Level 4	End of Level 5	Level 6
DISCOURSE Organization of language	Create coherent texts (spoken, written, multimodal) using...					
	short text that conveys intended purpose using	expanding text that conveys intended purpose using	text that conveys intended purpose using genre-specific	text that conveys intended purpose using	text that conveys intended purpose using	elaborated text that conveys author's indeed and strategic

	predictable organization (paragraph openers: *First…, Finally, In November, Plant cells have*)	generic (not genre-specific) organization (introduction, body, conclusion) with some paragraph openers	organization patterns (statement of position, arguments, call to action) with a variety of paragraph openers	genre-specific organizational patterns (claims and counterclaims or rebuttals) with strategic ways of signaling relationships between paragraphs and throughout a text	genre- specific organizational patterns with a wide range of ways to signal relationships throughout the text	purpose, including flexibility in combining multiple genres for a variety of audiences and effects
DISCOURSE Cohesion of language	Connect ideas across a whole text through...					
	a growing number of cohesive devices (demonstratives, repetition)	an expanding number of cohesive devices (given/new, whole/part, class/subclass)	a flexible number of cohesive devices (ellipsis, substitution/omission)	a variety of cohesive devices used in genre-and discipline-specific ways	a wide variety of cohesive devices used in genre-and discipline-specific ways	a flexible and strategic use of cohesive devices
DISCOURSE Density of language	Elaborate or condense ideas through...					
	some types of elaboration (demonstratives: *these five rules*)	an expanding number of types of elaboration (adding classifiers: *Roman empire*)	a variety of types of elaboration (adding in embedded clauses after the noun: *ancient kingdoms which were buried by ash*)	a wide variety of types of elaboration and some ways to condense ideas that includes embedded clauses and condensed	a flexible range of types of elaboration and a growing number of ways to condense ideas	multiple and strategic use of language features to elaborate and condense ideas

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				noun groups through nominalization		
SENTENCE Grammatical complexity	Extend or enhance meanings through...					
	simple sentences with emerging use of clauses (*Bolivia is in South America. It's a home to...*)	simple or compound sentences with familiar ways of combining clauses with some coordinating conjunctions (*Bolivia is in South America and it's a home to...*)	compound sentences with frequently used ways of combining clauses that use a broad range of techniques to connect ideas (*Democracy was established in the 1980s, **yet**, leaders...*)	compound and complex sentences with a variety of ways of combining clauses in characteristic of the genre and content area (with a range of techniques to extend, or shorten sentences: ***Although** the northern part of...*)	a wide variety of sentence types that show complex Clause relationships (condition, cause, concession, contrast) through addressing genre, audience, and content area (***Despite** the country's suffering...*)	strategic use of multiple techniques and strategies for creating increasingly complex clause relationships that address genre, audience, and content area (***Even though** Spanish is the official language, several indigenous languages are spoken.*)
WORD PHRASE Precision of language	Create precise meanings through everyday, cross-disciplinary, and technical language with...					

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	a growing repertoire of words and phrases with growing precision (*mitosis, symbiotic relationships*)	an expanding repertoire of words and phrases such as idioms and collocations with expanding precision (*miss the boat*)	a flexible repertoire of words and phrases such as adverbials of time, manner, and place; verb types; and abstract nouns with consistent precision (*by exploring cultures, later that day*)	a variety of words and phrases, including evaluation and obligation, with precision *(we shall overcome)*	a wide variety of words and phrases with precision (*the dictator ruled with terror*) according to the genre, purpose, and discipline	flexible and strategic use of various words and phrases (*marveled at the Eiffel Tower*) according to the genre, purpose, and discipline

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Works Cited

WIDA. *WIDA English Language Development Standards Framework, 2020 Edition: Kindergarten–Grade 12*. Board of Regents of the University of Wisconsin System, 2020.

Please direct questions to the NCDPI ESL/Title III Team at ESLTitleIII@dpi.nc.gov.

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