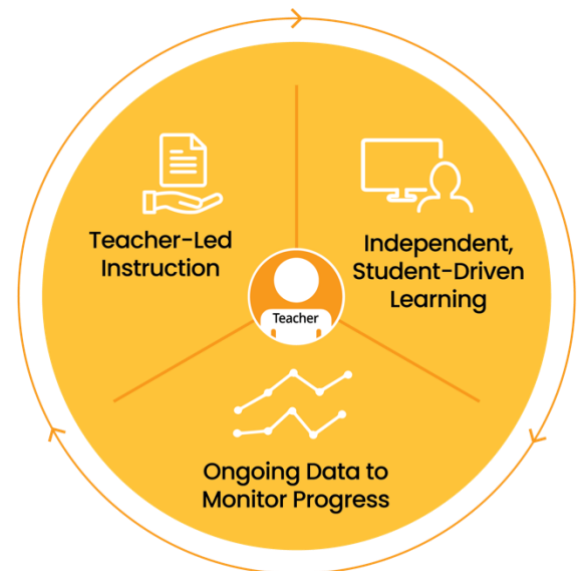


Lexia® English Language Development™

WIDA English Language Standards

Lexia English is an adaptive blended learning speaking and listening program that supports students' English language development through academic conversations. Developed to address the need for educational equity for Emergent Bilinguals, Lexia English offers an engaging, individualized approach that helps improve students' language proficiency. The software is designed to help Emergent Bilingual students in grades K-6 acquire higher language proficiency levels of English. It integrates speaking, listening, and grammar, while emphasizing the language of content in Math, Science, Social Studies, General Knowledge, and Biographies.

Lexia English addresses the English Language Development Standards with a primary focus on speaking and listening, aiming to drive Emergent Bilingual students' language proficiency and long-term academic success. This document illustrates how Lexia English aligns with the WIDA English Language Development Standards (2020 Edition) for Kindergarten through Grade 6 across the six WIDA English language proficiency levels: Entering, Emerging, Developing, Expanding, Bridging, and Reaching. Although there are many examples of alignments to the standards, the last column provides two sample alignments per standard.



Using this Resource

Educators can use this resource to plan instruction and monitor the pacing and introduction of new skills while implementing Lexia English.

Kindergarten: WIDA English Language Standards

Standard 1: Social and Instructional Language: English language learners communicate for social and instructional purposes within the school setting.

Key Language Use/Notation		Aligns	Sample Alignments
N a r r a t e	<p>ELD-SI.K-3.Narrate</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 1, Activity 3</p> <p>Teacher-led Listening Practice: Level 1, Activity 2</p>
I n f o r m	<p>ELD-SI.K-3.Inform</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 1, Activity 4</p> <p>Teacher-led Speaking Practice: Level 2, Activity 2</p>
E x p l a i n	<p>ELD-SI.K-3.Explain</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 3, Activity 4</p> <p>Teacher-led Listening Practice: Level 1, Activity 3</p>

A r g u e	<p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 6, Activity 2</p> <p>Teacher-led Speaking Practice: Level 4, Activity 2</p>
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Standard 2: Language of Language Arts: English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Key Language Use/ Notation	Aligns	Sample Alignments
<p>N a r r a t e</p> <p>ELD-LA.K.Narrate.Interpretive Interpret language arts narratives (with prompting and support) by</p> <ul style="list-style-type: none"> • Identifying key details • Identifying characters, settings, and major events • Asking and answering questions about unknown words in a text 	✓	<p>Online Learning: Level 3, Activity 4</p> <p>Teacher-led Listening Practice: Level 2, Activity 4</p>
<p>ELD-LA.K.Narrate.Expressive Construct language arts narratives (with prompting and support) that</p> <ul style="list-style-type: none"> • Orient audience to story • Describe story events 	✓	<p>Online Learning: Level 4, Activity 4</p> <p>Teacher-led Listening Practice: Level 1, Activity 2</p>
<p>I n f o r m</p> <p>ELD-LA.K.Inform.Interpretive Interpret informational texts in language arts (with prompting and support) by</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 1, Activity 4</p> <p>Teacher-led Listening Practice: Level 2, Activity 1</p>

<p>ELD-LA.K.Inform.Expressive Construct informational texts in language arts (with prompting and support) that</p> <ul style="list-style-type: none"> • Introduce topic for audience • Describe details and facts 	<p>✓</p>	<ul style="list-style-type: none"> • Online Learning: Level 1, Activity 1 • Teacher-led Speaking Practice: Level 2, Activity 4
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Standard 3: Language of Mathematics: English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

Key Language Use/ Notation	Aligns	Sample Alignments
<p>ELD-MA.K.Inform.Interpretive Interpret mathematical informational texts (with prompting and support) by</p> <ul style="list-style-type: none"> • Identifying concept or object • Describing quantities and attributes 	<p>✓</p>	<p>Online Learning: Level 2, Activity 3 Teacher-led Listening Practice: Level 3, Activity 3</p>
<p>ELD-MA.K.Inform.Expressive Construct mathematical informational texts (with prompting and support) that</p> <ul style="list-style-type: none"> • Define or classify concept or entity • Describe a concept or entity • Compare/contrast concepts or entities 	<p>✓</p>	<p>Online Learning: Level 1, Activity 3 Teacher-led Speaking Practice: Level 2, Activity 3</p>

Standard 4: Language of Science: English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

Key Language Use/ Notation		Aligns	Sample Alignments
I n f o r m	<p>ELD-SC.K.Inform.Interpretive Interpret scientific informational texts by</p> <ul style="list-style-type: none"> • Determining what text is about • Defining or classifying a concept or entity 	✓	Online Learning: Level 3, Activity 1 Teacher-led Listening Practice: Level 1, Activity 1
	<p>ELD-SC.K.Inform.Expressive Construct scientific informational texts that</p> <ul style="list-style-type: none"> • Introduce others to a topic or entity • Provide details about an entity 	✓	Online Learning: Level 2, Activity 1 Teacher-led Listening Practice: Level 3, Activity 1
E x p l a i n	<p>ELD-SC.K.Explain.Interpretive Interpret scientific explanations by</p> <ul style="list-style-type: none"> • 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 	✓	Online Learning: Level 7, Activity 1 Teacher-led Listening Practice: Level 3, Activity 1
	<p>ELD-SC.K.Explain.Expressive Construct scientific explanations that</p> <ul style="list-style-type: none"> • Describe information from observations about a phenomenon • Relate how a series of events causes something to happen • Compare multiple solutions to a problem 	✓	Online Learning: Level 10, Activity 1 Teacher-led Listening Practice: Level 4, Activity 1

Standard 5: Language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

	Key Language Use/ Notation	Aligns	Sample Alignments
I n f o r m	ELD-SS.K.Inform.Interpretive Interpret informational texts in social studies by <ul style="list-style-type: none"> • Determining topic associated with a compelling or supporting question • Defining attributes and characteristics in relevant information 	✓	Online Learning: Level 1, Activity 2 Teacher-led Listening Practice: Level 2, Activity 2
	ELD-SS.K.Inform.Expressive Construct informational texts in social studies that <ul style="list-style-type: none"> • Introduce topic associated with a compelling or supporting question • Provide a detail about relevant information 	✓	Online Learning: Level 2, Activity 2 Teacher-led Speaking Practice: Level 3, Activity 2

Grade 1: WIDA English Language Standards

Standard 1: Social and Instructional Language: English language learners communicate for social and instructional purposes within the school setting.

Key Language Use/Notation		Aligns	Sample Alignments
N a r r a t e	ELD-SI.K-3.Narrate <ul style="list-style-type: none"> 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 	✓	Online Learning: Level 6, Activity 4 Teacher-led Speaking Practice: Level 4, Activity 2
I n f o r m	ELD-SI.K-3.Inform <ul style="list-style-type: none"> 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 	✓	Online Learning: Level 3, Activity 4 Teacher-led Speaking Practice: Level 6, Activity 3
E x p l a i n	ELD-SI.K-3.Explain <ul style="list-style-type: none"> 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 	✓	Online Learning: Level 5, Activity 2 Teacher-led Listening Practice: Level 3, Activity 1
A r g u e	ELD-SI.K-3.Argue <ul style="list-style-type: none"> 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 	✓	Online Learning, Level 6, Activity 2 Teacher-led Speaking Practice, Level 4, Activity 2

Standard 2: Language of Language Arts: English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts

Key Language Use/ Notation		Aligns	Sample Alignments
N a r r a t e	ELD-LA.1.Narrate.Interpretive Interpret language arts narratives by <ul style="list-style-type: none"> 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 	✓	Online Learning: Level 4, Activity 2 Teacher-led Listening Practice: Level 5, Activity 4
	ELD-LA.1.Narrate.Expressive Construct language arts narratives that <ul style="list-style-type: none"> Orient audience to story Develop story events Engage and adjust for audience 	✓	Online Learning: Level 4, Activity 4 Teacher-led Listening Practice: Level 4, Activity 3
I n f o r m	ELD-LA.1.Inform.Interpretive Interpret informational texts in language arts by <ul style="list-style-type: none"> 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 	✓	Online Learning: Level 5, Activity 3 Teacher-led Listening Practice: Level 6, Activity 4
	ELD-LA.1.Inform.Expressive Construct informational texts in language arts that <ul style="list-style-type: none"> Introduce and define topic and/or entity for audience Describe attributes and characteristics with facts, definitions, and relevant details 	✓	Online Learning: Level 6, Activity 3 Teacher-led Speaking Practice: Level 3, Activity 4

Standard 3: Language of Mathematics: English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

Key Language Use/ Notation		Aligns	Sample Alignments
I n f o r m	ELD-MA.1.Inform.Interpretive Interpret mathematical informational texts by <ul style="list-style-type: none"> Identifying concept or entity Describing attributes and characteristics 	✓	Online Learning: Level 3, Activity 3 Teacher-led Listening Practice: Level 5, Activity 3
	ELD-MA.1.Inform.Expressive Construct mathematical informational texts that <ul style="list-style-type: none"> Define or classify concept or entity Describe a concept or entity Compare/contrast concepts or entities 	✓	Online Learning: Level 4, Activity 3 Teacher-led Speaking Practice: Level 2, Activity 3

Standard 4: Language of Science: English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

Key Language Use/ Notation		Aligns	Sample Alignments
I n f o r m	ELD-SC.1.Inform.Interpretive Interpret scientific informational texts by <ul style="list-style-type: none"> Determining what text is about Defining or classifying concept or entity 	✓	Online Learning, Level 4, Activity 1 Teacher-led Listening Practice, Level 1, Activity 1
	ELD-SC.1.Inform.Expressive Construct scientific informational texts that <ul style="list-style-type: none"> Introduce others to topic or entity Define, describe, and classify concept, topic, or entity Summarize observations or factual information 	✓	Online Learning, Level 6, Activity 1 Teacher-led Speaking Practice, Level 6, Activity 1

E x p l a i n	<p>ELD-SC.1.Explain.Interpretive Interpret scientific explanations by</p> <ul style="list-style-type: none"> • 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) 	✓	<p>Online Learning: Level 7, Activity 1 Teacher-led Listening Practice: Level 5, Activity 1</p>
	<p>ELD-SC.1.Explain.Expressive Construct scientific explanations that</p> <ul style="list-style-type: none"> • Describe observations and/or data about a phenomenon • Relate how a series of events causes something to happen • Compare multiple solutions to a problem 	✓	<p>Online Learning: Level 10, Activity 1 Teacher-led Listening Practice: Level 4, Activity 1</p>

Standard 5: Language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

	Key Language Use/ Notation	Aligns	Sample Alignments
I n f o r m	ELD-SS.1.Inform.Interpretive Interpret informational texts in social studies by <ul style="list-style-type: none"> • Determining topic associated with compelling or supporting questions • Defining and classifying attributes, characteristics, and qualities in relevant information 	✓	Online Learning: Level 2, Activity 2 Teacher-led Listening Practice: Level 4, Activity 4
	ELD-SS.1.Inform.Expressive Construct informational texts in social studies that <ul style="list-style-type: none"> • Introduce topic associated with compelling or supporting questions • Provide details about disciplinary ideas 	✓	Online Learning: Level 5, Activity 2 Teacher-led Speaking Practice: Level 3, Activity 2
A r g u e	ELD-SS.1.Argue.Interpretive Interpret social studies arguments by <ul style="list-style-type: none"> • Identifying topic • Analyzing evidence gathered from source • Evaluating source based on distinctions between fact and opinion 	✓	Online Learning: Level 8, Activity 4 Teacher-led Listening Practice: Level 8, Activity 4
	ELD-SS.1.Argue.Expressive Construct social studies arguments that <ul style="list-style-type: none"> • Introduce topic • Select relevant information to support claim with evidence • Show relationship between claim and evidence, and reasoning 	✓	Online Learning: N/A Teacher-led Listening Practice: Level 6, Activity 2

Grades 2–3: WIDA English Language Standards

Standard 1: Social and Instructional Language: English language learners communicate for social and instructional purposes within the school setting.

Key Language Use/Notation		Aligns	Sample Alignments
N a r r a t e	<p>ELD-SI.K-3.Narrate</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 8, Activity 2</p> <p>Teacher-led Speaking Practice: Level 8, Activity 4</p>
I n f o r m	<p>ELD-SI.K-3.Inform</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 7, Activity 2</p> <p>Teacher-led Listening Practice: Level 9, Activity 2</p>
E x p l a i n	<p>ELD-SI.K-3.Explain</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 8, Activity 3</p> <p>Teacher-led Speaking Practice: Level 7, Activity 1</p>
A r g u e	<p>ELD-SI.K-3.Argue</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 9, Activity 4</p> <p>Teacher-led Listening Practice: Level 8, Activity 4</p>

Standard 2: Language of Language Arts: English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

	Key Language Use/ Notation	Aligns	Sample Alignments
N a r r a t e	<p>ELD-LA.2-3.Narrate.Interpretive Interpret language arts narratives by</p> <ul style="list-style-type: none"> 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 	✓	<p>Online Learning: Level 6, Activity 3 Teacher-led Listening Practice: Level 10, Activity 4</p>
	<p>ELD-LA.2-3.Narrate.Expressive Construct language arts narratives that</p> <ul style="list-style-type: none"> Orient audience to context Develop story with time and event sequences, complication, resolution or ending Engage and adjust for audience 	✓	<p>Online Learning: Level 5, Activity 4 Teacher-led Listening Practice: Level 4, Activity 2</p>
I n f o r m	<p>ELD-LA.2-3.Inform.Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> 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 	✓	<p>Online Learning: Level 7, Activity 3 Teacher-led Listening Practice: Level 9, Activity 4</p>
	<p>ELD-LA.2-3.Inform.Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> 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 	✓	<p>Online Learning: Level 10, Activity 4 Teacher-led Speaking Practice: Level 8, Activity 3</p>

Standard 3: Language of Mathematics: English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

	Key Language Use/ Notation	Aligns	Sample Alignments
E x p l a i n	ELD-MA.2-3.Explain.Interpretive Interpret mathematical explanations by <ul style="list-style-type: none"> Identifying concept or entity Analyzing plan for problem-solving steps Evaluating simple pattern or structure 	✓	Online Learning: Level 5, Activity 3 Teacher-led Listening Practice: Level 10, Activity 3
	ELD-MA.2-3.Explain.Expressive Construct mathematical explanations that <ul style="list-style-type: none"> Introduce concept or entity Describe solution and steps used to solve problem with others State reasoning used to generate solution 	✓	Online Learning: Level 8, Activity 3 Teacher-led Speaking Practice: Level 7, Activity 3
A r g u e	ELD-MA.2-3.Argue.Interpretive Interpret mathematics arguments by <ul style="list-style-type: none"> Identifying conjectures about what might be true Distinguishing connections among ideas in justifications Extracting mathematical operations and facts from solution strategies to create generalizations 	✓	Online Learning: Level 9, Activity 3 Teacher-led Listening Practice: Level 9, Activity 3
	ELD-MA.2-3.Argue.Expressive Construct mathematics arguments that <ul style="list-style-type: none"> Create conjecture using definitions Generalize commonalities across cases Justify conclusion steps and strategies in simple patterns Identify and respond to others' arguments 	✓	Online Learning: Level 9, Activity 3 Teacher-led Speaking Practice: Level 9, Activity 3

Standard 4: Language of Science: English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

Key Language Use/ Notation	Aligns	Sample Alignments
<p>ELD-SC.2-3.Explain.Interpretive Interpret scientific explanations by</p> <ul style="list-style-type: none"> Defining investigable questions or simple design problems based on observations, data, and prior knowledge about a phenomenon Obtaining and combining information from observations, and using evidence to help explain how or why a phenomenon occurs Identifying information from observations as well as evidence that supports particular points in explanations 	<p>✓</p>	<p>Online Learning: Level 8, Activity 1 Teacher-led Listening Practice: Level 9, Activity 1</p>
<p>ELD-SC.2-3.Explain.Expressive Construct scientific explanations that</p> <ul style="list-style-type: none"> 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 	<p>✓</p>	<p>Online Learning: Level 10, Activity 1 Teacher-led Speaking Practice: Level 7, Activity 1</p>
<p>ELD-SC.2-3.Argue.Interpretive Interpret scientific arguments by</p> <ul style="list-style-type: none"> 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) 	<p>✓</p>	<p>Online Learning: Level 16, Activity 1 Teacher-led Listening Practice: Level 17, Activity 1</p>
<p>ELD-SC.2-3.Argue.Expressive Construct scientific arguments that</p> <ul style="list-style-type: none"> 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 	<p>✓</p>	<p>Online Learning: Level 12, Activity 1 Teacher-led Listening Practice: Level 11, Activity 1</p>

Standard 5 Language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

	Key Language Use/ Notation	Aligns	Sample Alignments
E x p l a i n	<p>ELD-SS.2-3.Explain.Interpretive Interpret social studies explanations by</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 9, Activity 2 Teacher-led Listening Practice: Level 7, Activity 4</p>
	<p>ELD-SS.2-3.Explain.Expressive Construct social studies explanations that</p> <ul style="list-style-type: none"> • Introduce phenomena or events • Describe components, order, causes, or cycles • Generalize possible reasons for a development or event 	✓	<p>Online Learning: Level 10, Activity 2 Teacher-led Speaking Practice: Level 7, Activity 2</p>
A r g u e	<p>ELD-SS.2-3.Argue.Interpretive Interpret social studies arguments by</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 8, Activity 4 Teacher-led Listening Practice: Level 8, Activity 4</p>
	<p>ELD-SS.2-3.Argue.Expressive Construct social studies arguments that</p> <ul style="list-style-type: none"> • Introduce topic • Select relevant information to support claims with evidence from one or more sources • Show relationships between claim, evidence, and reasoning 	✓	<p>Online Learning: Level 14, Activity 2 Teacher-led Listening Practice: Level 6, Activity 2</p>

Grade 4–5: WIDA English Language Standards

Standard 1: Social and Instructional Language: English language learners communicate for social and instructional purposes within the school setting.

Key Language Use/Notation	Aligns	Sample Alignments
<p>ELD-SI.4-12.Narrate</p> <p>N a r r a t e</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 11, Activity 3</p> <p>Teacher-led Speaking Practice: Level 14, Activity 1</p>
<p>ELD-SI.4-12.Inform</p> <p>I n f o r m</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 16, Activity 4</p> <p>Teacher-led Speaking Practice: Level 11, Activity 4</p>
<p>ELD-SI.4-12.Explain</p> <p>E x p l a i n</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 15, Activity 4</p> <p>Teacher-led Listening Practice: Level 18, Activity 3</p>

A r g u e	<p>ELD-SI.4-12.Argue</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 14, Activity 4</p> <p>Teacher-led Speaking Practice: Level 17, Activity 4</p>
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Standard 2: Language of Language Arts: English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Key Language Use/ Notation	Aligns	Sample Alignments
<p>ELD-LA.4-5.Narrate.Interpretive Interpret language arts narratives by</p> <ul style="list-style-type: none"> • 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 <p>N a r r a t e</p>	✓	<p>Online Learning: Level 15, Activity 3</p> <p>Teacher-led Listening Practice: Level 12, Activity 1</p>
<p>ELD-LA.4-5.Narrate.Expressive Construct language arts narratives that</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 19, Activity 3</p> <p>Teacher-led Listening Practice: Level 11, Activity 3</p>
<p>ELD-LA.4-5.Inform.Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> • 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 <p>I n f o r m</p>	✓	<p>Online Learning: Level 17, Activity 4</p> <p>Teacher-led Listening Practice: Level 14, Activity 3</p>

	<p>ELD-LA.4-5.Inform.Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> • 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 	<p>✓</p>	<p>Online Learning: Level 12, Activity 4 Teacher-led Speaking Practice: Level 18, Activity 4</p>
<p>A r g u e</p>	<p>ELD-LA.4-5.Argue.Interpretive Interpret language arts arguments by</p> <ul style="list-style-type: none"> • 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 	<p>✓</p>	<p>Online Learning: Level 19, Activity 1 Teacher-led Listening Practice: Level 19, Activity 1</p>
	<p>ELD-LA.4-5.Argue.Expressive Construct language arts arguments that</p> <ul style="list-style-type: none"> • 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 	<p>✓</p>	<p>Online Learning: Level 13, Activity 4 Teacher-led Speaking Practice: Level 14, Activity 4</p>

Standard 3: Language of Mathematics: English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

	Key Language Use/ Notation	Aligns	Sample Alignments
E x p l a i n	ELD-MA.4-5.Explain.Interpretive Interpret mathematical explanations by <ul style="list-style-type: none"> Identifying concept or entity Analyzing problem-solving steps Evaluating a pattern or structure that follows a given rule 	✓	Online Learning: Level 13, Activity 3 Teacher-led Listening Practice: Level 12, Activity 3
	ELD-MA.4-5.Explain.Expressive Construct mathematical explanations that <ul style="list-style-type: none"> Introduce concept or entity Share solution with others Describe data and/or steps to solve problem State reasoning used to generate solution 	✓	Online Learning: Level 12, Activity 3 Teacher-led Speaking Practice: Level 17, Activity 3
A r g u e	ELD-MA.4-5.Argue.Interpretive Interpret mathematics arguments by <ul style="list-style-type: none"> 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 	✓	Online Learning: Level 9, Activity 3 Teacher-led Listening Practice: Level 9, Activity 3
	ELD-MA.4-5.Argue.Expressive Construct mathematics arguments that <ul style="list-style-type: none"> Create conjecture using definitions, patterns, and rules Generalize commonalities and differences across cases Justify conclusions with patterns or rules Evaluate others' arguments 	✓	Online Learning: Level 16, Activity 3 Teacher-led Speaking Practice: Level 13, Activity 3

Standard 4: Language of Science: English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

Key Language Use/ Notation	Aligns	Sample Alignments
<p>ELD-SC.4-5.Explain.Interpretive Interpret scientific explanations by</p> <ul style="list-style-type: none"> 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 <p>E x p l a i n</p>	<p>✓</p>	<p>Online Learning: Level 14, Activity 1 Teacher-led Listening Practice: Level 15, Activity 1</p>
<p>ELD-SC.4-5.Explain.Expressive Construct scientific explanations that</p> <ul style="list-style-type: none"> 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 	<p>✓</p>	<p>Online Learning: Level 15, Activity 1 Teacher-led Speaking Practice: Level 13, Activity 1</p>
<p>ELD-SC.4-5.Argue.Interpretive Interpret scientific arguments by</p> <ul style="list-style-type: none"> 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 <p>A r g u e</p>	<p>✓</p>	<p>Online Learning: Level 16, Activity 1 Teacher-led Listening Practice: Level 17, Activity 1</p>

<p>ELD-SC.4-5.Argue.Expressive Construct scientific arguments that</p> <ul style="list-style-type: none"> • 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 	<p>✓</p>	<p>Online Learning: Level 13, Activity 1 Teacher-led Speaking Practice: Level 18, Activity 1</p>
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Standard 5: Language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Key Language Use/ Notation	Aligns	Sample Alignments
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">E x p l a i n</p> <p>ELD-SS.4-5.Explain.Interpretive Interpret social studies explanations by</p> <ul style="list-style-type: none"> • 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 	<p>✓</p>	<p>Online Learning: Level 12, Activity 2 Teacher-led Listening Practice: Level 16, Activity 4</p>
<p>ELD-SS.4-5.Explain.Expressive Construct social studies explanations that</p> <ul style="list-style-type: none"> • 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 	<p>✓</p>	<p>Online Learning: Level 18, Activity 2 Teacher-led Speaking Practice: Level 11, Activity 2</p>

A r g u e	<p>ELD-SS.4-5.Argue.Interpretive Interpret social studies arguments by</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 17, Activity 1 Teacher-led Listening Practice: Level 19, Activity 1</p>
	<p>ELD-SS.4-5.Argue.Expressive Construct social studies arguments that</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 14, Activity 2 Teacher-led Speaking Practice: Level 15, Activity 2</p>

Grade 6–8: WIDA English Language Standards

Standard 1: Social and Instructional Language: English language learners communicate for social and instructional purposes within the school setting.

Key Language Use/Notation	Aligns	Sample Alignments
<p>Narrate</p> <p>ELD-SI.4-12.Narrate</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 19, Activity 4</p> <p>Teacher-led Speaking Practice: Level 19, Activity 2</p>
<p>Inform</p> <p>ELD-SI.4-12.Inform</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 19, Activity 3</p> <p>Teacher-led Listening Practice: Level 19, Activity 3</p>
<p>Explain</p> <p>ELD-SI.4-12.Explain</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning:, Level 19, Activity 2</p> <p>Teacher-led Speaking Practice: Level 19, Activity 1</p>

A r g u e	<p>ELD-SI.4-12.Argue</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 19, Activity 1</p> <p>Teacher-led Listening Practice: Level 19, Activity 4</p>
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Standard 2: Language of Language Arts: English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Key Language Use/ Notation	Aligns	Sample Alignments
<p>ELD-LA.6-8.Narrate.Interpretive</p> <p>Interpret language arts narratives by</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 19, Activity 3</p> <p>Teacher-led Listening Practice: Level 19, Activity 3</p>
<p>ELD-LA.6-8.Narrate.Expressive</p> <p>Construct language arts narratives that</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning: Level 19, Activity 3</p> <p>Teacher-led Speaking Practice: Level 19, Activity 3</p>

I n f o r m	<p>ELD-LA.6-8.Inform.Interpretive Interpret informational texts in language arts by</p> <ul style="list-style-type: none"> Identifying and/or summarizing main ideas and their relationship to supporting ideas Analyzing observations and descriptions in textual evidence for key attributes, qualities, characteristics, activities, and behaviors Evaluating the impact of author's key word choices over the course of a text 	✓	<p>Online Learning: Level 19, Activity 2 Teacher-led Listening Practice: Level 19, Activity 4</p>
	<p>ELD-LA.6-8.Inform.Expressive Construct informational texts in language arts that</p> <ul style="list-style-type: none"> 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 	✓	<p>Online Learning: Level 19, Activity 4 Teacher-led Speaking Practice: Level 19, Activity 2</p>
A r g u e	<p>ELD-LA.6-8.Argue.Interpretive Interpret language arts arguments by</p> <ul style="list-style-type: none"> 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) 	✓	<p>Online Learning: Level 19, Activity 3 Teacher-led Listening Practice: Level 19, Activity 1</p>
	<p>ELD-LA.6-8.Argue.Expressive Construct language arts arguments that</p> <ul style="list-style-type: none"> 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 	✓	<p>Online Learning: Level 19, Activity 1 Teacher-led Speaking Practice: Level 19, Activity 4</p>

Standard 3: Language of Mathematics: English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

	Key Language Use/ Notation	Aligns	Sample Alignments
E x p l a i n	<p>ELD-MA.6-8.Explain.Interpretive Interpret mathematical explanations by</p> <ul style="list-style-type: none"> 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 	✓	<p>Online Learning: Level 18, Activity 3 Teacher-led Listening Practice: Level 17, Activity 3</p>
	<p>ELD-MA.6-8.Explain.Expressive Construct mathematical explanations that</p> <ul style="list-style-type: none"> Introduce concept or entity Share solution with others Describe data and/or steps to solve problem State reasoning used to generate solution 	✓	<p>Online Learning: Level 13, Activity 3 Teacher-led Speaking Practice: Level 17, Activity 3</p>
A r g u e	<p>ELD-MA.6-8.Argue.Interpretive Interpret mathematics arguments by</p> <ul style="list-style-type: none"> Comparing conjectures with previously established results Distinguishing commonalities among strategies used Evaluating relationships between evidence and mathematical facts to create generalizations 	✓	<p>Online Learning: Level 9, Activity 3 Teacher-led Listening Practice: Level 9, Activity 3</p>
	<p>ELD-MA.6-8.Argue.Expressive Construct mathematics arguments that</p> <ul style="list-style-type: none"> Create conjecture, using definitions and previously established results Generalize logic across cases Justify conclusions with evidence and mathematical facts Evaluate and critique others' arguments 	✓	<p>Online Learning: Level 16, Activity 3 Teacher-led Speaking Practice: Level 13, Activity 3</p>

Standard 4: Language of Science: English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

	Key Language Use/ Notation	Aligns	Sample Alignments
E x p l a i n	<p>ELD-SC.6-8.Explain.Interpretive Interpret scientific explanations by</p> <ul style="list-style-type: none"> 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 	✓	<p>Online Learning: Level 18, Activity 1 Teacher-led Listening Practice: Level 17, Activity 1</p>
	<p>ELD-SC.6-8.Explain.Expressive Construct scientific explanations that</p> <ul style="list-style-type: none"> 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 	✓	<p>Online Learning: Level 18, Activity 1 Teacher-led Listening Practice: Level 15, Activity 1</p>
A r g u e	<p>ELD-SC.6-8.Argue.Interpretive Interpret scientific arguments by</p> <ul style="list-style-type: none"> 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 	✓	<p>Online Learning: Level 16, Activity 1 Teacher-led Listening Practice: Level 16, Activity 1</p>

<p>ELD-SC.6-8.Argue.Expressive Construct scientific arguments that</p> <ul style="list-style-type: none"> ● 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 	<p>✓</p>	<p>Online Learning: Level 19, Activity 1 Teacher-led Speaking Practice: Level 19, Activity 1</p>
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Standard 5: Language of Social Studies: English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Key Language Use/ Notation	Aligns	Sample Alignments
<p>ELD-SS.6-8.Explain.Interpretive Interpret social studies explanations by</p> <ul style="list-style-type: none"> ● Determining multiple points of view in sources for answering compelling and supporting questions about phenomena or events ● Analyzing sources for logical relationships among contributing factors or causes ● Evaluate experts' points of agreement, along with strengths and weakness of explanations 	<p>✓</p>	<p>Online Learning, Level 19, Activity 2 Teacher-led Listening Practice, Level 18, Activity 4</p>
<p>ELD-SS.6-8.Explain.Expressive Construct social studies explanations that</p> <ul style="list-style-type: none"> ● 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 	<p>✓</p>	<p>Online Learning, Level 19, Activity2 Teacher-led Speaking Practice, Level 18, Activity 2</p>

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A r g u e	<p>ELD-SS.6-8.Argue.Interpretive Interpret social studies arguments by</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning, Level 17, Activity 1 Teacher-led Listening Practice, Level 19, Activity 1</p>
	<p>ELD-SS.6-8.Argue.Expressive Construct social studies arguments that</p> <ul style="list-style-type: none"> • 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 	✓	<p>Online Learning, Level 15, Activity 2 Teacher-led Listening Practice, Level 19, Activity 2</p>