

WIDA ELD Standards Framework, 2020 Edition

Big Ideas

Four **Big Ideas** are interwoven throughout the document. Like the Can Do Philosophy, they support the design of standards-based educational experiences that are student-centered, culturally and linguistically sustaining, and responsive to multilingual learners' strengths and needs.

Learn more about Big Ideas on pages 15-20.

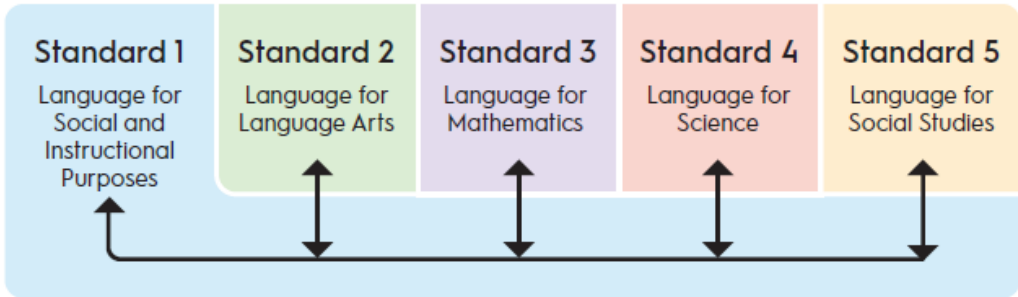


The WIDA ELD Standards Framework

The four components of the WIDA ELD Standards Framework are like building blocks of language development and range from broad-to-narrow in scope.



The WIDA Standards Statements

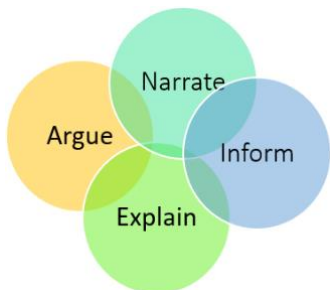


Learn more about the standards statements, their abbreviations, and the relationship of standard 1 to standards 2-5 on pages 24-25.

The standards statements broadly represent content and language integration in the language of schooling. Their new abbreviations emphasize the importance of developing and using language **FOR** learning.

Standard 1 has been repositioned to emphasize its inter-relationship with Standards 2-5. Standard 1 connects student assets and resources to Standards 2-5 through social and emotional learning.

Key Language Uses



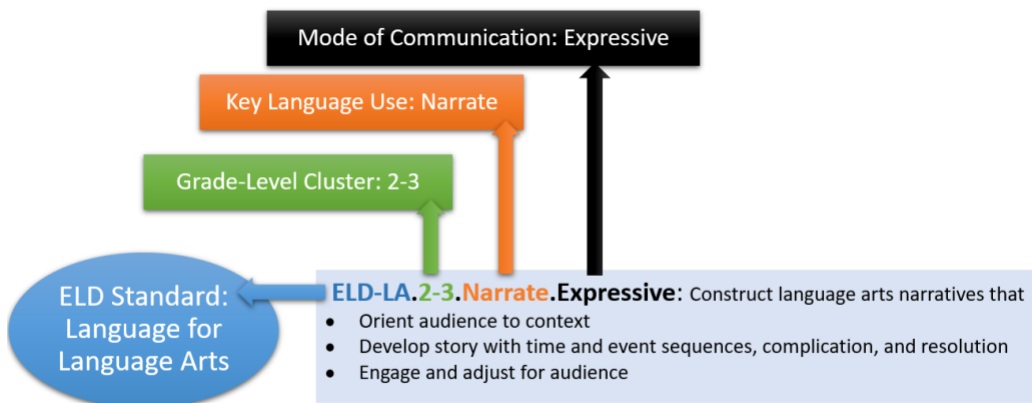
Key Language Uses—Narrate, Inform, Explain, Argue—emerged from a systematic analysis of academic content standards, disciplinary practices, and research literature.

Learn more about Key Language Uses on pages 26-27, or take a deeper dive on Key Language Uses: A closer Look on pages 217-233.

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Language Expectations

Language Expectations are goals for content-driven language instruction.



Learn more about Language Expectations on pages 28-30.

- Language Expectations appear in grade-level materials.
- Appendix B offers sample correspondence tables for academic content standards and Language Expectations.
- Appendix C offers a compilation of all Language Expectations, K-12.

Communication Modes: Four individual language domains (listening, speaking, reading, and writing) are consolidated into two more inclusive modes of communication:

- **interpretive** (listening, reading, *and viewing*)
- **expressive** (speaking, writing, *and representing*)

Language Functions and Language Features:

Developed from a systematic analysis of academic content standards, Language Expectations are built around a set of **Language Functions**. **Language Features** (e.g., types of sentences, clauses, phrases, and words) help carry out each Language Function.

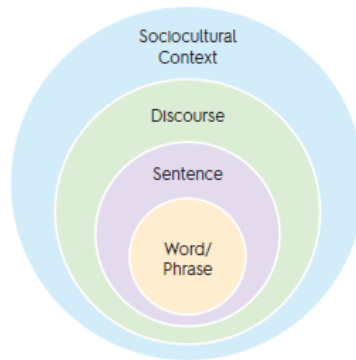
Take a look at grade-level cluster materials (K, 1, 2-3, 4-5, 6-8, 9-12) to see Language Expectations (with Functions and Features) as well as annotated language samples illustrating how they might appear in an authentic grade-level text.

Proficiency Level Descriptors (PLDs)

PLDs are a detailed articulation of student language performance across six levels of English language proficiency.

The Dimensions of Language Use

The dimensions of language use are one way to conceptualize the linguistic system within a sociocultural context. Language users make choices in all three dimensions of language that contribute to how a text is purposely constructed to have the desired effect on its intended audience(s).



Learn more about PLDs and the dimensions of language on pages 31-34.

- The *Dimensions of Language Use* table describes five PLD criteria (p. 33)
- PLDs appear in grade-level cluster materials (Section 3)
- Appendix D offers a compilation of all PLDs, K-12

Additional Resources

- Collaborative Planning for Content and Language Integration: A Jump-Off Point for Curricular Conversations
- Glossary
- Appendices include compilation tables of K-12 Language expectations and PLDs, content-language correspondence tables, Theoretical Foundations, and more.