

# WIDA ELD Standards Framework, 2020 Edition: At A Glance

## Big Ideas

Four **Big Ideas** are interwoven throughout the document. Like WIDA’s [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.

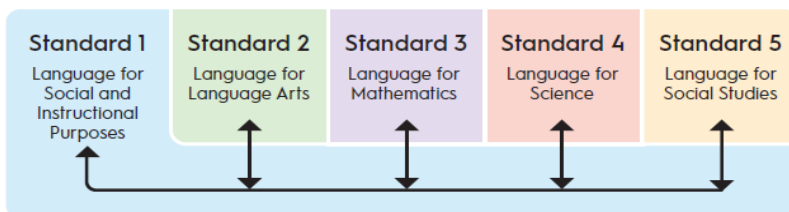
## The WIDA ELD Standards Framework

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

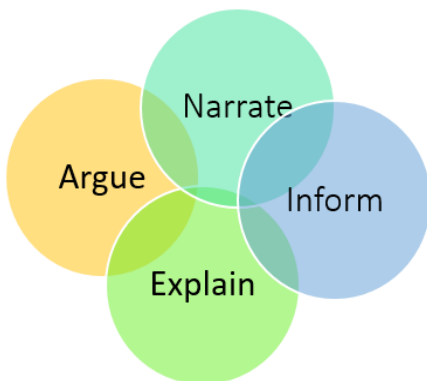
Learn more about the standards statements, their abbreviations, and the relationship of standard 1 to standards 2-5 on pages 24-25.



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

Standard 1 applies across a range of educational settings and works both independently from and in conjunction with ELD Standards 2-5. It encompasses the experiential, linguistic, and cultural backgrounds and identities of multilingual learners in relation to the other ELD Standards.

## Key Language Uses

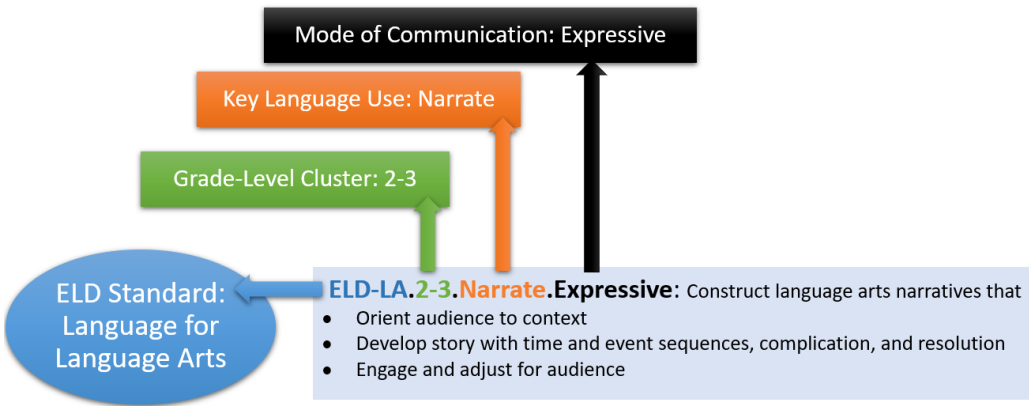


Key Language Uses—Narrate, Inform, Explain, Argue—emerged from a systematic analysis of academic content standards, disciplinary practices, and research literature. They bring focus and coherence to the language of schooling, helping educators make choices in what to prioritize during curricular planning for content-language integration.

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.

# Language Expectations

Language Expectations are goals for content-driven language instruction. They help to inform unit-level goals.



Learn more about Language Expectations on pages 28-30.

- Take a look at **grade-level-cluster materials** (Section 3) to see Language Expectations (with Functions and Features) and annotated language samples illustrating how they appear in authentic grade-level texts.
- 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 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

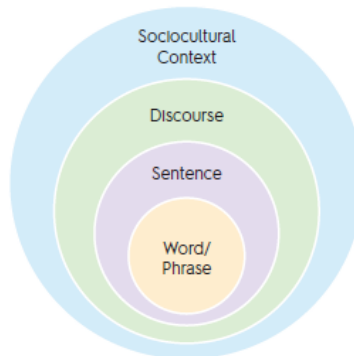
**Language Functions and Language Features:** Developed from a systematic analysis of academic content standards, Language Expectations are built around a set of **Language Functions**. **Language Features** (e.g., types of sentences, clauses, phrases, and words) help carry out each Language Function.

# 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 Materials

- 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.
- Check the [WIDA ELD Standards Framework website](http://www.wida.usd.edu/ELDFramework) for a range of supporting resources, including professional learning opportunities.