



Introduction to the WIDA ELD Standards, 2020 Edition

Presenters: Margo Gottlieb and
Fernanda Marinho Kray

October 12, 2020

eSummit

A WIDA Consortium virtual learning event
October 12-30, 2020

Welcome to the WIDA ELD Standards, 2020 Edition

wida.wisc.edu/teach/standards/eld/2020



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Presenters



Margo Gottlieb, Ph.D.
WIDA Co-founder & Lead Developer



Fernanda Marinho Kray, Ph.D.
Standards Content Lead & State Relations



[Twitter](#): @WIDAConsortium



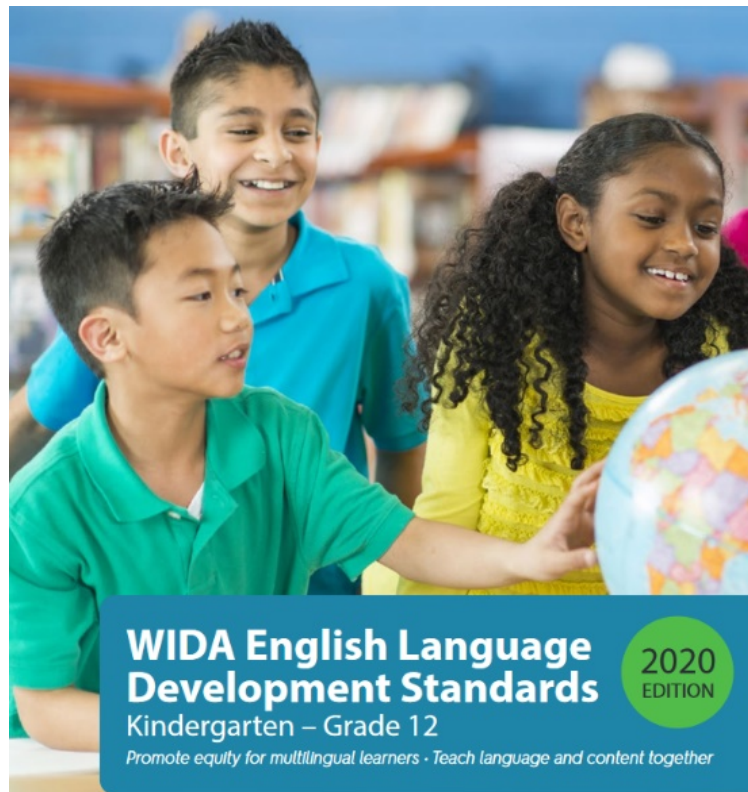
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<https://wida.wisc.edu/teach/standards/eld/2020>

Big Ideas

The WIDA ELD Standards, 2020 Edition, is anchored by four **Big Ideas** that 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.

The four **Big Ideas** anchor the Standards and are interwoven throughout the document.

Equity
of Opportunity and
Access

Integration
of Content and
Language

Collaboration
among
Stakeholders

Functional Approach
to
Language Development



Thinking Prompt

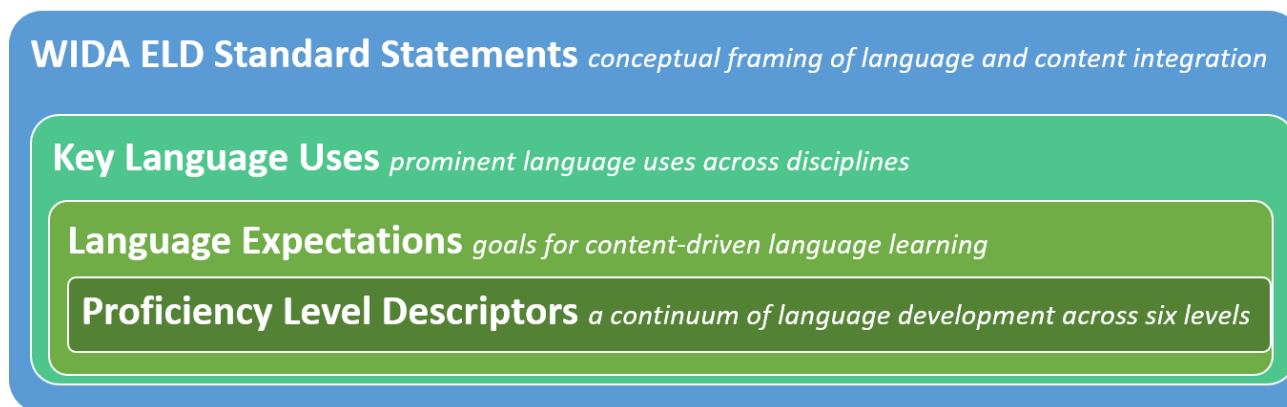


The Big Ideas: How might you fold them into professional learning for all teachers?

Understanding the WIDA ELD Standards Framework

The four components of the WIDA ELD Standards Framework, illustrated below, are like building blocks of language development, and range from broad to narrow in scope. They work together to make a comprehensive picture of language development within sociocultural contexts:

Figure 1: The Components of the WIDA ELD Standards Framework



The Five WIDA Standards Statements

The five Standards statements represent the language of schooling and provide the broadest conceptual framing of content and language integration. The abbreviations for the ELD Standards statements (“the language *for*...”) in the figure below point to the WIDA functional approach to language development, drawing attention to

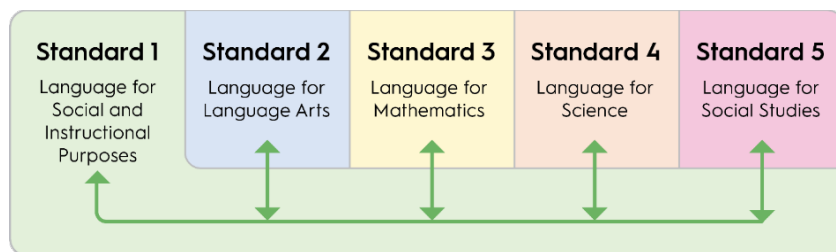
- The dynamic nature of language
- Communicative purposes of the discipline or content area
- The use of language to communicate and make meaning
- Language use in the service of learning—in other words, language *for* thinking and doing

Abbreviations for WIDA English Language Development Standards Statements
ELD Standard 1: Language for Social and Instructional Purposes
ELD Standard 2: Language for Language Arts
ELD Standard 3: Language for Mathematics
ELD Standard 4: Language for Science
ELD Standard 5: Language for Social Studies

Thinking Prompt

The Standards Statements: How do they represent the Big Ideas?

ELD Standard 1 (Language for Social and Instructional Purposes) applies across a range of educational settings. Students communicate to learn but also to convey personal needs and wants, to affirm their own identities, and to form and maintain relationships. ELD Standard 1 works both independently and in conjunction with ELD Standards 2-5 (Language for Language Arts, Mathematics, Science, and Social Studies) that underscore language use in disciplinary (content area) concepts, practices, and routines.



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. It encompasses multilingual learners' use of language in the following situations:

- As they expand their linguistic repertoire from Language Proficiency Level 1 through Level 6.
- Across all disciplines and school settings
- Across numerous topics, tasks, and situations
- In interacting with others

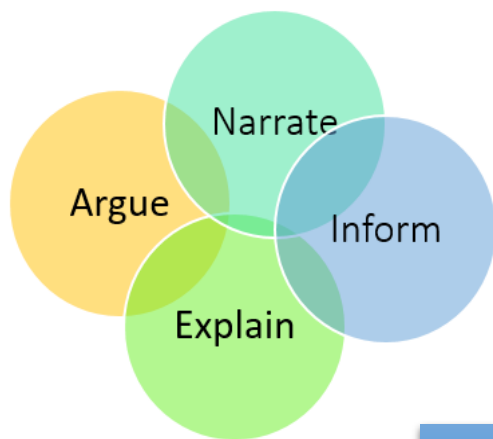
Key Language Uses

Key Language Uses¹—Narrate, Inform, Explain, Argue—emerged from a systematic analysis of academic content standards, disciplinary practices, and research literature. In prioritizing and organizing a representation of genre families in academic content standards, WIDA identified the most high-leverage ones as Key Language Uses.

Key Language Uses exemplify the Big Idea: Functional Approach to Language Development. They emphasize language use for particular purposes, with particular audiences, and in particular sociocultural contexts. They

- Bring focus and coherence to the language of schooling
- Help educators make choices to prioritize and coordinate content and language integration
- Serve as an organizing principle for the Language Expectations

Key Language Uses can overlap and inform each other.



Key Language Uses should not be considered strict categorical divisions. As genre families, Key Language Uses can intersect, blend, and build on each other. For example, as students develop complex explanations, they may inform (by naming, defining, describing, or comparing and contrasting something), and even narrate (e.g., include an anecdote) as they work to help their audiences accurately understand the how or why of a concept (Explain). Narratives can be embedded within other expository structures, such as those in the families of *Argue* and *Explain*. *Argue* can incorporate elements of many Key Language Uses, as it seeks to show an audience the validity of a position or claim.



Thinking Prompt



In what ways can you recognize the Key Language Uses in your own teaching?

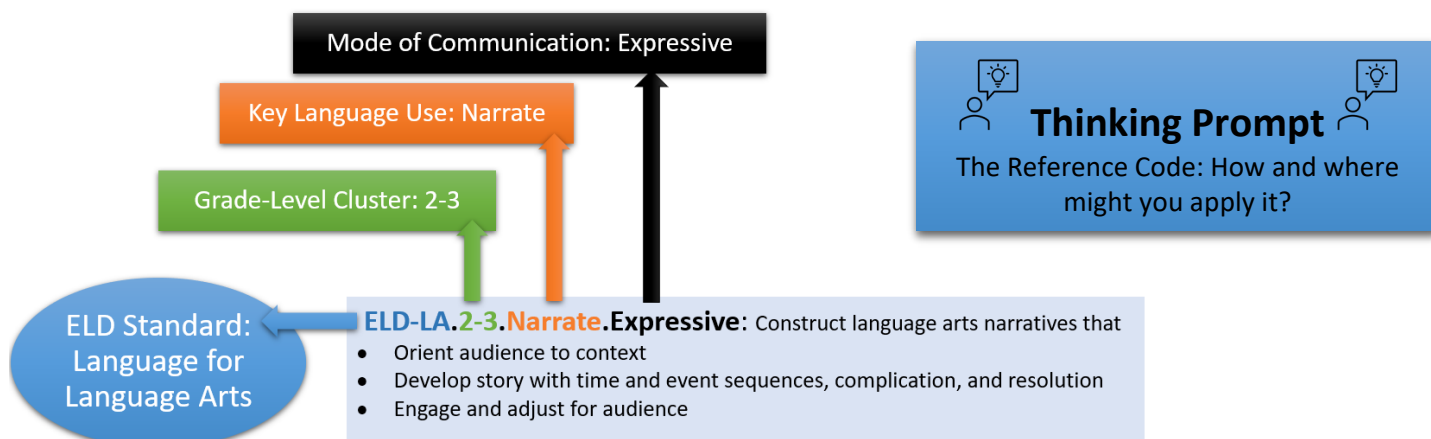
¹ WIDA introduced Key Language Uses in 2014 with the Can Do Descriptors, Key Uses Edition. In the WIDA ELD Standards, 2020 Edition, *Recount* has been divided into *Narrate* and *Inform*, and *Discuss* has been embedded throughout all Key Language Uses. This handout contains excerpts from the WIDA ELD Standards, 2020 Edition. Visit the [WIDA webpage](#) in early winter 2020-2021 for the full Standards document.

Language Expectations

Language Expectations are goals for content-driven language instruction, adding specificity to the ELD Standards statements and Key Language Uses. They are the statements most similar to what educators generally find in academic content standards. We would like to call your attention to three aspects of Language Expectations: their reference codes, communication modes, and associated Language Functions and Features.

Language Expectations: Reference Code

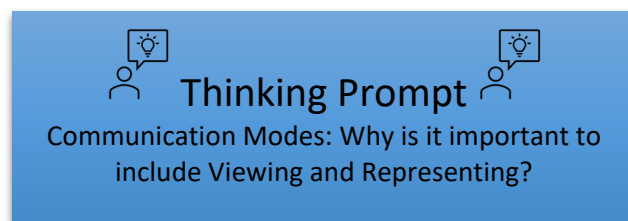
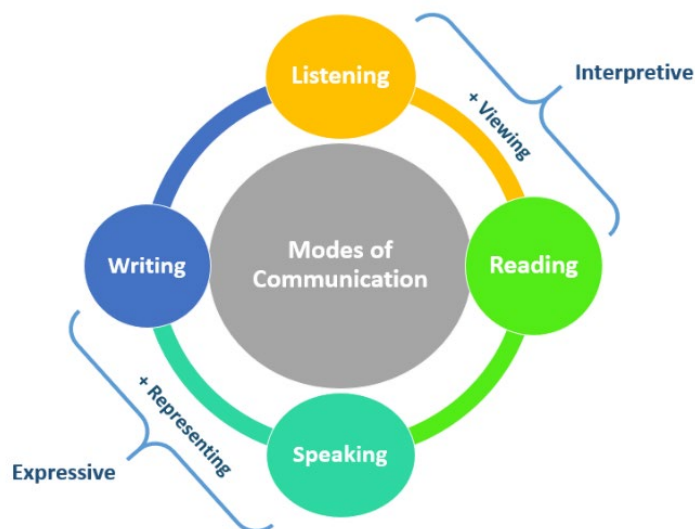
As illustrated in the figure below, each Language Expectation has a reference code that includes the WIDA ELD Standards statement (incorporating an academic content area), grade-level cluster, Key Language Use, and communication mode.



Language Expectations: Communication Modes

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



These two broader modes of communication (interpretive and expressive) increase accessibility options for students and emphasize multimodal forms of communication (namely, by adding *viewing* in conjunction with *listening* and *reading* as well as *representing* in conjunction with *speaking* and *writing*).

Language Expectations: Language Functions and Features

Developed from a systematic analysis of academic content standards, Language Expectations are built around a set of **Language Functions** that showcase particular ways students might use language to meet the purposes of schooling. For example, a series of language functions are associated with the process of constructing fictional narratives, informing peers of newly gained knowledge, explaining natural or manmade phenomena, or engaging in scientific argumentation.

Reminder: the *most prominent* Key Language Uses are the basis for its Language Expectations.

The figure below illustrates the Language Expectation for ELD-LA.2-3.Narrate.Expressive. It contains three Language Functions that highlight common patterns of language use associated with Language Arts narratives in grades 2-3:

- Orient audience to context
- Develop story with time and event sequences, complication, and resolution
- Engage and adjust for audience



Thinking Prompt

Language Expectations: How might you share them with your colleagues?

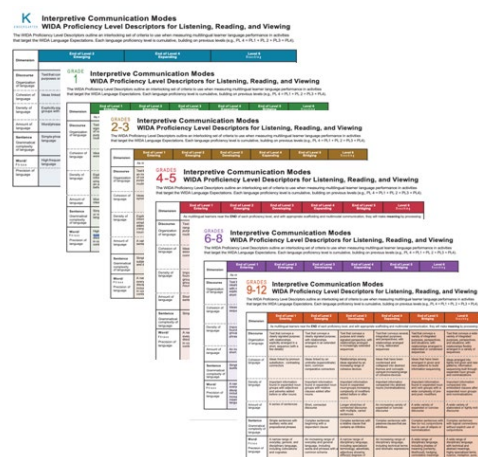
In order to carry out particular Language Functions, language users rely on various language resources, including **Language Features**. Example Language Features act as extensions of Language Functions. Together, they form a dynamic and illustrative set that highlights some of the ways language works in service of content learning. The figure below shows the Language Features that accompany the first Language Function from ELD-LA.2-3.Narrate.Expressive.

Language Expectation ELD-LA.2-3.Narrate.Expressive		
Stem <i>Indicates interpretive or expressive mode</i>	Language Functions <i>Ways students might use language to meet the social and academic purposes of schooling</i>	Example Language Features <i>Examples of linguistic resources students may use with Language Functions and Language Expectations.</i>
Construct language arts narratives that...	<ul style="list-style-type: none">• Orient audience to context through...	<ul style="list-style-type: none">• pictures, descriptive title, opening statements (<i>It was a dark and stormy night; "What?!" exclaimed Mom</i>) to capture the readers' interest• expanded noun groups to introduce characters (<i>the old man on the block, the hungry little mouse</i>)• adverbials and prepositional phrases to establish time and location (<i>a hundred years ago, when I was six; on the playground, around the corner</i>)• statements to introduce problem or complication (<i>The boat began to leak. It all started when...</i>)

This close integration of content and language invites collaboration between content and language educators as they collectively share responsibility for teaching multilingual learners. Just as each discipline, language development is its own field of expertise. As content and language teachers dive deeper into standards-based planning and delivery of instruction, language specialists can help content teachers learn more about Language Functions and Features. On the other hand, content teachers can help language specialist connect to content learning.

Proficiency Level Descriptors

Proficiency Level Descriptors describe how multilingual learners use language toward the end of each English language proficiency level.



Proficiency Level Descriptors (PLDs) are a detailed articulation of student language performance across six levels of English language proficiency. Each end-of-level descriptor includes and builds on previous levels (e.g., PL4 = PL1 + PL2 + PL3 + PL4).

PLDs describe student language development for activities that target WIDA Language Expectations. They are also presented in the interpretive and expressive communication modes.

PLDs maintain consistency and elaborate on the WIDA K-12 Performance Definitions of the 2012 edition of the WIDA ELD Standards. As such, the PLDs continue to be written according to the three dimensions of language use: discourse, sentence, and word/phrase.



Thinking Prompt



Proficiency Level Descriptors: What are the Features of Academic Language Use for your grade-level cluster?

The Dimensions of Language Use

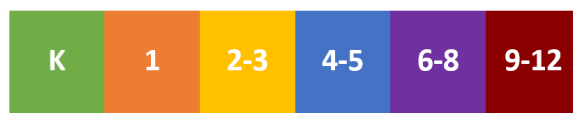
The dimensions of language use are one way to conceptualize the linguistic system within a sociocultural context. Language users make choices in all three dimensions of language that contribute to how a text is purposely constructed to have the desired effect on its intended audience(s).

The **Discourse Dimension** imparts overall meaning across an entire text, supported by the sentence and word/phrase dimensions. To consider how a language user constructs a meaningful message, begin by looking at the Discourse Dimension and the overarching message to see how language is organized to communicate particular ideas, how language holds ideas together in a text (its cohesion), and how loosely or tightly language is packed (its density).

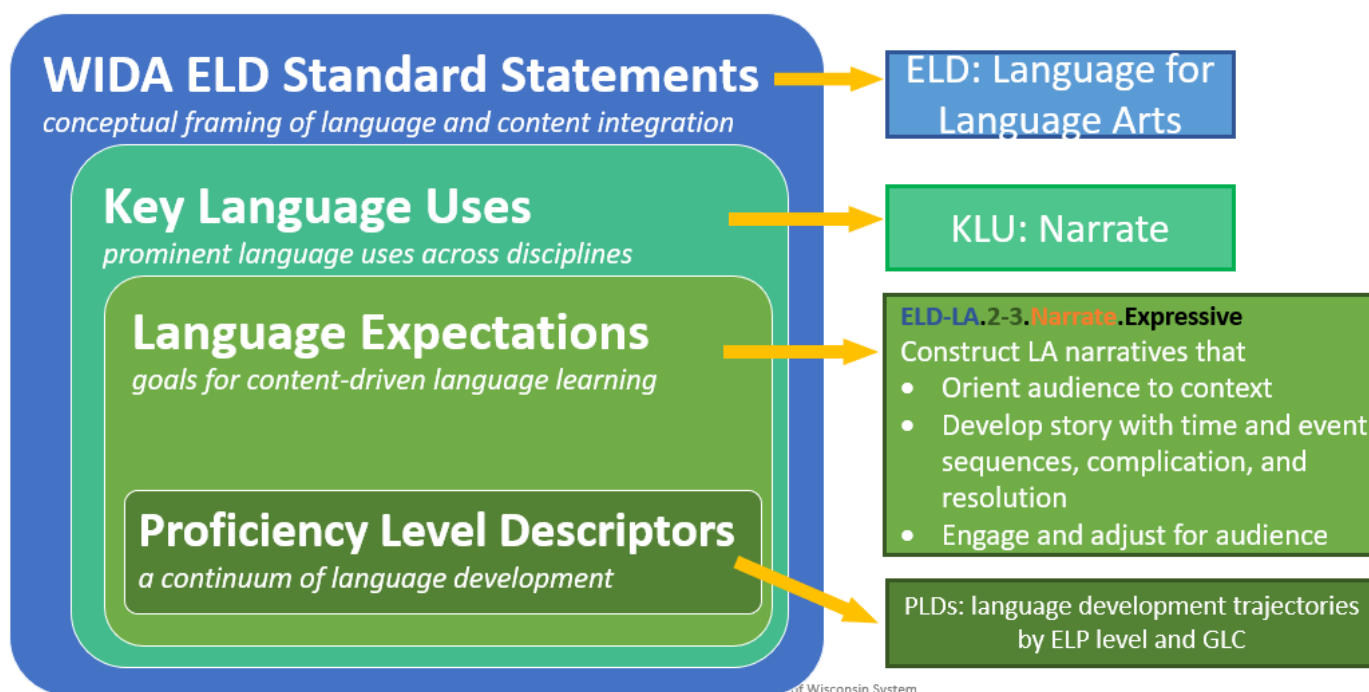
The **Sentence Dimension** contributes to the grammatical complexity of a text. Language users make choices in the mechanics of various sentence types that help shape how a text is sequenced and connected.

The **Word/Phrase Dimension** adds precision to communication. For example, language users strategically select everyday, cross-disciplinary, or technical language; employ multiple meanings and nuances of words and phrases; or play with their shades of meaning.

Grade Level Cluster Materials



WIDA recognizes that English language development occurs over multiple years, is variable, and depends on many factors such as multilingual learners' ages, maturation, classroom experiences, motivation, attitudes, and types of educational programming. With this in mind, in the 2020 Edition WIDA applies the four components of the WIDA ELD Standards Framework to each grade-level cluster (Kindergarten, grades 1, 2-3, 3-5, 6-8, and 9-12).



Additional Resources

Finally, the 2020 Edition also offers:

Thinking Prompt

Grade-level Materials: With whom do you plan to share them?

- Annotated Language Samples illustrate Key Language Uses, Language Expectations, and Language Functions and Features in authentic grade-level texts
- Key Language Uses: A Closer Look
- Jump-off discussion points for applying the WIDA ELD Standards, 2020 Edition, to curricular design
- Eight appendices containing additional information for specified purposes and audiences, including a glossary, theoretical foundations, a comparison of editions, content-language correspondence tables, and more

What Next?



Right now you can...

- Advocate for multilingual learners and put the [Can Do Philosophy](#) into action.
- Explore the WIDA foundational beliefs about language development and supporting research. You can start by downloading the updated [Guiding Principles of Language Development](#), available in 13 languages.
- **Refer to WIDA resources on the [2020 Vision](#) page to learn about big ideas and new features of the 2020 Edition:**
 - Use the [2020 Vision PowerPoint slides](#) to inform your colleagues that the WIDA ELD Standards, 2020 Edition, is coming!
 - Promote the [2020 Vision flyer](#).
- Join the discussion on WIDA [Facebook](#) and [Twitter](#) using #WIDAstandards.

Choose a pathway for professional learning:

- Attend the other sessions of the [WIDA eSummit](#), a free virtual learning event, available to domestic Consortium members October 12-30, 2020.
- Access the WIDA eSummit recorded webinars, available to domestic and international Consortium members, available early November 2020.
 - Invite colleagues who missed the eSummit to watch the recordings
 - Create a discussion group so colleagues can collaborate and learn together about the 2020 Edition
 - Start listing questions and ideas about how you and your colleagues will use the 2020 Edition
- Join the 2020 Vision Q&A Webinar Series, to learn about features and changes to the WIDA ELD Standards, 2020 Edition, starting in winter 2021.
- Learn about WIDA Professional Learning opportunities, coming spring 2021.

wida.wisc.edu/teach/standards/eld/2020