These updated Guiding Principles of Language Development and Learning exemplify WIDA’s overarching and ever-present Can Do Philosophy.

1. Multilingual learners’ languages and cultures are valuable resources to be leveraged for schooling and classroom life; leveraging these assets and challenging biases help develop multilingual learners’ independence and encourage their agency in learning (Little, Dam, & Legenhausen, 2017; Moll, Amanti, Neff, & González, 1992; Nieto & Bode, 2018; Perley, 2011).


3. Multilingual learners’ language development and learning occur over time through meaningful engagement in activities that are valued in their homes, schools and communities (Engeström, 2009; Larsen-Freeman, 2018; van Lier, 2008; Wen, 2008).

4. Multilingual learners’ language, social-emotional, and cognitive development are interrelated processes that contribute to their success in school and beyond (Aldana & Mayer, 2014; Barac & Bialystok, 2012; Gándara, 2015; Sánchez-López & Young, 2018).

5. Multilingual learners use and develop language when opportunities for learning take into account their individual experiences, characteristics, abilities, and levels of language proficiency (Gibbons, 2002; Swain, Kinnear, & Steinman, 2015; TESOL International Association, 2018; Vygotsky, 1978).

6. Multilingual learners use and develop language through activities which intentionally integrate multiple modalities, including oral, written, visual, and kinesthetic modes of communication (Choi & Yi, 2015; Jewitt, 2008; van Lier, 2006; Zwiers & Crawford, 2011).
7. Multilingual learners use and develop language to interpret and access information, ideas, and concepts from a variety of sources, including real-life objects, models, representations, and multimodal texts (Ajayl, 2009; Cope & Kalantzis, 2009; Jewitt, 2009; Kervin & Derewianka, 2011).

8. Multilingual learners draw on their metacognitive, metalinguistic, and metacultural awareness to develop effectiveness in language use (Bialystok & Barac, 2012; Casey & Ridgeway-Gillis, 2011; Gottlieb & Castro, 2017; Jung, 2013).

9. Multilingual learners use their full linguistic repertoire, including translanguaging practices, to enrich their language development and learning (García, Johnson, & Seltzer, 2017; Hornberger & Link, 2012; Wei, 2018).

10. Multilingual learners use and develop language to interpret and present different perspectives, build awareness of relationships, and affirm their identities (Cummins, 2001; Esteban-Guitart & Moll, 2014; May, 2013, Nieto, 2010).

Complete bibliography available upon request