

Oklahoma State Department of Education
Office of English Language Proficiency



Components of the WIDA ELD Standards Framework 2020						
WIDA English Language Development Standards		A framework for language and content integration.				
English language learners communicate information, ideas, and concepts necessary for academic success in the content area of...						
Standard 1- Language for Social and Instructional Purposes						
Standard 2- Language for Language Arts						
Standard 3- Language for Mathematics						
Standard 4- Language for Science						
Standard 5- Language for Social Studies						
Grade Level Clusters						
K	1	2-3	4-5	6-8	9-12	
Key Language Uses		Based on research conducted by WIDA on genre families—categories of texts that share specific characteristics, such as purpose, organization, or other similar patterns of language use, they have identified these four genres that can be used to prioritize and organize the integration of content and language. Please not that these Key Languages Uses can overlap and inform each other.				
Narrate		Highlights language to convey real or imaginary experiences through stories and histories. Narratives serve many purposes, including to instruct, entertain, teach, or support argumentation.				
Inform		Highlights language to provide factual information. As students convey information, they define, describe, compare, contrast, organize, categorize, or classify concepts, ideas, or phenomena.				
Explain		Highlights language to give an account for how things work or why things happen. As students explain, they substantiate the inner workings of natural, man-made, and social phenomena.				
Argue		Highlights language to justify claims using evidence and reasoning. Argue can be used to advance or defend an idea or solution, change the audience’s point of view, bring about action, or accept a position or evaluation of an issue.				

Language Expectations	Goals for content driven instruction that add specificity to the ELD Standards and Key Language Uses . Language Expectations consist of three aspects: Mode of Communication , Language Functions , and Language Features .
Mode of Communication	The four individual language domains (listening, speaking, reading, and writing) are consolidated into two more inclusive modes of communication: interpretive and expressive .
Interpretive Communication Mode	Encompasses listening, reading, and viewing.
Expressive Communication Mode	Encompasses speaking, writing, and representing.
Language Functions	Common patterns of language use that showcase particular ways students might use language to meet the purposes of schooling.
Language Features	Types of sentences, clauses, phrases, and words students will need to apply Language Functions .
Example of a Language Expectation	
Communication Mode Language Function Language Feature	English Learners will construct language arts narratives that...develop story with time and event sequences, complication, resolution, or ending through...connectors to sequence time and events and to combine and link event details.
Proficiency Level Descriptors	A detailed articulation of English Learners' growth in interpretive and expressive language across levels of English language proficiency. A proficiency level does not categorize an English Learner, but, rather, identifies snapshots of what an English Learner knows and can do at a particular stage of language development. PLDs are written according to the three Dimensions of Language Use : discourse, sentence, and word/phrase.
Dimensions of Language Use	A way to conceptualize the linguistic system.
Discourse Dimension	Imparts overall meaning across an entire text, supported by the sentence and word/phrase dimensions.
Sentence Dimension	Contributes to the grammatical complexity of a text through clauses in various sentences types and how a text is sequenced and connected.
Word/Phrase Dimension	Adds precision to communication including employing multiple meanings and nuances of words and phrases; or playing with their shades of meaning.