The 2012 Amplification of the WIDA ELD Standards works in tandem with the CCSS. Both state that English learners must receive ELD throughout the instructional day – through direct instruction in ELD and integrated into other content delivery.

WIDA Amplified ELD Standards	How **Systematic ELD** puts WIDA ELD Standards into action
Guiding Principles of Language Development (GPLD) 6 – Use language in functional ways that vary according to context **Sociocultural Context**: Language use attends to register, text type, topic, task/situation	Equips students to use language flexibly and fluently for a wide range of collaborative purposes and registers (formal, informal, academic, social, real world, peer, adult, etc.).
GPLD 7 – Develop language proficiency in all domains interdependently **Features of Academic Language –** Discourse (linguistic complexity), **Sentence** (language forms and conventions), and **Word/Phrase** (vocabulary usage) level	Centers instruction on meaningful purposes for using language, and identifying the **bricks** (vocabulary) and **mortar** (text structure, syntax, grammatical forms) students need to confidently and accurately communicate their thinking.
Performance Definitions: Levels of Language Proficiency **GPLD 1 –** Students' languages and cultures must incorporated into schooling **GPLD 5 –** Students learn language and culture through meaningful use and interaction with a focus on oral language development **Features of Academic Language –** Discourse, **Sentence**, and **Word/Phrase** level	Systematic ELD is the sliver of the academic day dedicated to deliberate language instruction at a student's proficiency level. This is the block of time that the CCSS and WIDA standards refer to as dedicated and/or direct instruction in ELD. By meeting students at their instructional "sweet spot," we can both fill and prevent gaps in their language development. This accelerates language learning by making it more systematic, less ad-hoc. With that boost, students are better equipped to apply what they learn as they interact with peers, adults, and text throughout the day.
Language Domains: Receptive and Productive Language **GPLD 2 –** Home, school, and community experiences influence development **GPLD 10 –** Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their language proficiency **Sociocultural Context**: Language use attends to register, text type, topic, task/situation	Builds communicative competence in listening, speaking, reading and writing. Abundant interaction and practice – whole group, small group, or partner – are woven into every phase of instruction. Using well-organized visuals, templates, and other explicit scaffolds, students learn essential vocabulary and language patterns so they can be in charge of how they communicate. Lessons infuse reflection so students think about what they know and make decisions about how to express themselves.
Cognitive Functions: English Learners need to construct meaning from oral and written language as well as to express complex ideas and information **GPLD 8-9 –** Students develop academic language and content knowledge simultaneously. Social, instructional, and academic language is the foundation for success in school	E.L. Achieve's **Vision of Explicit Language Instruction** backward maps from grade-level appropriate cognitive tasks and assessed proficiency-level needs. Students develop an in-depth meta-linguistic understanding of how English works. They use that knowledge to comprehend text and accurately express their understanding in ways that are appropriate to the task.

Reference: 2012 AMPLIFICATION OF The English Language Development Standards KINDERGARTEN–GRADE 12