



**Crosswalk for the
2026 South Carolina College- and
Career- Ready Visual and Performing
Arts Proficiency Standards
and
2020 WIDA English Language
Development Standards**

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Overview of Crosswalk

The purpose of this crosswalk document is to reveal alignment between the *South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards (SC CCR VPAPS)* and the *WIDA English Language Development Standards Framework (WIDA ELD Standards)*.

It is important to note that this document does not represent the full breadth of either the *SC CCR VPAPS* or the *WIDA ELD Standards*. Instead, it highlights key alignments to support educators in integrating language development and arts instruction.

WIDA ELD Standards

The *WIDA ELD Standards* are a set of guidelines designed to support the language development of multilingual learners (MLs). Developed by WIDA (World-Class Instructional Design and Assessment), these standards focus on helping learners acquire the language skills necessary to succeed academically in an English-speaking environment.

The *WIDA ELD Standards* utilize a “Can Do” philosophy, bringing together content and language to create engaging classrooms for every learner, particularly those who need to learn English while keeping up with standards-based academic content.

The WIDA ELD Standards are organized around five key language development standards:

1. **Social and Instructional Language:** Using language to participate in social and instructional contexts.
2. **Language for Social Interactions:** Communicating effectively with others in social settings.
3. **Language for Academic Purposes:** Using language to engage with academic content.
4. **Language for Specific Purposes:** Applying language skills in specific content areas or real-world contexts.
5. **Language for Literacy Development:** Developing reading and writing skills to access and understand texts.

Each standard emphasizes the development of language skills across different modes—listening, speaking, reading, and writing—and in various contexts, ensuring that MLs can effectively communicate and learn across all academic areas.

The standards serve as a framework for curriculum development, instruction, and assessment to promote language proficiency and academic achievement among English learners.

Vertical Articulation/Alignment

The *SC CCR VPAPS* crosswalk with the *WIDA ELD Standards* may look different from other content-area documents, because arts disciplines require a different conceptual structure to accurately represent how learners use and develop language. The *SC CCR VPAPS* utilize four Artistic Processes—Creating, Performing/Presenting, Responding, and Connecting—as its academic strands. These processes capture the authentic ways learners engage in meaning-making, communication, and expression within visual and performing arts classrooms.

The Artistic Processes naturally align with WIDA’s Key Language Uses (KLUs)—Narrate, Inform, Explain, and Argue—because arts learning is inherently communicative. Whether learners are choreographing, composing, designing, rehearsing, critiquing, or presenting their work, they are consistently using language to explore ideas, collaborate, justify artistic choices, and reflect on their creative processes. Aligning Artistic Processes with KLUs allows the document to highlight how language functions within artistic thinking and artistic production, rather than forcing arts learning into an ELA-shaped framework that does not reflect the unique nature of arts instruction.

Importantly, arts educators can use this crosswalk regardless of a learner’s arts proficiency level. WIDA’s grade-level indicators describe the language expectations appropriate for multilingual learners in each grade band, and these expectations apply across all content areas, including the arts. Essentially, arts educators can lean directly on the WIDA indicators to support learners’ language development at the grade level they are enrolled in, even when learners’ artistic experience or skill differs widely.

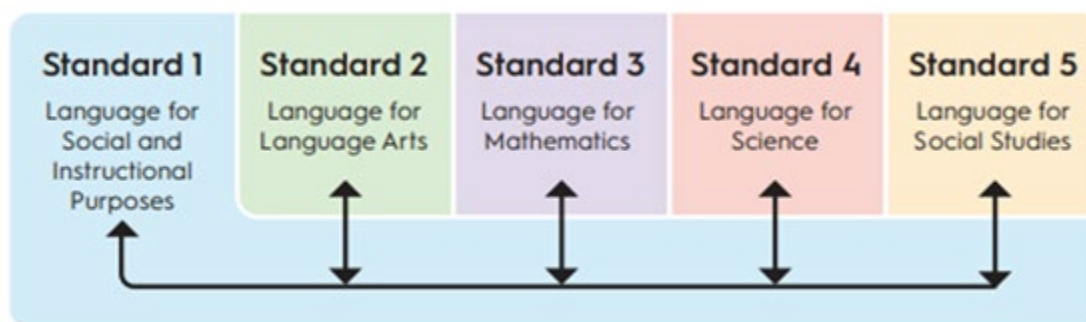
By drawing on WIDA’s grade-appropriate language expectations and aligning them with the Artistic Processes, arts teachers can create learning experiences that help multilingual learners develop their artistic skills and their academic language simultaneously. This approach ensures the arts remain a powerful, inclusive space where all learners can engage, express, and succeed.

ELD Standard 1: Language for Social and Instructional Purposes (ELD-SI)

Standard 1- Language for Social and Instructional Purposes—has a broader scope and applicability than the other four ELD Standards Statements, which focus on discipline-specific language uses. Unlike Standards 2–5, which are tied to particular academic content areas, ELD Standard 1 extends across all educational settings and functions both independently and in coordination with the discipline-specific standards. MLs use language not only to access and communicate academic concepts, but also to express needs and preferences, build and affirm their identities, and form and sustain relationships with peers and adults. In this way, ELD Standard 1 encompasses the essential social and instructional language that enables learners to participate fully, confidently, and authentically in every aspect of school life.

ELD Standard 1 embraces the experiential, linguistic, and cultural backgrounds and identities that MLs bring to school, and it situates these assets in relation to the discipline-specific expectations outlined in the other ELD Standards. This standard highlights how MLs’ lived experiences and perspectives shape the ways they make meaning across content areas. It also reinforces the importance of strength-based instructional approaches that honor learners’ identities, meet them where they are within their own linguistic and cultural contexts, and intentionally connect the personal, social, and emotional dimensions of learning to the academic demands of the classroom.

Figure 1: Relationship Among the *WIDA ELD Standards*



Standard 1 encompasses multilingual learners’ use of language in the following situations:

- As MLs expand their linguistic repertoire from English language proficiency level 1 through level 6, it is important to remember that ELD Standard 1 applies to all learners—not only newcomers or young children. It is also not a precursor that must be mastered before developing disciplinary language. Instead, ELD Standard 1 encompasses the full range of opportunities for MLs to use and develop language for social and instructional purposes across all proficiency levels, all grade spans, and all content areas.
- Across all disciplines and school settings, language for social and instructional purposes is foundational to learners’ engagement and learning. This includes not

only core subjects like language arts and mathematics, but also the visual and performing arts; health and physical education; technology-enhanced learning; library and media center activities; and the full range of schoolwide events and routines. Language permeates the entire school day, and every educator—regardless of content area—shares responsibility for providing MLs with rich opportunities to develop content knowledge and language simultaneously.

- Across a wide range of topics, tasks, and situations, ELD Standard 1 outlines Language Expectations that support diverse classroom activities and interactions. These include establishing classroom norms, setting and following routines, asking for clarification, engaging in peer discussions, and expressing personal ideas, feelings, and perspectives. They also extend to exploring languages, cultures, and viewpoints. Together, these interactions reflect the broad, everyday contexts in which MLs develop the social and instructional language essential for full participation in school.
- Language is fundamentally a social practice, and multilingual learners develop it most meaningfully while interacting with others. Effective communication depends on learners’ awareness of their own identities as well as the identities, roles, and purposes of those with whom they engage across the school community—including peers, teachers, administrators, counselors, paraprofessionals, interpreters, family and community liaisons, support staff, and visitors. These varied interactions create authentic opportunities to use language for both social and instructional purposes. Interactive learning environments significantly expand the opportunities MLs have to engage deeply with content, draw on their linguistic and cultural assets, and strengthen the language needed to support their academic success.

Audience	Potential Uses of the WIDA ELD Standard Framework
Teacher Educators and Professional Learning Providers	• Integrate into courses for pre-service teachers, in-service teachers, and administrators • Guide professional learning around asset-driven education for districts and schools • Model the process for integrating content and language in instruction and assessment • Partner in conducting classroom, school, and district research
International Schools and Educators	• Craft a school-wide language policy • Embed language development into curriculum, instruction, and classroom assessment • Collaborate with colleagues to coordinate language services • Share with grade-level teams to create seamless learning experiences for multilingual learners
Learners, Families, and Communities	• Benefit from clear learning goals that promote equity for all • Benefit from a coherent educational experience based on a standards-aligned system • Benefit from having clarity on what teachers should be teaching and what learners should be learning • Understand the language development process and how the <i>WIDA ELD Standards</i> represent the joining of grade-level academic content and language

Dance Crosswalk

Artistic Process	WIDA K-3 Alignment	WIDA 4-12 Alignment
CREATING – <i>I can conceive and develop new artistic ideas and work.</i> Anchor Standard 1: <i>I can use movement exploration to discover and create artistic ideas and works.</i> Anchor Standard 2: <i>I can choreograph a dance.</i>	ELD-SI.K-3.Argue • Ask questions about others’ opinions • Support own opinions with reasons • Clarify and elaborate ideas based on feedback • Defend change in one’s own thinking • Revise one’s own opinions based on new information	ELD-SI.4-12.Argue • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence
PERFORMING – <i>I can perform movement skills with technical proficiency and artistic expression.</i> Anchor Standard 3: <i>I can perform movements using the dance elements.</i> Anchor Standard 4: <i>I can perform movement skills and techniques.</i>	ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences	ELD-SI.4-12.Inform • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system • Sort, clarify, and summarize relationships • Summarize most important aspects of information

Artistic Process	WIDA K-3 Alignment	WIDA 4-12 Alignment
RESPONDING – <i>I can interpret and evaluate how dance conveys meaning.</i> Anchor Standard 5: <i>I can describe, analyze, and evaluate a dance.</i>	ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works	ELD-SI.4-12.Explain • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways
CONNECTING – <i>I can relate artistic ideas and work with personal meaning and external context.</i> Anchor Standard 6: <i>I can examine and perform dance styles from a variety of historical periods and cultures.</i> Anchor Standard 7: <i>I can relate dance to other arts disciplines, content areas, and careers.</i> Anchor Standard 8: <i>I can identify and apply healthful practices related to dance.</i>	ELD-SI.K-3.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps	ELD-SI.4-12.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward • Create closure, recap, and offer next steps

Design Crosswalk

Artistic Process	WIDA K-3 Alignment	WIDA 4-12 Alignment
CREATING – <i>I can conceive and develop new design ideas and work.</i> Anchor Standard 1: <i>I can conceive and develop a design challenge.</i> Anchor Standard 2: <i>I can research to explore and identify aspects of the design challenge.</i> Anchor Standard 3: <i>I can select and create possible solutions to the design challenge.</i> Anchor Standard 4: <i>I can create an original prototype.</i>	ELD-SI.K-3.Argue • Ask questions about others’ opinions • Support own opinions with reasons • Clarify and elaborate ideas based on feedback • Defend change in one’s own thinking • Revise one’s own opinions based on new information	ELD-SI.4-12.Argue • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence
PRESENTING – <i>I can present new design ideas and work.</i> Anchor Standard 5: <i>I can present my final design solution.</i>	ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences	ELD-SI.4-12.Inform • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system • Sort, clarify, and summarize relationships • Summarize most important aspects of information

Artistic Process	WIDA K-3 Alignment	WIDA 4-12 Alignment
RESPONDING – <i>I can respond to feedback from others on new design ideas and work.</i> Anchor Standard 6: <i>I can reflect and revise based on feedback and input.</i>	ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works	ELD-SI.4-12.Explain • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways
CONNECTING – <i>I can relate artistic ideas and work with personal meaning and external context.</i> Anchor Standard 7: <i>I can identify and examine design through history and world culture.</i> Anchor Standard 8: <i>I can relate design ideas to other arts disciplines, content areas, and careers.</i>	ELD-SI.K-3.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps	ELD-SI.4-12.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward • Create closure, recap, and offer next steps

Media Arts Crosswalk

Artistic Process	WIDA K-3 Alignment	WIDA 4-12 Alignment
CREATING – <i>I can conceive and develop new artistic ideas and work.</i> Anchor Standard 1: <i>I can use past, current, and emerging technology tools, procedures, and processes to create a variety of media artworks in a safe and responsible manner.</i> Anchor Standard 2: <i>I can organize, improve, and complete artistic work using media arts elements and principles.</i>	ELD-SI.K-3.Argue • Ask questions about others’ opinions • Support own opinions with reasons • Clarify and elaborate ideas based on feedback • Defend change in one’s own thinking • Revise one’s own opinions based on new information	ELD-SI.4-12.Argue • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence
PRESENTING – <i>I can share artistic ideas and work.</i> Anchor Standard 3: <i>I can develop, refine, and select work for presentation that reflects specific content, ideas, skills, and media works for display.</i>	ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences	ELD-SI.4-12.Inform • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system • Sort, clarify, and summarize relationships • Summarize most important aspects of information

Artistic Process	WIDA K-3 Alignment	WIDA 4-12 Alignment
RESPONDING – <i>I can interpret and evaluate how media is represented and conveys meaning.</i> Anchor Standard 4: <i>I can describe, analyze, and evaluate the meaning of my work and the work of others.</i>	ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works	ELD-SI.4-12.Explain • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways
CONNECTING – <i>I can relate artistic ideas and work with personal meaning and external context.</i> Anchor Standard 5: <i>I can examine the role of media arts through history and cultures.</i> Anchor Standard 6: <i>I can relate media arts to personal meaning, other arts disciplines, content areas, and careers.</i> Anchor Standard 7: <i>I can practice digital citizenship in researching and creating art.</i>	ELD-SI.K-3.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps	ELD-SI.4-12.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward • Create closure, recap, and offer next steps

Music (Choral) Crosswalk

Artistic Process	WIDA K-3 Alignment	WIDA 4-12 Alignment
CREATING – <i>I can use the elements of music to communicate new musical ideas.</i> Anchor Standard 1: <i>I can compose and arrange music.</i> Anchor Standard 2: <i>I can improvise music.</i>	ELD-SI.K-3.Argue • Ask questions about others’ opinions • Support own opinions with reasons • Clarify and elaborate ideas based on feedback • Defend change in one’s own thinking • Revise one’s own opinions based on new information	ELD-SI.4-12.Argue • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence
PERFORMING – <i>I can perform a variety of music with fluency and expression.</i> Anchor Standard 3: <i>I can produce a well-developed tone quality.</i> Anchor Standard 4: <i>I can perform with technical accuracy and expression.</i> Anchor Standard 5: <i>I can perform using music notation.</i>	ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences	ELD-SI.4-12.Inform • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system • Sort, clarify, and summarize relationships • Summarize most important aspects of information

Artistic Process	WIDA K-3 Alignment	WIDA 4-12 Alignment
RESPONDING – <i>I can respond to musical ideas as a performer and listener.</i> Anchor Standard 6: <i>I can analyze music.</i> Anchor Standard 7: <i>I can evaluate music.</i>	ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works	ELD-SI.4-12.Explain • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways
CONNECTING – <i>I can connect musical ideas and works with personal experience, careers, culture, history, and other disciplines.</i> Anchor Standard 8: <i>I can examine music from a variety of stylistic and historical periods and cultures.</i> Anchor Standard 9: <i>I can relate music to other arts disciplines, content areas, and career paths.</i>	ELD-SI.K-3.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps	ELD-SI.4-12.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward • Create closure, recap, and offer next steps

Music (General) Crosswalk

Artistic Process	WIDA K-3 Alignment	WIDA 4-12 Alignment
CREATING – <i>I can use the elements of music to communicate new musical ideas and works.</i> Anchor Standard 1: <i>I can compose and arrange music.</i> Anchor Standard 2: <i>I can improvise music.</i>	ELD-SI.K-3.Argue • Ask questions about others’ opinions • Support own opinions with reasons • Clarify and elaborate ideas based on feedback • Defend change in one’s own thinking • Revise one’s own opinions based on new information	ELD-SI.4-12.Argue • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence
PERFORMING – <i>I can perform a variety of music with fluency and expression.</i> Anchor Standard 3: <i>I can sing alone and with others.</i> Anchor Standard 4: <i>I can play instruments alone and with others.</i> Anchor Standard 5: <i>I can read and notate music.</i>	ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences	ELD-SI.4-12.Inform • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system • Sort, clarify, and summarize relationships • Summarize most important aspects of information

Artistic Process	WIDA K-3 Alignment	WIDA 4-12 Alignment
RESPONDING – <i>I can respond to musical ideas as a performer and listener.</i> Anchor Standard 6: <i>I can analyze music.</i> Anchor Standard 7: <i>I can evaluate music.</i>	ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works	ELD-SI.4-12.Explain • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways
CONNECTING – <i>I can connect musical ideas and works with personal experience, careers, culture, history, and other disciplines.</i> Anchor Standard 8: <i>I can examine music from a variety of stylistic and historical periods and cultures.</i> Anchor Standard 9: <i>I can relate music to other arts disciplines, content areas, and career paths.</i>	ELD-SI.K-3.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps	ELD-SI.4-12.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward • Create closure, recap, and offer next steps

Music (Instrumental) Crosswalk

Artistic Process	WIDA K-3 Alignment	WIDA 4-12 Alignment
CREATING – <i>I can use the elements of music to communicate new musical ideas and works.</i> Anchor Standard 1: <i>I can compose and arrange music.</i> Anchor Standard 2: <i>I can improvise music.</i>	ELD-SI.K-3.Argue • Ask questions about others’ opinions • Support own opinions with reasons • Clarify and elaborate ideas based on feedback • Defend change in one’s own thinking • Revise one’s own opinions based on new information	ELD-SI.4-12.Argue • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence
PERFORMING – <i>I can perform a variety of music with fluency and expression.</i> Anchor Standard 3: <i>I can produce a characteristic tone.</i> Anchor Standard 4: <i>I can perform with technical accuracy and expression.</i> Anchor Standard 5: <i>I can perform using musical notation.</i>	ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences	ELD-SI.4-12.Inform • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system • Sort, clarify, and summarize relationships • Summarize most important aspects of information

Artistic Process	WIDA K-3 Alignment	WIDA 4-12 Alignment
RESPONDING – <i>I can respond to musical ideas as a performer and listener.</i> Anchor Standard 6: <i>I can analyze music.</i> Anchor Standard 7: <i>I can evaluate music.</i>	ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works	ELD-SI.4-12.Explain • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways
CONNECTING – <i>I can relate musical ideas to personal experiences, other arts disciplines, and content areas.</i> Anchor Standard 8: <i>I can relate musical ideas to personal experiences, culture, and history.</i> Anchor Standard 9: <i>I can relate music to other arts disciplines, content areas, and career paths.</i>	ELD-SI.K-3.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps	ELD-SI.4-12.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward • Create closure, recap, and offer next steps

Theatre Crosswalk

Artistic Process	WIDA K-3 Alignment	WIDA 4-12 Alignment
CREATING – <i>I can use the elements of music to communicate new musical ideas and work.</i> Anchor Standard 1: <i>I can create scenes and write scripts using story elements and structure.</i> Anchor Standard 2: <i>I can design and use technical elements for improvised scenes and written scripts.</i>	ELD-SI.K-3.Argue • Ask questions about others’ opinions • Support own opinions with reasons • Clarify and elaborate ideas based on feedback • Defend change in one’s own thinking • Revise one’s own opinions based on new information	ELD-SI.4-12.Argue • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence
PERFORMING – <i>I can perform new artistic ideas and work from a variety of materials, techniques, and processes</i> Anchor Standard 3: <i>I can act in improvised scenes and written scripts.</i> Anchor Standard 4: <i>I can direct and organize work for a performance to reflect specific content, ideas, skills, and media.</i>	ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences	ELD-SI.4-12.Inform • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system • Sort, clarify, and summarize relationships • Summarize most important aspects of information

Artistic Process	WIDA K-3 Alignment	WIDA 4-12 Alignment
RESPONDING – <i>I can interpret and evaluate how the arts convey meaning.</i> Anchor Standard 5: <i>I can interpret and evaluate live or recorded dramatic performances as an active audience member.</i> Anchor Standard 6: <i>I can practice theatre professionalism through observation and self-reflection.</i>	ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works	ELD-SI.4-12.Explain • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways
CONNECTING – <i>I can relate artistic ideas and works with personal meaning and external context.</i> Anchor Standard 7: <i>I can examine the role of theatre through history and culture.</i> Anchor Standard 8: <i>I can relate theatre to other content areas, arts disciplines, and careers.</i> Anchor Standard 9: <i>I can use a variety of resources to research multiple aspects of theatre.</i>	ELD-SI.K-3.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps	ELD-SI.4-12.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward • Create closure, recap, and offer next steps

Visual Arts Crosswalk

Artistic Process	WIDA K-3 Alignment	WIDA 4-12 Alignment
CREATING – <i>I can make artwork using a variety of materials, techniques, and processes.</i> Anchor Standard 1: <i>I can use the elements of art and principles of design to create artwork.</i> Anchor Standard 2: <i>I can use different materials, techniques, and processes to make art.</i>	ELD-SI.K-3.Argue • Ask questions about others' opinions • Support own opinions with reasons • Clarify and elaborate ideas based on feedback • Defend change in one's own thinking • Revise one's own opinions based on new information	ELD-SI.4-12.Argue • Generate questions about different perspectives • Support or challenge an opinion, premise, or interpretation • Clarify and elaborate ideas based on feedback • Evaluate changes in thinking, identifying trade-offs • Refine claims and reasoning based on new information or evidence
PRESENTING – <i>I can choose and organize work that demonstrates related concepts, skills, and/or media.</i> Anchor Standard 3: <i>I can complete and revise artistic work using elements and principles.</i> Anchor Standard 4: <i>I can organize work for presentation and documentation to reflect specific content, ideas, skills, and/or media.</i>	ELD-SI.K-3.Inform • Define and classify objects or concepts • Describe characteristics, patterns, or behavior • Describe parts and wholes • Sort, clarify, and summarize ideas • Summarize information from interaction with others and from learning experiences	ELD-SI.4-12.Inform • Define and classify facts and interpretations; determine what is known vs. unknown • Report on explicit and inferred characteristics, patterns, or behavior • Describe the parts and wholes of a system • Sort, clarify, and summarize relationships • Summarize most important aspects of information

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RESPONDING – <i>I can evaluate and communicate about the meaning in my artwork and the artwork of others.</i> Anchor Standard 5: <i>I can interpret and evaluate the meaning of an artwork.</i>	ELD-SI.K-3.Explain • Share initial thinking with others • Follow and describe cycles in diagrams, steps in procedures, or causes and effects • Compare and contrast objects or concepts • Offer ideas and suggestions • Act on feedback to revise understandings of how or why something works	ELD-SI.4-12.Explain • Generate and convey initial thinking • Follow and describe cycles and sequences of steps or procedures and their causes and effects • Compare changing variables, factors, and circumstances • Offer alternatives to extend or deepen awareness of factors that contribute to particular outcomes • Act on feedback to revise understandings of how or why something is or works in particular ways
CONNECTING – <i>I can relate artistic ideas and works with personal meaning and external context.</i> Anchor Standard 6: <i>I can identify and examine the role of visual arts through history and world cultures.</i> Anchor Standard 7: <i>I can relate visual arts ideas to other arts disciplines, content areas, and careers.</i>	ELD-SI.K-3.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Ask questions about what others have shared • Recount and restate ideas • Discuss how stories might end or next steps	ELD-SI.4-12.Narrate • Share ideas about one’s own and others’ lived experiences and previous learning • Connect stories with images and representations to add meaning • Identify and raise questions about what might be unexplained, missing, or left unsaid • Recount and restate ideas to sustain and move dialogue forward • Create closure, recap, and offer next steps

References

South Carolina Department of Education. (2025). *Multilingual Learner Considerations for the South Carolina Standards*.

South Carolina Department of Education. (2025). *South Carolina College- and Career-Ready Visual and Performing Arts Proficiency Standards*. <https://ed.sc.gov>

WIDA. (2020). *WIDA English Language Development Standards Framework, 2020 edition: Kindergarten-grade12*. Board of Regents of the University of Wisconsin System.