Minnesota Language Education Delivery Frameworks

This chart lists the research-supported second language acquisition frameworks in Minnesota K-12 schools, the accompanying standards frameworks, and intended outcomes. Program names may vary at the school or district level since a variety of teaching methods are used across Minnesota. This chart was developed by the Minnesota Department of Education (MDE) and Center for Advanced Research on Language Acquisition (CARLA) with input from stakeholders to solidify terms of reference regarding Minnesota language education frameworks. The binary labels "English speakers" (ESs) and "English learners" (ELs) do not represent the complexity of students and their language abilities. Rather, language proficiency is best understood as *a* continuum of abilities in listening, speaking, reading and writing.

Framework	Program Models	Standards	Measured Proficiency Outcomes
English Language Development (ELD)	Content-based ELD Instruction (ELs)	WIDA English Language Development Standards	Academic English Language Proficiency
Bilingual Education	Traditional Bilingual (ELs) • Dual Language Literacy (ELs) Dual Language and Immersion (ESs and ELs) • Developmental Bilingual (ELs) • Two-Way Immersion (ELs and ESs) • World Language Immersion – one way immersion (ESs) • Indigenous Immersion (ESs)	WIDA English Language Development Standards (ELs) Academic Content Standards (ESs and ELs)	Bilingualism and Biliteracy
World Language Education (WL)	• Foreign Language Elementary School (FLES) (ESs and ELs) • WL in Secondary Schools (ESs and ELs) • Heritage Language Development (ESs and ELs)	Aligned to ACTFL proficiency guidelines and world language standards	Proficiency in One or More World Languages

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