

## The Early Years: WIDA's Early ELD Standards

May 7, 2015  
9:30 am to 11:00 am

Presented by:  
Jennifer Amaya-Thompson, Barbara Cohen, Anne Dolan, Boni Esther Enquist, and Alexis Glick


## Agenda

- Welcome and Introductions
- WIDA Collaboration: Tim Boals, Executive Director of the WIDA Consortium
- The Evolution of the Early ELD Standards
- Diversity among DLLs
- Benefits of Being Bilingual
- Overview of the Early ELD Standards
- Application: Intentional planning for language learning
- Updates and Future Plans for the E ELD Standards in MA
- Q & A

## WIDA Collaboration


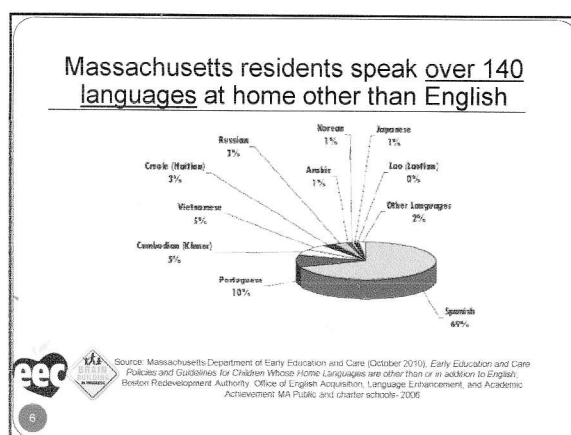
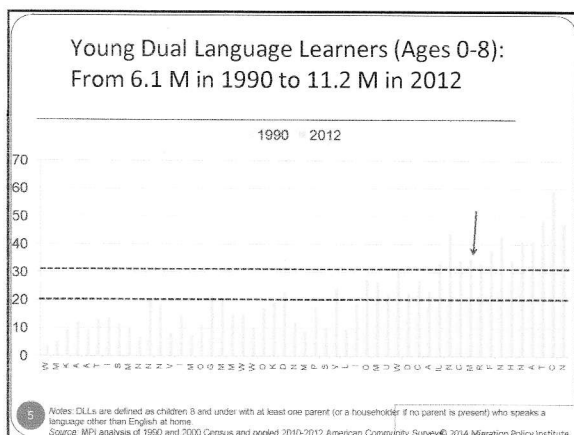
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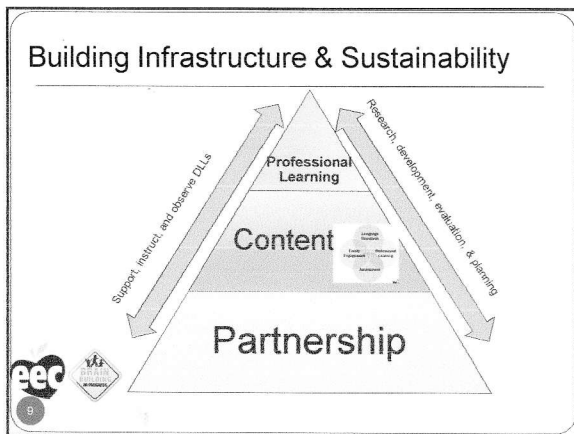
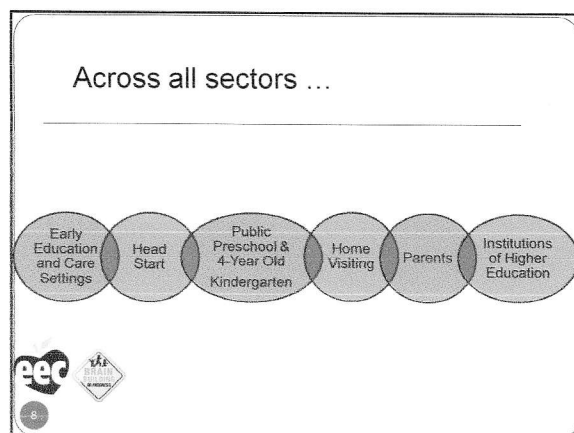
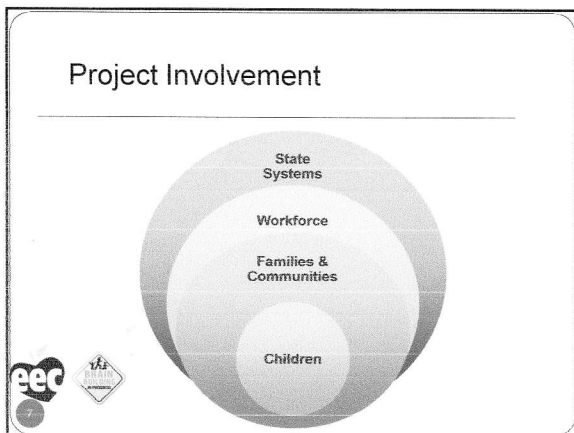
## Purpose of the Young Dual Language Learners' School Readiness Initiative



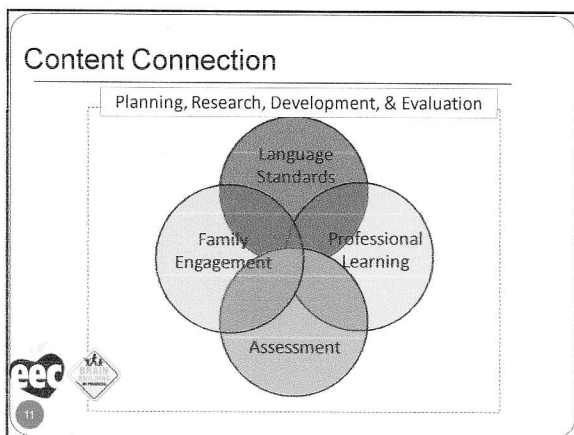
The number of young Dual Language Learners has grown substantially in the United States in recent years. Consequently, early childhood practitioners are presented with the **challenge of supporting, instructing, and assessing** young Dual Language Learners using the benchmarks of State's Early Learning Standards, often without cultural and linguistic relevance.

In responding to the growing needs of young Dual Language Learners, the MA Department of Early Education and Care (EEC) engaged in partnership with WIDA (World-Class Instructional Design and Assessment) to develop the **Early-English Language Development (E-ELD) Standards Framework** and improve program quality and outcomes for young Dual Language Learners.



- ### Partnerships, Collaborations and Connections
- (National, State, and Local Partners)**
- National Center on Culture and Linguistic Responsiveness
  - National Center on Immigrant Integration Policy
  - MA Department of Elementary and Secondary Office of English Language Acquisition & Academic Achievement
  - MA Educators of English Language Learners (MATSOL)
  - MA Office of Refugees and Immigrants
  - MA Head Start State Collaboration Office
  - Coordinated Family and Community Engagement (CFCE) Grantees
  - Educator Provider and Support (EPS) Grantees
  - Institutions of Higher Education (Master Cadre Participants)
  - Alignments and Connections with EEC's Initiatives and Grants (QRIS, UPK, CFCE, HS, Inclusive Preschool Learning Environments ,PEG)
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- ### Supports & Resources
- Planning, Research, Development, & Evaluation**
- Early English Language Development Standards Resource Guide (in 6 languages)
  - Essential Actions for Implementing the Early English Language Development Standards Framework (in 6 languages)
  - Online modules
- 
- The diagram features four overlapping circles arranged in a diamond shape. The top circle is 'Language Standards', the bottom is 'Assessment', the left is 'Family Engagement', and the right is 'Professional Learning'.
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### Supports & Resources

Planning, Research, Development, & Evaluation

**Professional Learning**

- Mentoring
- Coaching
- Program Leadership
- Coaching
- Standards
- Master Cadre

**Family Engagement**

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### Supports & Resources

Planning, Research, Development, & Evaluation

**Family Engagement**

- Family Engagement
- Program Leadership
- Coaching
- Standards
- Master Cadre

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### Massachusetts: A Comprehensive Approach (Support and Resources)

**Professional Learning**

- Kick Off Events
- Partnership Conferences
- Webinar Series
- Regional Master Cadres
- Early Years Focus Bulletins

**Family and Community Engagement**

- Family and Community Engagement Focus Groups
- Family Resources (Activities Calendar)

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### Master Cadre PD Topics

1. Dual Language Learners
2. Dual Language Learners' Language Development
3. Language Development and its Connection with School Readiness
4. Dual Language Learners' Home Language
5. Dual Language Learners' Language Development within their Sociocultural Context
6. WIDA Early English Language Development (E-ELD) Standards Framework: Standards, Performance Definitions, and Standards and their Matrices

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### Who are DLLs?

- Gather in groups of 3-4 to work together for the afternoon.
- Brainstorm a description or definition of a Dual Language Learner.
- Share out answers.

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### DLLs Described

Who are DLLs and ELLs in MA?

DLL=Dual Language Learners  
ELL=English Language Learners

- Age: birth to 8 years old
- May be born in US or outside
- Organizing two or more languages/grammatical systems simultaneously

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### Sociocultural Contexts

- Where and how language happens
  - Situations in which language is used
    - Greetings
    - Leave takings
    - Asking permission
    - At the doctor
    - At the store

### Child Snapshot

- Review the snapshot given to your group
  - Jorge
  - Moi
  - Dembe
- Use context as lens for the afternoon discussion

### Home Language



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### Role of Home Language

HOME LANGUAGE


- influence and reinforce each other, and
- mediate understanding, construction of meaning, and demonstration of knowledge

Level 5 Bridging
Level 3 Developing
Level 1 Entering

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### IMPORTANT TO KNOW

DUAL LANGUAGE LEARNER  
FACTS, FIGURES,  
AND FINDINGS



OFFICE OF HEAD START DEFINITION OF DUAL LANGUAGE LEARNERS:

- Children who
  - Acquire two or more languages simultaneously (i.e., from birth)
  - OR
  - Learn a second language while continuing to develop their first language
- For more information: [eclkc.ohs.acf.hhs.gov/hslc/ta-system/cultural-linguistic](http://eclkc.ohs.acf.hhs.gov/hslc/ta-system/cultural-linguistic)


The cultural and linguistic diversity in Head Start communities across America has increased dramatically in the twenty-first century. One third of children enrolled in Head Start and Early Head Start are growing up with more than one language.

1/3 are DLL

### Table cards/ debrief

#### The Benefits of Being Bilingual

Head Start currently serves more than 300,000 children who are dual language learners (DLLs) in 87.4 percent of its classrooms (Office of Head Start, 2011). This document lists some reasons bilingualism is an asset to individuals, families, and our entire society. Head Start staff can share the benefits of bilingualism with families, find ways to support children's home languages, and encourage families to keep their language strong.



**WIDA's E-ELD Standards**

**RESOURCE GUIDE**  
**The Early English Language Development Standards**  
 2.5-5.5 YEARS  
 2014 EDITION

**INCLUDING**

- Descriptions of the language skills language learners need to process and produce at three distinct and overlapping levels of English language development
- Examples of classroom and classroom language use in the major areas of development and learning
- Connections to State Early Learning Standards

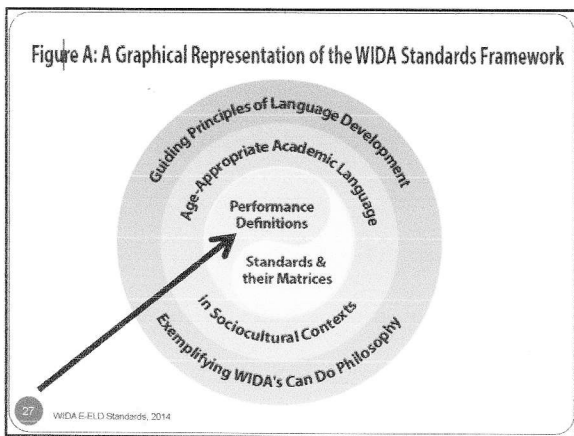
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**K-12 /E-ELD WIDA Standards Framework Components**

K-12 ELD Framework Components	E-ELD Framework Components
Five Language Standards	Six Language Standards • Adds Physical Development Standards
Four Language Domains • Listening • Speaking • Reading • Writing	Two Language Domains • Receptive • Expressive
Grade Clusters • Grades K-12	Age Clusters • 2.5-3.5 yrs. • 3.5-4.5 yrs. • 4.5-5.5 yrs.
English Language Proficiency • 6 Levels	English Language Proficiency • 3 Levels
Performance Definitions • 3 Language Criteria	Performance Definitions • 2 Language Criteria
Model Performance Indicators • 3 Elements	Model Performance Indicators • 3 Elements

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**Figure B: The Features of Developmentally Appropriate Academic Language**

Language Criteria	Features
<b>Linguistic Complexity</b> <i>(Quantity and variety of oral language)</i>	Variety and length of utterances and interactions Understanding and expression of ideas
<b>Language Usage</b> <i>(Form and use of oral language structures, phrases, and words)</i>	Type and variety of grammatical structures Match of language forms to purpose Formulas, phrases and expressions Choice of intonation to convey meaning Interpretation and ability to construct meaning at word/phrase level Specificity of word/phrase choice Comprehensibility of language

The sociocultural contexts for language use involve the interaction between children and their language environments, encompassing ...

- Register
- Context
- Topic
- Task/Situation
- Participants' identities and social roles
- Speaker/Conversational partner

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**Figure B: The Features of Developmentally Appropriate Academic Language**

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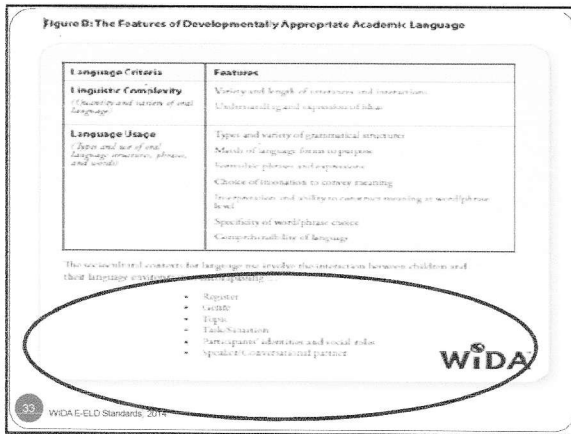
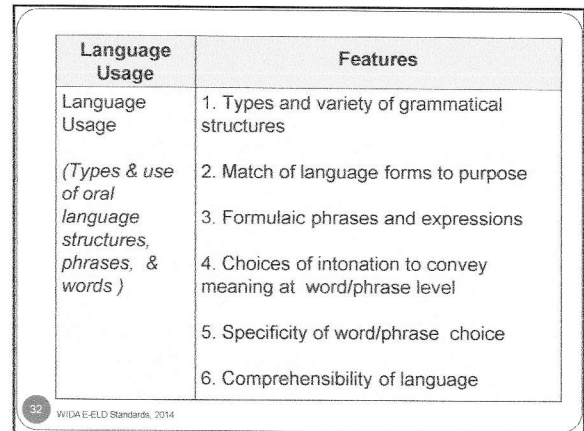
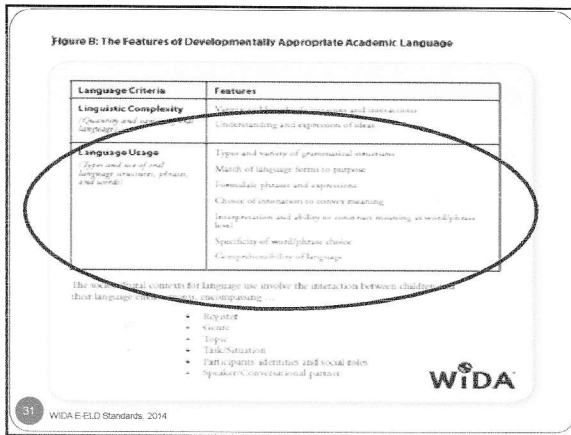
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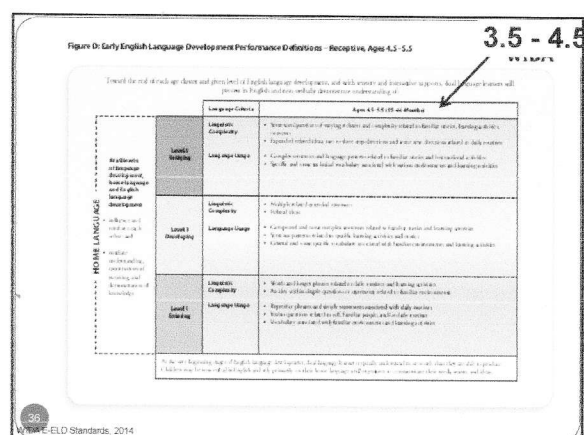
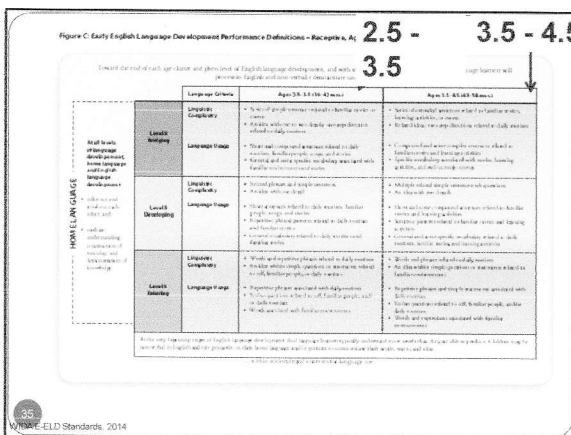
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30 WIDA E-ELD Standards, 2014



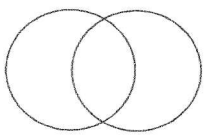
Going Deeper by Age Level

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## How Supports are Same/Different



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**Figure N: Language Supports for DLLs, Ages 2.5-5.5**

Sensory Supports	GRAPHIC supports are NOT used when determining student levels.	Interactive Supports
Real life objects	<b>Sensory and Interactive Supports ARE used when determining levels.</b>	In pairs with partners
Toys		In small groups
Manipulatives		In a large group
Pictures and photographs		Using cooperative group structures
Illustrations and drawings		With the Internet, websites, or software programs
Magazines		In the home language
Videos and films		With adult prompting/modeling
Demonstrations		
Gestures		
Models		
Music		
Costumes and props		

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## Planning for Language

- Review
  - Child Snapshot card
    - Jorge – Moi – Dembe
  - Routine Activity card
  - Performance Definitions
- Discuss your question on the following slide and record your thoughts on the planning diagram.

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## Considerations using Performance Definitions

1. What is the sociocultural context for the child?
2. What factors impact the child's learning in a classroom setting?
3. What can the child do with language? How can they use language in the activity?
4. What is the sociocultural context of the activity? What is the cognitive demand?
5. How might you support the child in this particular activity?
6. How would you support their family in being part of their academic growth?

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## Next Steps

Ongoing Activities -Building Sustainability	Timeframe 2015 (April to December)
E-ELD Standards Presentation- Discussion and Vote	May 2015
EEC/WIDA Master Cadre Trainers -Finalized	June 2015
E-ELD Standards Framework and Implementation Statewide Institutes	April - Dec 2015
Implementation of Coaching and Mentors Institute	August 2015
Online Professional Development Modules	August 2015
Development of E-ELD Standards Implementation Guides (Translated in five languages)	August 2015
Family Calendars, Focus Bulletins, Resources, and Materials	November 2015
Project Evaluation Report	November 2015
Continue Building Collaborations (Birth to Third Grade State Team, Pre-K Expansion Grant, etc)	Ongoing

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# Q & A

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## Tools & Resources

- Supporting Young Dual Language Learners' School Readiness
  - <http://www.mass.gov/edu/government/departments-and-boards/department-of-early-education-and-care/news-and-updates/2014/supporting-dual-language-learners-school-readiness.html>
- E-ELD Standards Resource Guide, 2014 Edition
  - [file:///C:/Users/sgx/Downloads/WIDA\\_2014%20EELD%20\(4\).pdf](file:///C:/Users/sgx/Downloads/WIDA_2014%20EELD%20(4).pdf)
- The Connection: Massachusetts Guidelines for Preschool Learning Experiences and WIDA Early English Language Development Standards
  - [file:///C:/Users/sgx/Downloads/WIDA\\_Massachusetts%20connections%20web%20\(1\).pdf](file:///C:/Users/sgx/Downloads/WIDA_Massachusetts%20connections%20web%20(1).pdf)
- Focus on Early Years, Part 1
  - [file:///C:/Users/sgx/Downloads/WIDA\\_Focus\\_on\\_Early\\_Years%20\(2\).pdf](file:///C:/Users/sgx/Downloads/WIDA_Focus_on_Early_Years%20(2).pdf)
- Focus on Early Years, Part 2
  - [file:///C:/Users/sgx/Downloads/FocusBulletin-WIDA\\_Focus\\_on\\_Early%20\(1\).pdf](file:///C:/Users/sgx/Downloads/FocusBulletin-WIDA_Focus_on_Early%20(1).pdf)

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## Tools & Resources

- MA Department of Elementary and Secondary (DESE) English Language Development (WIDA-ELD) Standards for Kindergarten through Grade 12
  - <http://www.doe.mass.edu/ell/wida.html>
- Rethinking Equity and Teaching for English Language (RETELL) Initiative
  - <http://www.doe.mass.edu/retell/>
- EEC's State Early Learning Standards
  - <http://www.mass.gov/edu/birth-grade-12/early-education-and-care/curriculum-and-learning/>
- The Head Start's Child Development and Early Learning Framework
  - [http://eclkc.ohs.acf.hhs.gov/nsic/tta-system/teaching/eeed/Assessment/Child%20Outcomes/HS\\_Revised\\_Child\\_Outcomes\\_Framework\(rev-Sept2011\).pdf](http://eclkc.ohs.acf.hhs.gov/nsic/tta-system/teaching/eeed/Assessment/Child%20Outcomes/HS_Revised_Child_Outcomes_Framework(rev-Sept2011).pdf)

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