RESOURCE GUIDE

The Early English Language Development Standards

2.5–5.5 YEARS

2014 EDITION

INCLUDING

- Descriptions of the language dual language learners need to process and produce at three distinct and overlapping levels of English language development.

- Examples of receptive and expressive language use in the major areas of development and learning.

- Connections to State Early Learning Standards.

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Table of Contents

Figures

SECTION 1: ▶ Introduction

The WIDA Early English Language Development (E-ELD) Standards were specifically developed to help support the unique language needs of children ages 2.5-5.5 years who are in the process of learning more than one language prior to Kindergarten entry. These children are often referred to as dual language learners (DLLs). As the number of DLLs continues to grow in the United States, practitioners in both urban and rural settings can use their state Early Learning Standards (ELS) in conjunction with WIDA E-ELD Standards to effectively support, instruct, and assess these young children.

This resource guide introduces the WIDA E-ELD Standards and Framework to practitioners, professionals, and parents. The resource guide includes a discussion of each component of the framework as well as examples of language descriptors for each standard with the intention of helping practitioners see how the E-ELD Standards are used in a variety of authentic contexts in Early Care and Education (ECE) settings.

Connections to States' Early Learning Standards and WIDA K–12 English Language Development Standards

The WIDA E-ELD Standards align with existing *WIDA English Language Development Standards for Kindergarten through Grade 12,* as the focus on language development in both sets of standards is based on the same WIDA guiding principles and philosophy. Additionally, K–12 language development builds upon early language development, allowing practitioners the opportunity to plan for transitions related to language development for DLLs entering K–12 schools.

The WIDA E-ELD Standards also correspond to states' ELS—the WIDA E-ELD Standards were created through the linguistic analysis of the Head Start Child Development and Early Learning Framework and states' ELS to ensure E-ELD Standards include the language necessary for DLLs to participate in ECE settings in meaningful and relevant ways. As a consequence of the work on the alignment to WIDA K–12 ELD Standards and correspondence to ELS, the WIDA E-ELD Standards provide states a consistent and congruent framework for supporting and assessing the language development of DLLs across the United States.

The E-ELD Standards and accompanying resource guide are intended to be used together with states' ELS so that practitioners plan and deliver age- and linguistically appropriate relevant instruction and assessment to DLLs at varying levels of English language development within standards-based curriculum.

Intended Audience

The WIDA E-ELD Standards are designed to be used in a wide range of community- and school-based ECE programs that serve young DLLs, ages 2.5–5.5. Teachers and practitioners, teaching assistants, childcare providers, early childhood special education teachers, speech/language clinicians, and administrators might use the E-ELD Standards in a variety of ways for a variety of purposes.

Intended Uses

Practitioners in Head Start, child care, preschool, or early childhood special education programs might use the E-ELD Standards to help guide lesson planning to ensure that the different linguistic needs of DLLs are being met throughout their program day. For example, practitioners may use the E-ELD Standards to determine the kinds of language supports DLLs at different levels of English language development may need during large group early literacy or circle time activities, so that children understand and can participate with the entire group. Teaching assistants might also be enlisted to help provide various language supports to DLLs during small group learning activities, snack time, outdoor play, or free-choice play.

Practitioners can also refer to the E-ELD Standards for guidance on how to help DLLs reach the next level of English language development. The E-ELD Standards can be used to help practitioners plan meaningful ways to extend DLLs' current level of English language development as the children simultaneously learn new concepts and skills within standards-based curriculum.

Teachers, child care providers, special educators or speech/language clinicians might also use E-ELD Standards to help inform standards-based assessments with DLLs, making sure that necessary language scaffolds are provided and that DLLs' performance within the different developmental and content areas are properly interpreted. Special educators and/or speech/language clinicians might also use the E-ELD Standards to help determine the linguistic needs of DLLs with disabilities when writing individualized education program (IEP) goals and when helping DLLs with disabilities reach their IEP goals.

Finally, administrators might find the E-ELD Standards useful when making programmatic decisions about class composition, staffing, curriculum, and assessment in programs that serve young DLLs.

SECTION 2: Understanding the WIDA Standards Framework

The WIDA Standards Framework, depicted in Figure A, consists of a set of interactive and interdependent components that exemplify the WIDA vision for academic language development. This Framework is the foundation for WIDA's work on the creation of language development standards. The five components are:

- Can Do Philosophy
- Guiding Principles of Language Development
- Age-appropriate Academic Language in Sociocultural Contexts
- Performance Definitions
- Strands of Model Performance Indicators

Figure A: A Graphical Representation of the WIDA Standards Framework
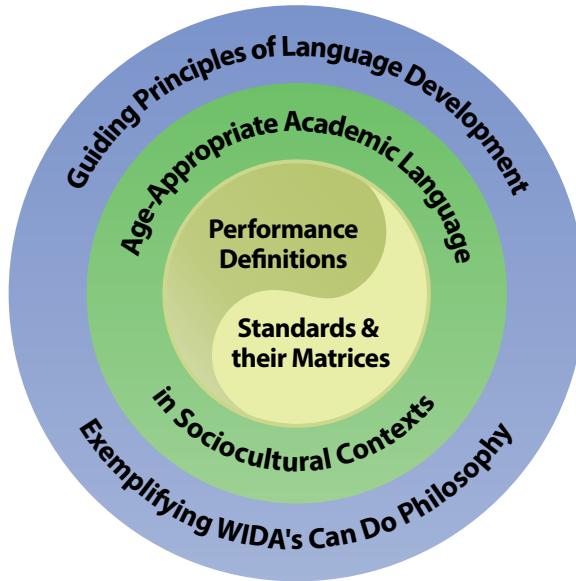
The way in which the standards exemplify age-appropriate academic language and language development is founded on the WIDA Can Do Philosophy and Guiding Principles of Language Development. The Can Do Philosophy is based on the belief that all children bring to their learning cultural and linguistic practices, skills, and ways of knowing from their homes and communities. WIDA believes that an educator's role is to design learning spaces and opportunities that capitalize on and build upon these assets. This belief is based on a synthesis of the literature related to working with culturally and linguistically diverse children. Using this work as a frame, WIDA drafted its Guiding Principles from a synthesis of literature and research related to language development and effective instructional practices for language learners. These Guiding Principles represent WIDA's core beliefs about language development.

At the core of the WIDA Standards Framework are the Performance Definitions along with the six language development standards and their representative matrices. The Performance Definitions delineate what the various levels of language development look like, informed by the Features of Academic Language. The standards matrices help practitioners envision what language development might look like in ECE programs scaffolded across levels of language development within the six standards. These matrices are used in conjunction with the Performance Definitions to describe possible trajectories for DLLs' language development.

The components of the WIDA Standards Framework interact with and influence each other in the design of curricula, language instruction, and assessment of language learners. When used in tandem, the WIDA Standards Framework components help practitioners identify and understand the receptive and expressive language that DLLs need in order to meet performance benchmarks/indicators across state ELS. Specific consideration has been given to the nature of early language and cognitive development, family and community-based sociocultural contexts for language learning, and the psycholinguistic nature of second language acquisition in preschoolers who are still developing the foundational structures and rules of language. Educators and program leaders are encouraged to emphasize specific elements of the Framework in their language instruction to fit the specific needs of individual DLLs and contexts. In doing so, all stakeholders can participate in shaping the development of our increasingly diverse population.

The following sections focus on the components of the Framework as they apply to the E-ELD Standards and their use in curriculum, instruction, and assessment.

Developmentally Appropriate Academic Language

Based in part on the WIDA Features of Academic Language for K–12, the E-ELD Features have been adapted and renamed to fit the unique characteristics of young DLLs' developing linguistic abilities during the early preschool years. The features of social, instructional, and academic language are outlined for two language criteria: *Linguistic Complexity* and *Language Usage.* These criteria are used to define each level of English language development in the Performance Definitions. Figure B shows the Features of Developmentally Appropriate Academic Language.

- *Linguistic Complexity* refers to the quantity and variety of language used by DLLs at the discourse level. Language features such as the length of utterances/interactions and how DLLs understand and express their ideas are included in this category.
- *Language Usage* refers to the types and use of structures, phrases, and words. Some features in this language criterion are choice of intonation to convey meaning, types and variety of grammatical structures, match of language forms to purpose, specificity of word/phrase choice (vocabulary) and comprehensibility of language (forms, conventions, and fluency).

Figure B: The Features of Developmentally Appropriate Academic Language

Language Criteria	Features
Linguistic Complexity *(Quantity and variety of oral language)*	Variety and length of utterances and interactions Understanding and expression of ideas
Language Usage *(Types and use of oral language structures, phrases, and words)*	Types and variety of grammatical structures Match of language forms to purpose Formulaic 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
- Genre
- Topic
- Task/Situation
- Participants' identities and social roles
- Speaker/Conversational partner

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Sociocultural Contexts

All young children learn language through the context of relationships with their primary caregivers during daily routines. Through repeated social interactions with parents, siblings, extended family members, childcare providers, early childhood teachers and practitioners, and peers, children learn to interpret and construct meaning through sounds, words, phrases, and sentences. Children also learn the cultural rules and roles for social engagement associated with their particular language through these meaningful interactions with important people in their lives. The sociocultural contexts for young children's language learning occurs most often in their homes, extended family members' homes, or in community-based ECE settings, which may or may not be located in or associated with public schools.

The term sociocultural context has multiple definitions in education research. For its use in the E-ELD Standards, WIDA defines sociocultural context as the setting in which communication occurs. Communication is shaped by the sociocultural contexts in which it takes place. The elements that define this setting within the WIDA Standards Framework include the register, the genre, the topic, the task or situation, and the participants' identities and roles in learning

Register refers to the different ways in which language is used and how it varies depending on who is part of the communication. The ways in which children adjust language when talking to an adult versus when talking to each other is an example of register.

Genres refer to the specific and particular types of text or discourse, which are typically socially accepted for particular purposes. For example, recount and explanation are two different genres.

Topic refers to the theme in which learning takes place. A topic could be life cycles or shapes.

Task or *situation* refers to the specific activity in which children are engaged that elicits the processing or production of language. Examples could include anything from a read-aloud to a conversation with a peer while playing in the sensory table.

Identities refer to the individual, social, and shared identities that children negotiate in different contexts. These may shift or overlap to maximize the knowledge, practices, and language from home and the various communities to which they belong.

Roles refer to the positioning of the learner within learning environments or situations. For example, in a morning meeting, the children need to use their listening skills and process the information they hear. On the other hand, when it is the child's turn, his or her role changes and so does his or her language use. Then, instead of only understanding and processing information, he or she will produce it.

Even though we have provided definitions for each term separately, they all interact with each other to place unique demands on children's Linguistic Complexity and Language Usage. What makes the sociocultural context complex is that the contexts in which children interact and communicate are also redefined by their participation, along with that of other children and adults. Our goal in the standards is to exemplify some of the elements that have great impact on how language is used and that can be utilized by educators to reflect on the language demands and learning opportunities in their particular settings.

Performance Definitions

The Performance Definitions shape each of the three levels of English language development using the Features of Developmentally Appropriate Language as criteria. The three language levels, which outline the progression of early English language development are: Level 1— Entering, Level 3—Developing, and Level 5—Bridging. These language levels correspond to the five WIDA levels of language proficiency for English language learners, K–12, but pertain uniquely to the stages of English language development in DLLs, ages 2.5–5.5.

The Performance Definitions describe the language that DLLs can process and produce toward the end of each level of English language development when given language supports. These definitions do not represent all the possible skills that children will demonstrate at a particular level of language development. However, they do provide concrete guidelines as to the kinds of language practitioners might expect DLLs to understand or produce; the quantity and variety of oral language (Linguistic Complexity) and the types and use of oral language structures, phrases, and words (Language Usage) at three distinct levels of English language development. The language criteria of Linguistic Complexity and Language Usage are used to define both receptive and expressive language skills for every age cluster, as shown in Figures C-F.

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Figure C: Early English Language Development Performance Definitions – Receptive, Ages 2.5–4.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will process in English and non-verbally demonstrate understanding of:

	Language Criteria	Ages 2.5–3.5 (30–42 mos.)	Ages 3.5–4.5 (43–54 mos.)
Level 5 Bridging	Linguistic Complexity	• Series of simple sentences related to familiar stories or events • An idea with one or two details; one-step direction related to daily routines	• Series of extended sentences related to familiar stories, learning activities, or events • Related ideas; two-step directions related to daily routines
	Language Usage	• Short and compound sentences related to daily routines, familiar people, songs, and stories • General and some specific vocabulary associated with familiar environments and stories	• Compound and some complex sentences related to familiar stories and learning activities • Specific vocabulary associated with stories, learning activities, and various environments
Level 3 Developing	Linguistic Complexity	• Related phrases and simple sentences • An idea with one detail	• Multiple related simple sentences; wh-questions • An idea with two details
	Language Usage	• Short sentences related to daily routines, familiar people, songs, and stories • Repetitive phrasal patterns related to daily routines and familiar stories • General vocabulary related to daily routines and familiar stories	• Short and some compound sentences related to familiar stories and learning activities • Sentence patterns related to familiar stories and learning activities • General and some specific vocabulary related to daily routines, familiar stories, and learning activities
Level 1 Entering	Linguistic Complexity	• Words and repetitive phrases related to daily routines • An idea within simple questions or statements related to self, familiar people, or daily routines	• Words and phrases related to daily routines • An idea within simple questions or statements related to familiar environments
	Language Usage	• Repetitive phrases associated with daily routines • Yes/no questions related to self, familiar people, and/or daily routines • Words associated with familiar environments	• Repetitive phrases and simple statements associated with daily routines • Yes/no questions related to self, familiar people, and/or daily routines • Words and expressions associated with familiar environments

HOME LANGUAGE

At all levels of language developement, home language and English language development

• influence and reinforce each other; and

• mediate understanding, construction of meaning, and demonstration of knowledge.

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

...within sociocultural contexts for language use.

Figure D: Early English Language Development Performance Definitions – Receptive, Ages 4.5–5.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will process in English and non-verbally demonstrate understanding of:

At all levels of language development, home language and English language development

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

HOME LANGUAGE

	Language Criteria	Ages 4.5–5.5 (55–66 Months)
Level 5 Bridging	**Linguistic Complexity**	• Sentences/questions of varying richness and complexity related to familiar stories, learning activities, or events • Expanded related ideas; two to three step directions and some new directions related to daily routines
	Language Usage	• Complex sentences and language patterns related to familiar stories and instructional activities • Specific and some technical vocabulary associated with various environments and learning activities
Level 3 Developing	**Linguistic Complexity**	• Multiple related extended sentences • Related ideas
	Language Usage	• Compound and some complex sentences related to familiar stories and learning activities • Sentence patterns related to specific learning activities and stories • General and some specific vocabulary associated with familiar environments and learning activities
Level 1 Entering	**Linguistic Complexity**	• Words and longer phrases related to daily routines and learning activities • An idea within simple questions or statements related to familiar environments
	Language Usage	• Repetitive phrases and simple statements associated with daily routines • Yes/no questions related to self, familiar people, and/or daily routines • Vocabulary associated with familiar environments and learning activities

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

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Figure E: Early English Language Development Performance Definitions – Expressive, Ages 2.5–4.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will express in English:

	Language Criteria	Ages 2.5–3.5 (30–42 mos.)	Ages 3.5–4.5 (43–54 mos.)
Level 5 Bridging	**Linguistic Complexity**	• Multiple phrases and some familiar 3+ word sentences • Single ideas	• Variety of original sentences of 3–5+ words • Approximations of related ideas
	Language Usage	• Emerging comprehensibility of familiar phrases and short sentences • General and a few specific vocabulary associated with familiar environments	• Comprehensible sentences that may contain nouns, verbs, modifiers, and pronouns • Specific and a few technical vocabulary associated with various environments
Level 3 Developing	**Linguistic Complexity**	• Phrases with a few familiar three-word sentences • Approximations of single ideas	• Short sentences of three to four words that combine formulaic phrases with some new words and phrases • Approximations of ideas
	Language Usage	• Familiar phrases with emerging comprehensibility • Short repetitive language patterns used in familiar fingerplays, songs, and stories • General vocabulary associated with familiar environments	• Short sentences with emerging comprehensibility • Repetitive language patterns used in fingerplays, songs, stories, or learning activities • General and a few specific vocabulary associated with familiar environments; common expressions
Level 1 Entering	**Linguistic Complexity**	• Words and short formulaic phrases • One-word utterances to convey entire message or idea	• Words and formulaic phrases • One- to two-word utterances to convey entire message or idea
	Language Usage	• Single words associated with daily routines and familiar stories • Repetitive phrases	• Familiar words and expressions associated with daily routines • Repetitive and formulaic phrases • General vocabulary related to familiar environments

HOME LANGUAGE

At all levels of language development, home language and English language development
• influence and reinforce each other; and
• mediate understanding, construction of meaning, and demonstration of knowledge.

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

…within sociocultural contexts for language use.

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Figure F: Early English Language Development Performance Definitions – Expressive, Ages 4.5–5.5

Toward the end of each age cluster and given level of English language development, and with sensory and interactive supports, dual language learners will express in English:

Level	Language Criteria	Ages 4.5–5.5 (55–66 Months)
Level 5 Bridging	**Linguistic Complexity**	• Variety of short and expanded sentences of 4–6+ words • Related ideas
	Language Usage	• Comprehensible sentences that may contain specific grammatical forms (e.g., present progressive + verb, past tense, plurals, possessives, and articles) • Specific and some technical vocabulary associated with various environments and learning activities
Level 3 Developing	**Linguistic Complexity**	• Short sentences of three to four words that combine formulaic phrases with new words and some expanded sentences • Approximations of related ideas
	Language Usage	• Short and some expanded sentences with emerging comprehensibility • Multiple repetitive language patterns used in stories, songs, and learning activities • General and some specific vocabulary associated with familiar environments and learning activities
Level 1 Entering	**Linguistic Complexity**	• Words and longer formulaic phrases • One- to two-word utterances to convey entire message or idea
	Language Usage	• Words and expressions associated with daily routines and familiar stories • Repetitive and formulaic phrases • General vocabulary related to familiar environments and learning activities

At the very beginning stages of English language development, dual language learners typically understand more words than they are able to produce. Children may be non-verbal in English and rely primarily on their home language and/or gestures to communicate their needs, wants, and ideas.

...within sociocultural contexts for language use.

HOME LANGUAGE

At all levels of language development, home language and English language development
- influence and reinforce each other; and
- mediate understanding, construction of meaning, and demonstration of knowledge.

DLLs cannot be represented through a single language development level (e.g., Level 3) or even levels for each language domain (e.g., Level 3–Receptive, Level 1–Expressive). Instead, language is fluid and often varies based on the context for language use. Therefore, the Performance Definitions are a tool to observe language performance over time and in various spaces, and we encourage teachers to use information they collect as one of various measures for examining language development.

The Performance Definitions also recognize the key role that home language plays at all levels of English language development. DLLs will continue to use home language as they develop their new language. The dynamic interaction between languages supports meaning making and the development of metalinguistic awareness. When the development of two languages is strongly encouraged and effectively supported, DLLs use all of their cognitive and linguistic assets to become successful language learners.

In short, engaging in translanguaging enables DLLs to use their entire linguistic repertoire to navigate between languages to relate messages, construct meaning across languages, and gain a deeper understanding of content.

E-ELD Standards

As WIDA developed the E-ELD Standards, it took into consideration the major dimensions of development and learning recommended by the National Education Goals Panel (NEGP) (BUILD, 2012; Scott-Little, Kagan, & Stebbins Frelow, 2005) and the National Association for the Education of Young Children (NAEYC, 2009) for inclusion into ELS. These dimensions of children's development are also represented in the Head Start Child Development and Early Learning Framework (Office of Head Start, 2010) and have been adopted by states to varying degrees within their ELS. Figure G depicts the correspondence between NEGP's recommended major dimensions of development and learning for ELS and the WIDA E-ELD Standards.

Figure G: The Correspondence Between the Five Dimensions of Children's Development and the E-ELD Standards
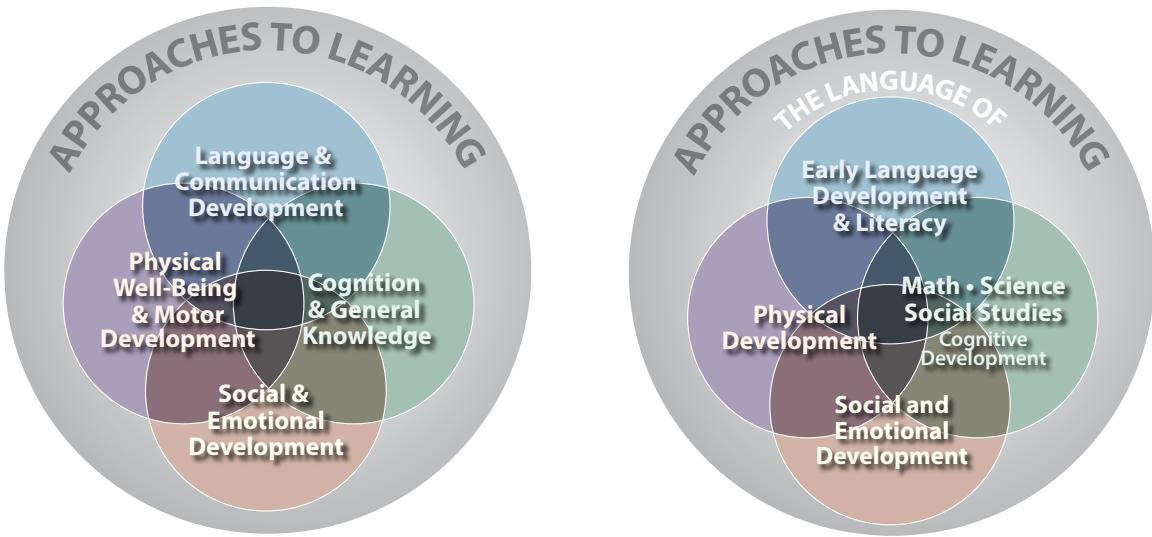
Visual Representation of the National Education Goals Panel (NEGP)'s Five Dimensions of Children's Development that are Linked to School Readiness and Children's Later Success

Visual Representation of the Early English Language Development Standards

The Venn diagrams shown in Figure G are an example of the overlapping nature of these dimensions of development and learning and corresponding language standards. This correspondence, also exemplified in other state ELS, makes it possible to integrate the E-ELD Standards within standards-based curriculum, instruction, and assessment for DLLs throughout their program day in a variety of ECE settings including child care, Head Start, preschool, and 4-year-old Kindergarten.

Using the six WIDA E-ELD Standards to inform their practice, practitioners will not find a prescriptive list of what DLLs need to know and be able to do in a particular instructional setting. Rather, language standards are generative in the sense that they help practitioners develop their own representations of how DLLs will use language in particular ECE communities. This involves connecting information about DLLs' language development with awareness of the language demands of a learning activity, and integrating language supports to maximize DLLs' learning and participation.

While language standards provide guidance and reference points in organizing instruction to support both learning and language development, they are only one of many factors to consider in supporting DLLs' success in ECE settings.

Figure H: The Early English Language Development Standards

Standard		Abbreviation
Early English Language Development **Standard 1**	Dual language learners **communicate** information, ideas, and concepts necessary for success in the area of **Social and Emotional Development**	The **Language** of Social and Emotional Development
Early English Language Development **Standard 2**	Dual language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Early Language Development and Literacy**	The **Language** of Early Language Development and Literacy
Early English Language Development **Standard 3**	Dual language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Mathematics**	The **Language** of Mathematics
Early English Language Development **Standard 4**	Dual language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Science**	The **Language** of Science
Early English Language Development **Standard 5**	Dual language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Social Studies**	The **Language** of Social Studies
Early English Language Development **Standard 6**	Dual language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Physical Development**	The **Language** of Physical Development

Standards Matrices and Strands of Model Performance Indicators

The standards matrices provide examples of language use across the different levels, just like the Performance Definitions. However, in the matrices, the language is further contextualized within different language domains, E-ELD Standards and age ranges. They help practitioners envision what the E-ELD standards look like for different DLLs.

A Strand of MPIs consists of three language levels of early English language development for a given connection, topic, and language domain. A Strand of MPIs represents one of many possible pathways in language development within a particular context. This horizontal arrangement of a Strand of MPIs illustrates the progression of language development for a given age cluster. The Strands of MPIs provide a consistent structure for ECE practitioners to use when scaffolding or assessing DLLs' language across a wide range of learning activities and environments. These strands are meant to be examples and not fixed guidelines of the language with which DLLs may engage during instruction and assessment. ECE practitioners can modify or transform existing Strands of MPIs to make them more relevant to their curriculum or instruction.

ECE professionals are well aware that significant developmental differences exist between 2.5-year-olds and 5.5-year-olds, both linguistically and cognitively. Typically developing 3-year-olds (monolingual or bilingual) cannot be expected to comprehend or produce language of the same complexity as that of 5-year-olds. Therefore, the examples of language provided in the strands are organized by *age clusters,* which take this cognitive and linguistic threshold into account. Specific language criteria is provided for each of the following age groups:

- 2.5–3.5 years (30–42 months)
- 3.5–4.5 years (43–54 months)
- 4.5–5.5 years (55–66 months)

Standards Matrices

The standards matrices make an explicit connection to state ELS and the Head Start Child Development and Early Learning Framework so that they can be easily used within programs' standards-based curricula, instruction, and assessment. This section uses the standards matrix from E-ELD Standard 6: The Language of Physical Development, for ages 4.5–5.5 to illustrate each component. In the example in Figure I, the matrix shows a connection to Georgia Early Learning and Development Standards. Each matrix shows a connection to a different set of ELS to show the flexibility of the WIDA E-ELD Standards and their ability to work in practitioners' specific contexts.

The example matrix shown in Figure I shows language for DLLs who are 4.5-5.5 years old. Figure I also shows the **connection** to early learning standards and the **example topics.**

Figure I: Standard, Age Level, Example Topic, and Connection

AGES: 4.5–5.5 WiDA

E-ELD STANDARD 6: The Language of Physical Development	EXAMPLE TOPIC: Outdoor play

CONNECTION: *Georgia Early Learning and Development Standards (GELDS); Domain: Physical Development & Motor Skills; Standard PDM5:* The child will demonstrate gross motor skills.

KINDERGARTEN CONNECTION: *Georgia Performance Standards: Physical Education: Standard: PEK.1:* Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

The **example topics** are the elements of the standards matrix that list a theme or concept derived from state ELS and Head Start Framework and that provide a context for language development. In the example shown in Figure I, the topic is outdoor play, which is derived from the broader Georgia Early Learning and Development Standards. A list of sample topics that align with the content found in many state ELS is shown in Figure J. Please note that this topic list is meant to highlight some of the most frequently cited content topics and is by no means an exhaustive list.

Figure J: Topic List

Area of Development and Learning	Social and Emotional Development	Physical Development	Early Language and Literacy
Topics	• Self-concept • Feelings/Emotions • Self-regulation • Self-help/Independence • Adult relationships/ interactions • Making choices • Daily routines • Following directions • Transitioning between activities and places • Peer interactions • Making friends • Sharing • Group cooperation/ interactions • Understanding/ following rules	• Body awareness • Physical games • Outdoor play • Gym/playground Equipment • Sports • Exercise and fitness • Music and movement • Health and hygiene • Personal safety • Nutrition • Self-care (e.g., dressing, eating, toileting) • Using art materials • Creating art projects • Using writing tools	• Understanding/ following oral directions • Communicating ideas • Questioning and commenting • Creative expression • Social uses of language • Role Playing • Story sense/Story elements • Telling/retelling stories • Concepts of print • Literature awareness • Phonological and phonemic awareness • Alphabet knowledge • Writing process
	Mathematics	**Science**	**Social Studies**
	• Making comparisons • Number sense • Numeral recognition • Computation • Geometric shapes • Patterns • Classification/Sorting • Graphic representations • Measurement • Spatial awareness • Time awareness • Data collection/ analysis	• Our body • Our five senses • Seasons/Climate • Weather • Earth • The environment • Growth/Life cycles • Plants/Food • Living things and their habitats • Rocks/Minerals/Fossils • Liquids/Solids/Air • Magnets/Electricity • Space/Solar system • Technology/ Computers • Scientific observation and inquiry • Data collection/ analysis	• Similarities/ differences between self and others • Families • Classroom routines/ rules • Group belonging and safety • Classroom jobs • Environmental print • Community • Community workers • Transportation • Housing/Homes • Geography/Maps • City/Country (Urban/ Rural) • Countries of the world • Customs/Traditions • Appreciation for diverse cultures • Historical events

The **example context for language use** refers to the particular situation, event, or context in which the communication occurs. Children use language in particular ways that vary according to the context. The example context provides an authentic example for practitioners to be able to imagine the situation in which language is being used. In the example in Figure K, DLLs talk, play, and interact with their peers outdoors. This information provides us information about factors in the context that may impact how DLLs use or process language. In this example, communicating with peers affords specific uses of language that are different from other settings. This contexts provides us with information about who will participate and the type of activity in which the participants will engage.

The **Cognitive Function** offers information on the cognitive demand of a particular activity. Figure K shows an example of the cognitive function.

Figure K: Example Context for Language Use and Cognitive Function

EXAMPLE CONTEXT FOR LANGUAGE USE: Children talk, play and interact with their peers outdoors.

COGNITIVE FUNCTION: Children at all levels of English language development will APPLY their knowledge about movement.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
Expressive	Repeat words and familiar phrases associated with outdoor play following peer models in small groups.	Describe activities associated with outdoor play following peer models in small groups in English and Home language. (e.g., "I go in tunnel.")	Persuade peers to participate in activities associated with outdoor play following peer models in small groups in English and Home language. (e.g., "I want the red bike. You get the *patineta*.")

The cognitive function is a reminder to practitioners that DLLs need access to the same level of thinking as their peers regardless of their language development level. In the example shown in Figure K, all children will be asked to apply their knowledge about movement as they participate in the activity, regardless of individual linguistic abilities.

The E-ELD framework includes two **language domains**—*receptive* and *expressive*. These language domains, with their focus on oral language development, encompass the listening and speaking and overall meaning-making skills (e.g., gestures) DLLs will need and use across all six standards. Oral language is central to both the teaching and learning of many early literacy skills, including concepts of print, phonological and phonemic awareness, vocabulary development, alphabet knowledge and writing (Dickinson, 2011; Dickinson,Golindoff, & Hirsh-Pasek, 2010; Dickinson, McCabe, & Sprague, 2003; Dickinson & Porche, 2011). In addition, a strong foundation in oral language skills is critical for learning to read and write well in the early elementary years (Resnick & Snow, 2009). In the example in Figure L, the domain being addressed is the expressive domain.

Figure L: Expressive Domain and Levels

COGNITIVE FUNCTION: Children at all levels of English language development will APPLY their knowledge about movement.		
Level 1 **Entering**	**Level 3** **Developing**	**Level 5** **Bridging**
Repeat words and familiar phrases associated with outdoor play following peer models in small groups.	Describe activities associated with outdoor play following peer models in small groups in English and Home language. (e.g., "I go in tunnel.")	Persuade peers to participate in activities associated with outdoor play following peer models in small groups in English and Home language. (e.g., "I want the red bike. You get the *patineta*.")

DOMAIN: Expressive

Strands of Model Performance Indicators

A Strand of MPIs consists of three language levels of early English language development for a given connection, topic, and language domain. In the example shown in Figure L, you see how DLLs at Entering level may need to repeat words and familiar phrases in this context, while DLLs at the Developing level may be able to describe the same activities independently. This is not to say that a DLL at the Entering level is not able to describe the activities, but that he or she may be able to do so in a language other than English, or through signs or gestures. Similarly, a DLL at the Bridging level has enough language to persuade peers. Here, the linguistic expectation for persuading is higher and more complex than for describing. While the child at the Developing level may be trying to persuade someone else, he or she will use language features related to *describing* to accomplish the same purpose for language use.

Practitioners can then use strands to (a) match DLLs' performance to levels of language development, (b) create language targets and objectives that go beyond DLLs' independent level of language development and (c) differentiate the language of the content to match the level of DLLs' language development.

Each MPI is composed of three main elements: a **language function,** a **content stem,** and **language support(s)**. Language functions describe how DLLs will produce or process language within specific context for learning.

Figure M: Level 3 Developing

COGNITIVE FUNCTION: Children at all levels of English language development will APPLY their knowledge about movement.		
Level 1 **Entering**	**Level 3** **Developing**	**Level 5** **Bridging**
Repeat words and familiar phrases associated with outdoor play following peer models in small groups.	Describe activities associated with outdoor play following peer models in small groups in English and Home language. (e.g., "I go in tunnel.")	Persuade peers to participate in activities associated with outdoor play following peer models in small groups in English and Home language. (e.g., "I want the red bike. You get the *patineta*.")

DOMAIN: Expressive

21

In the example in Figure M, the MPI for Level 3, Developing, uses *describe* as its language function. Describe typically relates to adjectives and adverbs, and *describing* can be achieved through a phrase or short sentence. Language functions are related but distinct from the cognitive complexity of a task. DLLs at all language levels can engage in higher level thinking according to their developmental capacity. Instead, the language function refers to the linguistic features associated with it. The number and complexity of language functions used by DLLs increases as language develops.

The second element of the MPI is the content stem. The content stem is derived from the *Example Topic,* which in turn, is derived from state ELS and Head Start's Child Development and Early Learning Framework. The content stem denotes WIDA's view that early English language development should always be integrated with play-based content instruction and assessment through meaningful and authentic contexts. In the example in Figure M, the content stem is outdoor play, which in this case is the same as the topic for the strand. In other standards matrices, the content stem may be narrower than the example topic.

The third element of the MPI is the language support(s). It is always listed at the end of the MPI and illustrates the importance of scaffolding language development for DLLs. Each MPI may contain more than one support and the supports may or may not change with increased language complexity. In the example provided in Figure M, the supports include peer models, small groups and the use of home language. WIDA names three categories of language supports for DLLs: sensory, graphic and interactive.

Figure N shows some examples of language supports under these three categories that are commonly found in ECE settings.

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

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	In pairs with partners
Toys	Diagrams	In small groups
Manipulatives	Graphic organizers	In a large group
Pictures and photographs	Graphs	Using cooperative group structures
Illustrations and drawings	Number lines	With the Internet (websites) or software programs
Magazines	Visual schedule	In the home language
Videos and films	Icons/symbols	With adult prompting/modeling
Demonstrations		
Gestures		
Models		
Music		
Costumes and props		

The **Topic Related Language** provides examples of content-related words and expressions to which all children at that age level should be exposed, regardless of their language development level. Although DLLs may be at different points in their language development trajectory, when learning particular content, certain specific and technical developmentally appropriate language is essential for engaging in learning the ideas and concepts presented. Through the use of scaffolds and supports, DLLs should have the opportunity to interact with that language. Figure O shows the topic related language.

Figure O: Topic Related Language

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Repeat words and familiar phrases associated with outdoor play following peer models in small groups.	Describe activities associated with outdoor play following peer models in small groups in English and Home language. (e.g., "I go in tunnel.")	Persuade peers to participate in activities associated with outdoor play following peer models in small groups in English and Home language. (e.g., "I want the red bike. You get the *patineta*.")

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: up, slide, Let's go_____

Customizing Strands for Your Local Context

The WIDA Strands of MPIs are examples that illustrate differentiated language expectations related to content-area instruction within one language domain. WIDA invites practitioners to create, innovate, transform, and customize the strands to best meet the needs of their DLLs and language education programs. Figure P shows the guiding questions practitioners should ask themselves when planning instruction for emerging bilinguals or when drafting customized Strands of MPIs. Figure Q contains a blank template that can be copied and reused for this purpose.

Figure P: Guiding Questions for the Components of the WIDA E-ELD Strands

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E-ELD STANDARD:

EXAMPLE TOPIC:

What is one of the topics addressed in the selected content standard(s)?

AGES:

CONNECTION: Which state early learning content standards form the basis of the related activity? What are the essential concepts and skills embedded in the content standards? What is the language associated with these age-appropriate concepts and skills?

EXAMPLE CONTEXT FOR LANGUAGE USE: What is the purpose of the activity? What roles or identities do the children assume and how do they interact? What register is required of the task?

Language Domain(s): How will dual language learners process and use language?	Level 1 Entering	Level 3 Developing	Level 5 Bridging
COGNITIVE FUNCTION: What is the level of cognitive engagement for the given task? Does the level of cognitive engagement match or exceed that of the states' Early Learning Standards?			
A Strand of Model Performance Indicators: What language are DLLs expected to process or produce at each level of development? Which language functions reflect the cognitive function at each level of language development? Which language supports (sensory, graphic, and interactive) are necessary for DLLs to access language and content?			
TOPIC-RELATED LANGUAGE: With which age-appropriate words and expressions will all children interact?			

Figure Q: Template for Strands of MPIs
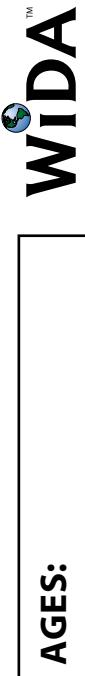
WIDA

AGES:

EXAMPLE TOPIC:

E-ELD STANDARD:

CONNECTION:

EXAMPLE CONTEXT FOR LANGUAGE USE:

COGNITIVE FUNCTION:

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
Language Domain(s):			

TOPIC-RELATED LANGUAGE:

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Strands of Model Performance Indicators Representing the WIDA Early English Language Development Standards

The following Strands of Model Performance Indicators provide examples of how DLLs process and produce language across the levels of language development.

Additionally, they include examples of translanguaging, and provide examples of connections to state early learning standards, state Kindergarten standards and Common Core Kindergarten Standards.

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AGES: 2.5–3.5   EXAMPLE TOPIC: Feelings

E-ELD STANDARD 1: The Language of Social and Emotional Development

CONNECTION: *New York State Early Learning Guidelines: Domain II Social and Emotional Development; P: Emotional Expression; Indicator 2:* Names some emotions (e.g., happy, excited, sad, mad, tired, scared).

EXAMPLE CONTEXT FOR LANGUAGE USE: Children create and listen to classroom books in a large group setting.

COGNITIVE FUNCTION: Children at all levels of English language development ANALYZE feelings.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Point to characters displaying emotions based on oral commands using book illustrations or photos with an adult.	Identify characters displaying emotions based on extended oral commands using book illustrations or photos with an adult.	Distinguish between characters displaying emotions based on oral statements and/or questions using book illustrations or photos with an adult.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: Show me_____, Where is the _____?, sad, happy

E-ELD STANDARD 1: The Language of Social and Emotional Development

CONNECTION: *Pennsylvania Learning Standards for Early Childhood- Pre-Kindergarten. Key Learning Area: Social and Emotional Development: Student Interpersonal Skills; Standard Area 16.1: Self-awareness skills and self-regulation; Standard 16.1.PK.A: Distinguish between emotions and identify socially accepted ways to express them.*

EXAMPLE CONTEXT FOR LANGUAGE USE: Children sing and move to familiar songs associated with feelings in a large group setting.

COGNITIVE FUNCTION: Children at all levels of English language development ANALYZE feelings

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Identify simple facial expressions and actions from oral statements following models and using interactive supports with an adult.	Identify simple facial expressions and actions from oral descriptions following models and using interactive supports with a partner.	Identify simple facial expressions and actions from oral comparisons following models and using interactive supports with a partner.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: Show me _____, Show happy like _____, happy, sad

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AGES: 4.5–5.5   EXAMPLE TOPIC: Feelings

E-ELD STANDARD 1: The Language of Social and Emotional Development

CONNECTION: *New York State Prekindergarten Foundation for the Common Core; Domain 3: Social Emotional Development; Self-regulation; Standard PK.SED.2:* Regulates his/her responses to needs, feelings and events.

KINDERGARTEN CONNECTION: *Arkansas Physical Education and Health Framework Revised 2011; Strand: Physical Education and Leisure Standard 5: Personal and Social Behavior:* Students shall demonstrate responsible personal and social behavior that respects self and others in physical activity settings; *Social Behavior PEL.5.K.3:* Participate in cooperative play.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children role play and express feelings with their peers in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development ANALYZE feelings.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Act out actions from simple oral statements using visual and interactive supports (e.g., gestures and Home language) and peer models.	Act out actions from short oral descriptions using visual and interactive supports (e.g., gestures and Home language) and peer models.	Act out actions from a series or oral descriptions using visual and interactive supports (e.g., gestures and Home language) and peer models (e.g., "*Я претендаю.* I like *молочный суп.*").

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: mad, pretend, excited, I feel_____.

See example of translanguaging in this Strand.

See example of a connection to a Kindergarten state standard in this Strand.

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E-ELD STANDARD 1: The Language of Social and Emotional Development EXAMPLE TOPIC: Group cooperation

CONNECTION: *Maine's Early Childhood Learning Guidelines; Domain: Personal and Social Development; Domain Element C- Social Competence; Indicator:* Increase abilities to participate successfully as a member of a group through sustaining interactions with peers (e.g., helping, sharing and discussing).

EXAMPLE CONTEXT FOR LANGUAGE USE: Children talk and interact as they clean up in a large group setting.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about cooperation.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Repeat activities associated with cleanup with visual supports following adult model.	Name activities associated with cleanup with visual supports following adult model.	Describe activities associated with cleanup with visual supports following adult model.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: cleanup, help please, my turn, I_____, you_____

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AGES: 3.5–4.5

E-ELD STANDARD 1: The Language of Social and Emotional Development EXAMPLE TOPIC: Group cooperation

CONNECTION: *Wisconsin Model Early Learning Standards (WMELS); Domain: Social and Emotional Development; Sub-Domain C. Social Competence; Performance Standard: C.EL. 3:* Demonstrates understanding of rules and social expectations.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children talk, play games and interact with their peers in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about cooperation.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Repeat words and phrases associated with sharing and taking turns following peer models in English and Home language.	Name activities associated with sharing and taking turns following peer models in English and Home language. (e.g., "*Tomamos turnos*- you go.")	Describe activities associated with sharing and taking turns following peer models in English and Home language. ("I go first, *después es tu turno.*")

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: my turn, you go, let's share

See example of translanguaging in this Strand.

E-ELD STANDARD 1: The Language of Social and Emotional Development EXAMPLE TOPIC: Group cooperation

CONNECTION: *Hawaii Early Learning and Development Standards (HELDS): Domain 2: Social and Emotional; Strand: Social Development; Topic: Interactions with Peers; Standard SE.KE.: Use turn-taking in conversations and in play.*

KINDERGARTEN CONNECTION: *Hawaii Kindergarten General Learner Outcome (KGLO #2.1):* Participate cooperatively and appropriately with others to achieve shared goals.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children talk about and create a class book about cooperation in a large group setting.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about cooperation.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Name activities associated with cooperation following peer models in English and Home language.	Describe activities associated with cooperation following peer models in English and Home language. (e.g., "*Wir müssen the toys aufräumen.*")	Retell a sequence of activities associated with cooperation following peer models in English and Home language. (e.g., "*Erst bist du dran, then you help me, verstanden?*")

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: First we_____, Then _____, Next _____

See example of a connection to a Kindergarten state standard in this Strand.

See example of translanguaging in this Strand.

AGES: 2.5–3.5   WiDA™

EXAMPLE TOPIC: Story elements

E-ELD STANDARD 2: The Language of Early Language Development and Literacy

CONNECTION: *Mississippi Early Learning Standards for Classrooms Serving Three-Year-Olds: Reading Standards for Literature; Standard 1:* With guidance and support, ask and/or answer questions with details related to a variety of print materials, *Standard 3:* With guidance and support, identify common objects in the pictures of books.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children participate in familiar literacy activities.

COGNITIVE FUNCTION: Children at all levels of English language development ANALYZE story elements.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Point to objects or characters based on oral commands using book illustrations or photos with an adult.	Identify objects or characters based on extended oral commands using book illustrations or photos with an adult.	Distinguish between objects or characters based on oral statements and/or questions using book illustrations or photos with an adult.

TOPIC-RELATED LANGUAGE: Children at all levels of English language development interact with developmentally-appropriate words and expressions, such as: Show me _____, Find the _____, Where is the _____?

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E-ELD STANDARD 2: The Language of Early Language Development and Literacy

CONNECTION: *Head Start Child Development and Early Learning Framework: Domain: Literacy Knowledge and Skills; Domain Element: Book Appreciation & Knowledge:* The interest in books and their characteristics, the ability to understand and get meaning from stories and information from books and other texts.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children participate in familiar literacy activities.

COGNITIVE FUNCTION: Children at all levels of English language development ANALYZE story elements

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Point to story events based on oral commands using book illustrations or photos with an adult.	Identify story events based on extended oral commands using book illustrations or photos with an adult.	Distinguish between story events based on oral statements and/or questions using book illustrations or photos with an adult.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: Show me _____, Find the _____, Where is the _____?

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AGES: 4.5–5.5

EXAMPLE TOPIC: Story elements

E-ELD STANDARD 2: The Language of Early Language Development and Literacy

CONNECTION: *Rhode Island Early Learning and Development Standards; Literacy Development for Dual Language Learners; L5a:* Children become increasingly engaged in literacy experiences in English.

KINDERGARTEN CONNECTION: *Common Core Standards for English Language Arts, Reading Standards for Literature #3 (Kindergarten):* With prompting and support, identify characters, settings, and major events in a story.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children sequence events of familiar stories in large groups.

COGNITIVE FUNCTION: Children at all levels of English language development ANALYZE story elements.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Identify illustrated events from oral statements using visual supports and manipulatives.	Find illustrated events from a series of related oral statements using visual supports and manipulatives.	Sequence illustrated events from descriptive oral statements using visual supports and manipulatives.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: first, next, after, last
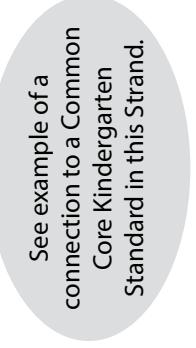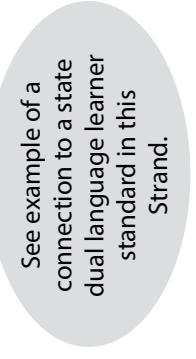
See example of a connection to a state dual language learner standard in this Strand.

See example of a connection to a Common Core Kindergarten Standard in this Strand.

WiDA™

E-ELD STANDARD 2: The Language of Early Language Development and Literacy

CONNECTION: *Florida's Early Learning & Development Standards; Domain: Language and Communication; Sub Domain: Early Reading: Standard C.1: Shows an appreciation and enjoyment of reading. C.4: Demonstrates comprehension and responds to stories.*

EXAMPLE CONTEXT FOR LANGUAGE USE: Children talk about a familiar book during read aloud time.

COGNITIVE FUNCTION: Children at all levels of English language development UNDERSTAND story elements.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Repeat names of objects and characters in book illustrations or photos with adult model.	Name objects and characters in book illustrations or photos with adult prompt.	Describe objects and characters in book illustrations or photos with adult prompt.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: I see _____, This is _____.

AGES: 3.5–4.5

E-ELD STANDARD 2: The Language of Early Language Development and Literacy

EXAMPLE TOPIC:
Story elements

CONNECTION: *Georgia Early Learning and Development Standards (GELDS): Domain: Communication, Language and Literacy; CLL5: The child will acquire meaning from a variety of materials read to him/her.*

EXAMPLE CONTEXT FOR LANGUAGE USE: Children talk about a familiar book during read aloud time.

COGNITIVE FUNCTION: Children at all levels of English language development UNDERSTAND story elements.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Repeat language related to main story events using visual supports and adult models.	Describe main story events using visual supports and adult prompts.	Retell main story events using visual supports and adult prompts.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: eating, going, He is _____, She is _____.

EXAMPLE TOPIC: Story elements

E-ELD STANDARD 2: The Language of Early Language Development and Literacy

CONNECTION: *Colorado Early Learning and Development Guidelines: Domain: English Language Development; Sub Domain 3: Engagement in English Literacy Activities:* Understanding and responding to books, storytelling and songs presented in English.

KINDERGARTEN CONNECTION: *Colorado Academic Standards in Reading, Writing and Communicating Content Area: Reading, Writing, and Communicating; Standard: 2: Reading for All Purposes.*

EXAMPLE CONTEXT FOR LANGUAGE USE: Children retell familiar stories with a partner.

COGNITIVE FUNCTION: Children at all levels of English language development UNDERSTAND story elements.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Name story objects, characters and events using visual and interactive supports (e.g., manipulatives and Home language) and peer models.	Describe story objects, characters and events using visual and interactive supports (e.g., manipulatives and Home language) and peer models.	Retell stories using visual and interactive supports (e.g., manipulatives and Home language) and peer models.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: First_____, Then_____, Next_____

See example of translanguaging in this Strand.

See example of a connection to a Kindergarten state standard in this Strand.

EARLY LANGUAGE DEVELOPMENT AND LITERACY

E-ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Geometric shapes

CONNECTION: *Missouri Early Learning Mathematics Standards; Content Component: Geometry & Spatial Sense; Process Standard:* Explores shapes in the environment.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children create pictures using shapes with peers in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development ANALYZE characteristics of geometric shapes.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Follow one-step oral commands about shapes following models and using visual supports with an adult. (e.g., "Find the circle.")	Follow simple oral commands about shapes following models and using visual supports with an adult. (e.g., "This is a circle. Find a circle.")	Follow oral commands about shapes using visual supports with an adult. (e.g., "This is a circle. Help me find a big circle.")

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: find, Give me the _____, look, circle

E-ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Geometric shapes

CONNECTION: *Washington State Early Learning and Development Guidelines Ages 3–4 Years. Area of Development 6: Learning about my world: Topic: Math: Sort & describe items by size, color and/or shape; match simple flat shapes (circle, squares, triangles).*

EXAMPLE CONTEXT FOR LANGUAGE USE: Children create and interact with peers in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development ANALYZE descriptive language.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Identify shapes from simple oral statements following models and using visual supports with an adult.	Identify shapes from oral descriptions following models and using visual supports with an adult.	Identify shapes from oral comparisons following models and using visual supports with an adult.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: shape, same as, looks like this, Give me the _____

MATHEMATICS

AGES: 4.5–5.5 WIDA™

E-ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Geometric shapes

CONNECTION: *Good Start Grow Smart South Carolina Early Learning Standards for 5 year-old Children: Standard K-4:* The student will demonstrate through the mathematical process an emerging sense of two - and three-dimensional geometric shapes and relative positions in space.

KINDERGARTEN CONNECTION: *Common Core Standards for Mathematics Geometry # 1(Kindergarten):* Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children play games and interact with their peers in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about the properties of geometric shapes and positions in space.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Identify geometric shapes and their position in space from oral statements using photos and pictures with an adult.	Identify geometric shapes and their position in space from extended oral descriptions using photos and pictures with an adult.	Distinguish between geometric shapes and their position in space based on oral statements and/or questions using photos and pictures with an adult.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: above, below, The shape is_____, I see a shape that_____

See example of a connection to a Common Core Kindergarten Standard in this Strand.

E-ELD STANDARD 3: The Language of Mathematics

CONNECTION: *Oklahoma Early learning Guidelines for Children Ages Three through Five: Domain: Mathematics Standard 3: Geometry and Spatial Sense:* the child will identify common geometric shapes and explore the relationship of objects in the environment.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children create and interact with peers in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about geometric shapes.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Repeat names of geometric shapes with visual supports following adult model.	Name geometric shapes with visual supports following adult prompt.	Describe geometric shapes with visual supports following adult prompt.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: big, small, circle, square

WIDA™

AGES: 3.5–4.5

E-ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Geometric shapes

CONNECTION: *Illinois Early Learning and Development Standards; Domain: Mathematics Goal 9- Explore concepts of geometry and spatial relations Learning Standard 9.A: Recognize, name, and match common shapes.*

EXAMPLE CONTEXT FOR LANGUAGE USE: Children create and interact with peers in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about geometric shapes and their properties.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Name geometric shapes with visual supports following adult prompt.	Describe geometric shapes with visual supports following adult prompt.	Recount information related to geometric shapes and their properties using visual supports and adult prompts.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: I have_____, oval, flat, circle

E-ELD STANDARD 3: The Language of Mathematics

EXAMPLE TOPIC: Geometric shapes

CONNECTION: *Louisiana Birth to Five Early Learning and Development Standards; Domain: Cognitive Development and General Knowledge; Subdomain: Mathematics; Standard: CM4:* Understand shapes, their properties and how objects are related to one another in space.

KINDERGARTEN CONNECTION: *Common Core Standards for Mathematics Geometry # 1 (Kindergarten)* : Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside. *#2 (Kindergarten):* Correctly name shapes regardless of their orientation of overall size.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children play games and interact with their peers in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about the properties of geometric shapes and positions in space.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Repeat names and properties of geometric shapes following peer models in English and Home language.	Name geometric shapes and their properties following peer models in English and Home language. (e.g., "I see a *círculo big.*")	Describe geometric shapes, their properties and their position in space following peer models in English and Home language. (e.g., "I see a triangle *grande.*" "It is above the *cuadrado.*")

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: triangle, square, above, below, big, round, I see a _____, It is _____

See example of a connection to a Common Core Kindergarten Standard in this Strand.

See example of translanguaging in this Strand.

MATHEMATICS

WIDA™

AGES: 2.5–3.5

EXAMPLE TOPIC: Our five senses

E-ELD STANDARD 4: The Language of Science

CONNECTION: *Delaware Early Learning Foundations Domain: Discoveries; Sub-domain: Sensory Awareness: Learning Opportunity: SC31:* Use senses in purposeful ways to gather information and explore the environment.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children investigate real-life objects and their characteristics as they interact with peers in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development ANALYZE characteristics of objects.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Follow one-step oral commands about objects following models and using visual supports with an adult. (e.g., "Find the cotton ball.")	Follow simple oral commands about objects following models and using visual supports with an adult. (e.g., "This is soft." "Find a soft object.")	Follow oral commands about objects using visual supports with an adult. (e.g., "This cotton ball is soft." "Find a soft object.")

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as loud, small, I see _____, Give me the _____.

E-ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Scientific observation and inquiry

CONNECTION: *Early Childhood Indicators of Progress: Minnesota Early Learning Standards: Domain V: Cognitive Development; Component Area: Scientific Thinking and Problem Solving; Indicator of Progress 7:* Make comparisons between objects that have been collected or observed.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children investigate real-life objects and their properties as they interact with peers in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development ANALYZE descriptive language.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Identify objects from simple oral statements following models and using real-life objects with an adult.	Identify objects from oral descriptions following models and using real-life objects with an adult.	Identify objects from oral comparisons following models and using real-life objects with an adult.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: soft, hard, looks like this, Give me the _____

WIDA™

AGES: 4.5–5.5

E-ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Scientific observation and inquiry

CONNECTION: *California Preschool Learning Foundations Vol. 3: Physical Sciences 1. Properties of materials can be observed, measured, and predicted. Standard 1.1:* Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties (size, weight, shape, color, texture, and sound) of objects and of solid and nonsolid materials.

KINDERGARTEN CONNECTION: *California Content Standards (Kindergarten): Physical Sciences 1. Properties of materials can be observed, measured, and predicted.* a. Students know that objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).

EXAMPLE CONTEXT FOR LANGUAGE USE: Children play games and interact with their peers in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about physical properties of objects.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Identify objects and their properties from oral statements using real-life objects with an adult.	Identify objects and their properties from extended oral descriptions using real-life objects with an adult.	Distinguish between objects and their properties based on oral statements and/or questions using real-life objects with an adult.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as shape, sound, texture, I see an object that_____, The object feels_____

See example of a connection to a Kindergarten state standard in this Strand.

WIDA™

E-ELD STANDARD 4: The Language of Science

CONNECTION: *Kentucky Early childhood Standards: (3S AND 4S) Science Standard 1:* Demonstrates scientific ways of thinking and working (with wonder and curiosity).

EXAMPLE CONTEXT FOR LANGUAGE USE: Children investigate real-life objects and their characteristics as they interact with peers in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about physical properties of objects.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Repeat names of objects using real-life objects with adult model.	Name objects using real-life objects with adult prompt.	Describe objects using real-life objects with adult prompt.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: I see a _____, It is _____, long, big

SCIENCE

49

WIDA™

AGES: 3.5–4.5

E-ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Scientific observation and inquiry

CONNECTION: *Ohio Early Learning and Development Standards: Domain: Cognitive and General Knowledge; Sub-domain: Science; Strand: Science Inquiry and Application; Topic: Inquiry; Standard statement:* Record observations using words, pictures, charts, graphs, etc.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children discuss and record their observations in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about scientific investigations.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Repeat words and phrases associated with science investigations following adult model using visual supports.	Describe activities associated with science investigations following adult model using visual supports.	Recount activities associated with science investigations following adult prompt using visual supports.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: chart, solid, liquid, First we_____, Next we_____

WIDA

E-ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Scientific observation and inquiry

CONNECTION: *Virginia Foundation Blocks for Early Learning: Comprehensive Standards for Four-Year-Olds; Science Foundation Block 3: Matter / Physical Properties; Standard:* The child will develop language to describe physical properties of objects and use the identified properties to sort the objects.

KINDERGARTEN CONNECTION: *Virginia Kindergarten Standards of Learning; Science; Standard: K. 4:* The student will investigate and understand that the position, motion, and physical properties of an object can be described. Key concepts include a) colors of objects; b) shapes and forms of objects; c) textures and feel of objects; d) relative sizes and weights of objects; and e) relative positions and speed of objects.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children play games and interact with their peers in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about scientific investigations.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Repeat names of real-life objects and their properties following peer models in English and Home language.	Name real-life objects and their properties following peer models in English and Home language.	Describe real-life objects and their properties following peer models in English and Home language. (e.g., "I see a big block." "*Es heavy como the rock también.*")

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as solid, liquid, rough, smaller than_____ , smooth like_____.

See example of translanguaging in this Strand.

See example of a connection to a Kindergarten state standard in this Strand.

SCIENCE

E-ELD STANDARD 5: The Language of Social Studies

CONNECTION: *New Mexico Preschool and Kindergarten Early Learning Guidelines: Domain 6: Self, Family, and Community; Outcome 17: The child exhibits self-awareness; Essential Indicator: 17.4:* Expresses cultural influences from home, neighborhood and community.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children create family collages in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about family members.

DOMAIN: Receptive	Level 1 Entering	Level 3 Developing	Level 5 Bridging
	Point to family members from short oral commands using photos and pictures with an adult. (e.g., "Point to mommy.")	Identify family members from oral commands using photos and pictures with an adult. (e.g., "Find the big brother.")	Distinguish between family members from extended oral commands using photos and pictures with an adult. (e.g., "Show me the baby sister")

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: Show me_____, Find _____, Where is _____?

AGES: 3.5–4.5

E-ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Similarities/differences between self and others

CONNECTION: *Vermont Early Learning Standards (VELS): Domain VI: Social Studies; Learning Goal and Definition 3: People and How They Live:* Children demonstrate skills related to understanding, communication, sharing, cooperation and participation with others in a community.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children create and listen to classroom books in a large group setting.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about families.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Identify self and/or peers from oral statements using photos and pictures with an adult.	Identify self and/or peers from oral descriptions using photos and pictures with an adult.	Distinguish between self and/or peers from oral descriptions with details using photos and pictures with an adult.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: Show me _____, Where is _____? She has _____, He is _____.

AGES: 4.5–5.5

EXAMPLE TOPIC: Families

E-ELD STANDARD 5: The Language of Social Studies

CONNECTION: *Alaska Early Learning Guidelines: Domain: Cognition and General Knowledge; Sub-domain: Family, Community and Culture; Domain Component: Family; Goal Statement: 51:* Children demonstrate awareness of family characteristics and functions.

KINDERGARTEN CONNECTION: *Indiana Academic Standards: Social Studies: Standard 2 — Civics and Government:* Students learn that they are citizens of their school, community and the United States; identify symbols of the nation; and understand the importance of being a responsible citizen who knows why rules are needed and follows them.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children create books about family members and roles within small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development ANALYZE descriptive language.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Identify family members from oral yes/no questions using visual supports and adult models. (e.g., "Is this Daddy?")	Distinguish family members from oral yes/no questions using visual supports with an adult. (e.g., "Is this your dad or your brother?")	Find family members from wh-questions using visual supports with an adult. (e.g., "Who is this? Where is your big sister?")

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: role, family, Find _____ and _____, Where is _____?

See example of a connection to a Kindergarten state standard in this Strand.

E-ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Transportation

CONNECTION: *Massachusetts Guidelines for Preschool Learning Experiences; Guiding Preschool Learning in History and Social Science; Learning Guideline 4: Engage in activities* that build understanding of words for location and direction.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children talk about and dramatize ways they travel from one place to another in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about travel.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Repeat names of vehicles and associated actions following peer models in English and Home language.	Name vehicles and associated actions following peer models in English and Home language.	Describe vehicles and associated actions following peer models in English and Home language.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: bus, truck, car, I go _____.

See example of translanguaging in this Strand.

WIDA™

AGES: 3.5–4.5

E-ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Community Workers

CONNECTION: *Revised Tennessee Early Learning Developmental Standards for Four-Year-Olds (TN-ELDS); Social Studies; Career Development; Standard SS.PK.8: Develop awareness about a wide variety of careers and work environments.*

EXAMPLE CONTEXT FOR LANGUAGE USE: Children talk about and create a class book about occupations in a large group setting.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about occupations.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Name community workers using visual supports and adult prompts.	Describe community workers using visual supports and adult prompts.	Recount information related to community workers using visual supports and adult prompts.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: postal worker, grocer, post office, supermarket, He works at ___, She is a ___

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E-ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Community Workers

CONNECTION: *Nevada Prekindergarten Standards: Social Studies/Social Emotional; Content Standard: Ec9: The Market Economy; Prekindergarten Indicator: PK.2:* Demonstrate the role of different jobs in the community.

KINDERGARTEN CONNECTION: *Nevada Academic Content Standards: Social Studies (Kindergarten) Content Standard: Ec9: The Market Economy; Kindergarten Indicator: K.2:* Identify jobs in the community.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children talk about and role play different occupations in small group settings.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about occupations.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Repeat words and familiar phrases associated with occupations following peer models in English and Home language.	Describe activities associated with occupations following peer models in English and Home language. (e.g., "I be my *papa*. My *papa* works in l'*usine*.")	Persuade peers to participate in activities associated with occupations following peer models in English and Home language. (e.g., "I be the bus driver, you be *la maîtresse*.")

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: banker, pilot, bus driver

See example of a connection to a Kindergarten state standard in this Strand.

See example of translanguaging in this Strand.

SOCIAL STUDIES

AGES: 2.5–3.5 WiDA™

PHYSICAL
DEVELOPMENT

E-ELD STANDARD 6: The Language of Physical Development   EXAMPLE TOPIC: Music and movement

CONNECTION: *Utah Early Childhood Core Standards; Learning Area: Physical /Health and Safety; Standard 1:* The child develops fine and gross motor coordination.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children play and move to music within large group settings.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about movement.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Follow one-step oral commands following models and using gestures with an adult.	Follow simple oral commands using gestures with an adult.	Follow oral commands using gestures with an adult.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: stop, jump, turn around

E–ELD STANDARD 6: The Language of Physical Development

EXAMPLE TOPIC: Music and movement

CONNECTION: *Montana Early Learning Standards; Core Domain: Physical; Sub domain: Physical development Standard 2.2: Gross Motor Skills:* Children develop large muscle strength, coordination, and skills.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children play and move to music within large group settings.

COGNITIVE FUNCTION: Children at all levels of English language development ANALYZE descriptive language.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Identify simple actions from oral statements following models and using interactive supports with an adult.	Identify actions from oral descriptions following models and using interactive supports with a partner.	Identify actions from oral comparisons following models and using interactive supports with a partner.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: Jump like a _____, Crawl slowly like a _____, faster, slower

WIDA™

AGES: 4.5–5.5

E-ELD STANDARD 6: The Language of Physical Development

EXAMPLE TOPIC: Music and movement

CONNECTION: *Head Start Child Development and Early Learning Framework Domain; Physical Development & Health; Domain Element: Gross Motor Skills:* The control of large muscles for movement, navigation, and balance, and *Domain: Creative Arts Expression Domain Element: Creative Movement and Dance:* The use of the body to move to music and express oneself.

KINDERGARTEN CONNECTION: *North Carolina Essential Standards; Physical Education: Standard: K.MS.1:* Apply competent motor skills and movement patterns needed to perform a variety of physical activities.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children play and move to music within large group settings.

COGNITIVE FUNCTION: Children at all levels of English language development APPLY actions of animals to their own body movements.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Receptive	Act out actions from simple oral statements using visual and interactive supports (e.g., gestures and Home language) and peer models.	Act out actions from short oral descriptions using visual and interactive supports (e.g., gestures and Home language) and peer models.	Act out actions from a series of oral descriptions using visual and interactive supports (e.g., gestures and Home language) and peer models.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: Faster than_____, Slower than_____, First, move like a _____ and then a _____

See example of translanguaging in this Strand.

See example of a connection to a Kindergarten state standard in this Strand.

WIDA

E-ELD STANDARD 6: The Language of Physical Development

CONNECTION: *Michigan Early Childhood Standards of Quality for Prekindergarten; Domain: Social, Emotional & Physical Health and Development; 5. Early Learning Expectation: Gross Motor Development: Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.*

EXAMPLE CONTEXT FOR LANGUAGE USE: Children talk, play, and interact with their peers outdoors.

COGNITIVE FUNCTION: Children at all levels of English language development will APPLY appropriate traveling skills when playing outdoors.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Repeat activities associated with outdoor play following peer models in small groups in English and Home language.	Name activities associated with outdoor play following peer models in small groups in English and Home language.	Describe activities associated with outdoor play following peer models in small groups in English and Home language.

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: run, up, slide, in, Let's go____

See example of translanguaging in this Strand.

AGES: 3.5–4.5   WiDA™

EXAMPLE TOPIC: Outdoor play

E-ELD STANDARD 6: The Language of Physical Development

CONNECTION: *Maryland Model of School Readiness-MMSR/ State Curriculum Framework & Standards; Content Area: Physical Development; Standard 1:* Students will demonstrate the ability to enhance their performance of a variety of physical skills by developing fundamental movement skills, creating original skill combinations, combining skills effectively in skill themes, and applying skills.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children talk, play, and interact with their peers outdoors.

COGNITIVE FUNCTION: Children at all levels of English language development will APPLY their knowledge about movement.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Repeat words and familiar phrases associated with outdoor play following peer models in small groups in English and Home language.	Describe activities associated with outdoor play following peer models in English and Home language.	Recount activities associated with outdoor play following peer models in English and Home language. (e.g., "*Kuv caij bike. Koj caij bike. Wb mus ceev.*")

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: fast, up, slide, Let's go____

See example of translanguaging in this Strand.

E-ELD STANDARD 6: The Language of Physical Development

CONNECTION: *Georgia Early Learning and Development Standards (GELDS); Domain: Physical Development & Motor Skills; Standard PDM5:* The child will demonstrate gross motor skills.

KINDERGARTEN CONNECTION: *Georgia Performance Standards: Physical Education: Standard: PEK.1:* Demonstrates competency in motor skills and movement patterns needed to perform a variety of activities.

EXAMPLE CONTEXT FOR LANGUAGE USE: Children talk, play and interact with their peers outdoors.

COGNITIVE FUNCTION: Children at all levels of English language development will APPLY their knowledge about movement.

	Level 1 Entering	Level 3 Developing	Level 5 Bridging
DOMAIN: Expressive	Repeat words and familiar phrases associated with outdoor play following peer models in small groups.	Describe activities associated with outdoor play following peer models in small groups in English and Home language. (e.g., "I go in tunnel.")	Persuade peers to participate in activities associated with outdoor play following peer models in small groups in English and Home language. (e.g., "I want the red bike. You get the *patineta*.")

TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally appropriate words and expressions such as: up, slide, Let's go____.

See example of a connection to a Kindergarten state standard in this Strand.

See example of translanguaging in this Strand.

Appendix A: Glossary

cognitive function: the mental processes involved in learning

cognitive development: cognitive changes occurring in terms of mental representation

complex sentence: one independent clause joined by one or more dependent clauses with a subordinator such as because, since, after, although, or when, or a relative pronoun such as that, who, or which (e.g., I like my teacher because she's funny!)

compound sentence: two or more independent clauses joined by coordinating conjunctions (e.g., for, and, nor, but, or, yet, so) (e.g., I'm playing, but I'm tired; I'm hungry, and I'm eating.)

comprehensible language: forms, conventions, and fluency used in words, phrases and sentences that allow for understanding

connection to early learning standards: component of the standards matrix that shows examples of the correspondence of language to content standards

content stem: element of Model Performance Indicators, derived from a topic within states' Early Learning Standards, that provides a standards-referenced example for contextualizing language development

discourse: extended oral or written language conveying multiple connected ideas; its language features are shaped by the genre, text type, situation, and register

domains: a component in the standards matrix that indicates the modality of language (e.g. expressive and productive) being addressed in the particular matrix. Note that some state early learning standards often refer to the major areas of development and learning as domains (e.g., domain of social and emotional development); domain within context of E-ELD standards refers to the modalities of language (see language domains)

developmentally appropriate practice: teaching practices that are based on knowledge of the age-related characteristics, processes, and sequences of early learning and skill development; meet children where they are in the developmental process, and "ensure that experiences and goals are challenging enough to promote their progress and interest" (NAEYC, 2013).

developmentally appropriate academic language: the receptive and expressive language required to fully participate in an early care and education (ECE) program that entails age-appropriate understanding of the social, instructional, and academic language of concept development used within an ECE environment; revolves around meaningful application of specific criteria related to Linguistic Complexity at the discourse level, and Language Usage at the word/phrase and sentence levels within the particular context in which communication occurs.

dual language learners (DLL): children, birth-8 years, who are acquiring two or more languages either simultaneously or sequentially as well as developing within two or more cultures.

early care and education (ECE): refers to care and education settings and programs that serve children birth-age 5, including child care, home-visiting, preschool, Head Start, and 4-year-old Kindergarten.

early language development: unique period of language development that occurs within the first 5 years of life in which children are learning the basic competencies of their language(s).

Early English Language Development (E-ELD) Standards Framework: the structure that supports the conceptualization, design, and implementation of the components representing the six WIDA E-ELD Standards and that shows the relationship and interaction among those components. The components of the E-ELD Standards Framework include the Guiding Principles of Language Development and the WIDA Can Do Philosophy, Age-Appropriate Academic Language in Sociocultural Contexts, the Performance Definitions, and the Standards and their Matrices

early language standards: language expectations for dual language learners, ages 2.5-5.5 years, represented within progressive levels of language development

Early Learning Standards (ELS): developmentally appropriate expectations and desired outcomes for children between birth-5 years in the major areas of development and learning (e.g., social and emotional, physical, language and early literacy, cognitive, and approaches to learning)

example context for language use: component of the standards matrix situating the representation of the Early English language development standards within a sociocultural setting that considers the register, genre/text type, topic, and task

example topic: component of the standards matrix listing a theme or concept derived from national and state early learning standards that provides a context for language development

expanded sentences: complete thoughts that contain descriptive language or two ideas that are combined using connectors (and, but, or)

expressive language: communicating meaning through language

Features of Developmentally Appropriate Academic Language: the performance criteria of oral communication for social and academic purposes that include Linguistic Complexity at the discourse level and Language Usage at the sentence and word/phrase levels

formulaic phrases: a feature of academic language at the sentence level that represents a string of words acquired as a single chunk, such as "My turn"

Framework: see Early English Language Development (E-ELD) Standards Framework

general language: words or expressions not typically associated with the content of a specific area of development and learning (e.g. Show me ___; Clap your hands)

genres: socially defined ways in which oral and written language is used to participate in particular contexts to serve specific purposes

home language: a term used in the field of early care and education to denote the first language(s) dual language learners acquire; children who hear and speak more than one language at home and/or with their primary caregivers would have two home language(s) as their first languages; English may or may not be one of the home languages of dual language learners.

language supports: sensory, graphic, and interactive resources embedded in routines, learning activities, and assessment that assist children in constructing meaning from language and content; third element of Model Performance Indicators

language domains: the modalities of language; expressive and receptive

language function: the purpose for which oral or written communication is being used; language functions guide the choices in language use and structure as well as the social relationships being established; first element of Model Performance Indicators that indicates how emergent bilinguals process or use language to demonstrate their language development

language development: child's level of competence in processing (receptive) and producing (expressive) language

Language Usage: the grammatical structures, patterns, syntax and mechanics, and the phrases and words associated with processing or expressing meaning; one of the criteria that constitute the Performance Definitions

levels of language development: the division of the second language acquisition continuum into stages descriptive of the process of language development; the WIDA E-ELD Standards have three levels of language development: 1–Entering, 3–Developing, 5–Bridging

Linguistic Complexity: the organization, cohesion, and relationship between ideas expressed in the variety and kinds of sentences that make up different genres and text types in oral or written language at the discourse level; one of two criteria that constitute the Performance Definitions

Model Performance Indicator (MPI): a single cell within a strand of MPIs that is descriptive of a specific level of English language development for a language domain within an age cluster

Performance Definitions: the criteria that define the Linguistic Complexity and Language Usage for receptive and expressive language across the three levels of language development

receptive language: the processing of language through listening and reading

register: features of language that vary according to the context, the groups of users and purpose of the communication (e.g., the speech used when children talk to their teacher)

language scaffolding: careful design of learning spaces and situations, including shaping of the supports (e.g., processes, environment, and materials) used to build on children's already acquired skills and knowledge to support their progress from level to level of language development

simple sentence: an independent clause with a subject and a predicate; can also have a compound subject and/or predicate (e.g., "The children and teachers were excited.")

social language: the everyday registers used in interactions outside and inside ECE programs

sociocultural context: the association of language with the culture and society in which it is used; during the early years, this includes family's sociocultural context for language use and the relationships with adults in ECE and community environments in which children develop language

specific language: words or expressions used across multiple developmentally appropriate academic content areas (e.g. name, letter)

Standards Matrix: the basic organization for representing the WIDA E-ELD Standards, including a strand of Model Performance Indicators (MPIs), connection to state early learning standards, example context for language use, cognitive function, and topic-related language

Strand of Model Performance Indicators (MPIs): the three sequential or scaffolded levels of English language development for a given topic and language domain

supports: see language supports

text types: categories of text that employ particular language features for specific purposes

translanguaging: the act performed by dual language learners of accessing different linguistic features of various languages in order to maximize their understanding and communication

technical language: the most precise words or expressions associated with topics within developmentally appropriate academic content areas

topic-related language: age-cluster words and expressions, including those with multiple meanings and cognates, that are associated with the example topic within the standards matrix

visual support: accompanying the use of written or oral language with photographs, pictures, illustrations, charts, graphs, graphic organizers, etc., to give DLLs additional opportunities to access meaning

Appendix B: Selected References

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