

# The Early English Language Development Standards

2.5–5.5 YEARS

2013 EDITION



## INCLUDING

- Descriptions of the language children 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.

**WIDA**™



# The Early English Language Development Standards

2.5–5.5 YEARS

2013 EDITION



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## **Important Note about Using the Early English Language Development and Early Spanish Language Development Performance Definitions**

There are many variations in how young children, birth through 5 years of age, acquire and develop two or more languages. Variations may include the timing of exposure, quantity and quality of language input, and the opportunity to use both languages. Additional factors may involve family and cultural perceptions on education, socioeconomic status, number of speakers in the community, and status of the language, to name a few. These factors may significantly affect the rate and pattern of language development.

Due to these important differences, practitioners and administrative staff need to take great care when determining the language level(s), using the E-ELD and/or E-SLD Performance Definitions, for dual language learners. When interpreting the E-ELD and E-SLD language levels, practitioners must consider children's past and present language learning environments and the influence those environments currently have on where children are in the language development process.



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## Abbreviated Guide

### Introduction

World Class Instructional Design and Assessment (WIDA) is pleased to introduce the long anticipated Early English Language Development (E-ELD) Standards for young children who are in the process of learning English as an additional language prior to entering Kindergarten. These children, ages birth–5 years, who are still developing basic competency in their home language(s) as they acquire English, are often referred to as dual language learners. As the number of young dual language learners continues to grow in the United States, practitioners in both rural and urban settings struggle with how to effectively support, instruct, and assess these young children when implementing state Early Learning Standards (ELS) which have often been developed with native-English speaking children in mind. WIDA’s response to the growing need for supporting and assessing young dual language learners has been the creation of the E-ELD Standards Framework.

### Purpose

The purpose of the E-ELD standards is to provide a developmentally-sound framework for supporting, assessing and instructing dual language learners, ages 2.5–5.5, which aligns with existing *WIDA ELD Standards for Kindergarten through Grade 12* and simultaneously corresponds to states’ Early Learning Standards. The E-ELD standards will provide WIDA Consortium states a consistent and congruent framework for supporting and assessing the language growth of dual language learners through age-appropriate, standards-based content from early preschool through Grade 12. Because the E-ELD standards directly correspond to state Early Learning Standards and to Head Start’s Child Development and Early Learning Framework, early care and education programs outside the WI consortium will also be able to readily apply the E-ELD standards to support, instruct, and assess language development of dual language learners.

### The Role of the Language Standards

WIDA’s E-ELD standards describe the social and academic language that dual language learners, ages 2.5–5.5, need to process and produce in order to succeed in meeting states’ Early Learning Standards. In short, E-ELD standards are “language standards” and as such always refer to “the language of” the content related to the development and learning (e.g., the language of social and emotional development). Because language learning occurs across all areas of standards-based curricula, it is critical that early care and education programs use language standards in conjunction with Early Learning Standards when supporting, instructing, and assessing young dual language learners. Using language standards in conjunction with Early Learning Standards helps practitioners concretely connect the linguistic variations and needs of young dual language learners across all content areas of standards-based curricula and assessments. In this way, language standards provide a means for helping educators deliver accurate and relevant instruction and assessment to young dual language learners at varying levels of English language development within standards-based curriculum.

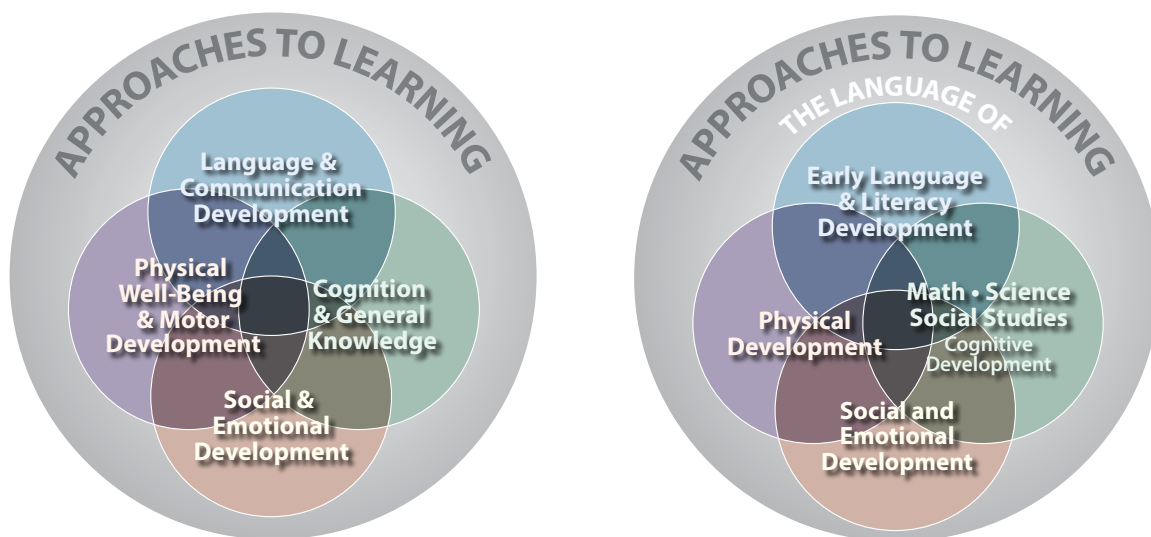
***WIDA has adopted six early language standards*** which correspond to the major dimensions of development and learning recommended by the National Education Goals Panel (NEGP) (BUILD,

2012; Scott-Little, Kagan, & Stebbins Frelow, 2005) and the National Association for the Education of Young Children (NAEYC, 2009) for inclusion into Early Learning Standards. These dimensions of children’s development are 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 Early Learning Standards. The E-ELD standards are: *The Language of... Social and Emotional Development, Early Language and Literacy, Mathematics, Science, Social Studies, and Physical Development* with the language of “Approaches to Learning” incorporated throughout the six E-ELD standards. The figures below depict the correspondence between NEGP’s recommended major dimensions of development and learning for Early Learning Standards and WIDA’s E-ELD standards.

### Figure A: 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



This correspondence makes it possible to integrate the E-ELD standards within standards-based curriculum, instruction, and assessment for dual language learners in a variety of early care and education program settings including child care, Head Start, preschool, and 4-year-old Kindergarten.

### Intended Audience

The E-ELD standards are designed to be used in a wide range of community-based early care and education programs that serve young dual language learners, ages 2.5–5.5. Teachers, 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 dual language learners are being met throughout their program day. For example, teachers may use the E-ELD standards to determine the kinds of language supports dual language learners at different levels in the English language acquisition process 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 dual language learners 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 dual language learners reach the next level of English language development. In other words, the E-ELD standards can be used to help practitioners meaningfully plan ways to extend dual language learners' current level of English language acquisition 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 dual language learners making sure that necessary language scaffolds are provided and that children's 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 dual language learners with disabilities when writing IEP goals and when helping dual language learners 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 dual language learners.

## Components of E-ELD Standards Framework

The E-ELD Standards Framework has adapted all of the components of WIDA's standards framework for K–12 to meet the unique characteristics of children, ages 2.5–5.5. Specific consideration has been given to the nature of early language and cognitive development, family and community-based socio-cultural 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.

When used in tandem, the E-ELD framework components help practitioners identify and understand the receptive and expressive language that dual language learners need in order to meet performance benchmarks/indicators across state Early Learning Standards. Each component is listed below with a brief description of its defining characteristics.

## Language Standards

Six language standards represent the social, instructional and developmentally-appropriate academic language that dual language learners need to engage with peers, practitioners and standards-based curriculum within early care and education settings. The E-ELD standards directly correspond to state Early Learning Standards and the Head Start Child Development and Early Learning Outcomes so that they can be easily used within programs' standards-based curricula, instruction, and assessments.

**Figure B: The Early English Language Development Standards**

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

## Age Clusters

Early care and education 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. The age clusters take this cognitive and linguistic “threshold” into account by defining specific language criteria 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)

## Language Domains

The E-ELD framework includes two language domains—*receptive* and *expressive*. These oral language domains encompass the listening and speaking skills dual language learners will need and use across all six standards. Children learning a second language typically understand more than they can express so it is important for practitioners to pay special attention to receptive language skills.

Although early literacy encompasses listening, speaking, reading, and writing, children rely mostly on oral language skills when participating in reading and writing activities at this early age. Thus, reading and writing have been incorporated into the receptive and expressive language domains of the E-ELD framework.

## Language Levels

Three language levels outline the progression of early English language development: **Level 1—Entering**, **Level 3—Developing** and **Level 5—Bridging**. These language levels correspond to WIDA’s five language levels for English language learners, K–12, but pertain uniquely to the stages of English language development in dual language learners, ages 2.5–5.5. Descriptions of the language very young children are able to process and produce at each of these language levels are provided in the Performance Definitions (See Figures D–G).

## Features of Developmentally-Appropriate Academic Language

Based in part on WIDA’s Features of Academic Language for K–12, the E-ELD Features have been adapted and renamed to fit the unique characteristics of young children’s 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 language level of English language development in the Performance Definitions.

- **Linguistic complexity** refers to the quantity and variety of language used by children at the discourse level. Language features such as the length of utterances/interactions and how children 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 C: The Features of Developmentally-Appropriate Academic Language in WIDA's E-ELD Standards**

Language Criteria	Features
<b>Linguistic Complexity</b> <i>(Quantity and variety of oral language)</i>	Variety and length of utterances and interactions Understanding and expression of ideas
<b>Language Usage</b> <i>(Types and use of oral language structures, phrases, and words)</i>	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
- Topic
- Task/Situation
- Participants' identities and social roles
- Speaker/Conversational partner



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 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. Thus the sociocultural contexts for young children's language learning differs from that of school-aged students and occurs most often in their homes, extended family members' homes, or in community-based early childhood settings which may or may not be located in or associated with public schools.

## Performance Definitions

The Performance Definitions describe the language children 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 dual language learners to understand or produce; the quality 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 the following figures.

The performance definitions also recognize the key role that *home language* plays at all levels of English language development. Children 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, children use all of their cognitive and linguistic assets to become successful language learners.



**Figure D: 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.)
<b>Level 5 Bridging</b>	<b>Linguistic Complexity</b>	<ul style="list-style-type: none"> <li>Series of simple sentences related to familiar stories or events</li> <li>An idea with one to two details; one-step direction related to daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Series of extended sentences related to familiar stories, learning activities, or events</li> <li>Related ideas; two-step directions related to daily routines</li> </ul>
	<b>Language Usage</b>	<ul style="list-style-type: none"> <li>Short and compound sentences related to daily routines, familiar people, songs, and stories</li> <li>General and some specific vocabulary associated with familiar environments and stories</li> </ul>	<ul style="list-style-type: none"> <li>Compound and some complex sentences related to familiar stories and learning activities</li> <li>Specific vocabulary associated with stories, learning activities, and various environments</li> </ul>
<b>Level 3 Developing</b>	<b>Linguistic Complexity</b>	<ul style="list-style-type: none"> <li>Related phrases and simple sentences</li> <li>An idea with one detail</li> </ul>	<ul style="list-style-type: none"> <li>Multiple related simple sentences; wh-questions</li> <li>An idea with two details</li> </ul>
	<b>Language Usage</b>	<ul style="list-style-type: none"> <li>Short sentences related to daily routines, familiar people, songs, and stories</li> <li>Repetitive phrasal patterns related to daily routines and familiar stories</li> <li>General vocabulary related to daily routines and familiar stories</li> </ul>	<ul style="list-style-type: none"> <li>Short and some compound sentences related to familiar stories and learning activities</li> <li>Sentence patterns related to familiar stories and learning activities</li> <li>General and some specific vocabulary related to daily routines, familiar stories, and learning activities</li> </ul>
<b>Level 1 Entering</b>	<b>Linguistic Complexity</b>	<ul style="list-style-type: none"> <li>Words and repetitive phrases related to daily routines</li> <li>An idea within simple questions or statements related to self, familiar people, or daily routines</li> </ul>	<ul style="list-style-type: none"> <li>Words and phrases related to daily routines</li> <li>An idea within simple questions or statements related to familiar environments</li> </ul>
	<b>Language Usage</b>	<ul style="list-style-type: none"> <li>Repetitive phrases associated with daily routines</li> <li>Yes/no questions related to self, familiar people, and/or daily routines</li> <li>Words associated with familiar environments</li> </ul>	<ul style="list-style-type: none"> <li>Repetitive phrases and simple statements associated with daily routines</li> <li>Yes/no questions related to self, familiar people, and/or daily routines</li> <li>Words and expressions associated with familiar environments</li> </ul>

At the very beginning stages of English language acquisition, 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 acquisition, home language and English language development

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



**Figure E: 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:

Language Criteria		Ages 4.5–5.5 (55–66 Months)
<b>Level 5 Bridging</b>	<b>Linguistic Complexity</b>	<ul style="list-style-type: none"> <li>Sentences/questions of varying richness and complexity related to familiar stories, learning activities, or events</li> <li>Expanded related ideas two to three step directions and some new directions related to daily routines</li> </ul>
	<b>Language Usage</b>	<ul style="list-style-type: none"> <li>Complex sentences and language patterns related to familiar stories and instructional activities</li> <li>Specific and some technical vocabulary associated with various environments and learning activities</li> </ul>
<b>Level 3 Developing</b>	<b>Linguistic Complexity</b>	<ul style="list-style-type: none"> <li>Multiple related extended sentences</li> <li>Related ideas</li> </ul>
	<b>Language Usage</b>	<ul style="list-style-type: none"> <li>Compound and some complex sentences related to familiar stories and learning activities</li> <li>Sentence patterns related to specific learning activities and stories</li> <li>General and some specific vocabulary associated with familiar environments and learning activities</li> </ul>
<b>Level 1 Entering</b>	<b>Linguistic Complexity</b>	<ul style="list-style-type: none"> <li>Words and longer phrases related to daily routines and learning activities</li> <li>An idea within simple questions or statements related to familiar environments</li> </ul>
	<b>Language Usage</b>	<ul style="list-style-type: none"> <li>Repetitive phrases and simple statements associated with daily routines</li> <li>Yes/no questions related to self, familiar people, and/or daily routines</li> <li>Vocabulary associated with familiar environments and learning activities</li> </ul>

**HOME LANGUAGE**

- At all levels of language acquisition, 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 acquisition, 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.

**Figure F: 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.)
<p><b>Level 5 Bridging</b></p> <p><b>At all levels of language acquisition, home language and English language development</b></p> <ul style="list-style-type: none"> <li>influence and reinforce each other; and</li> <li>mediate understanding, construction of meaning, and demonstration of knowledge.</li> </ul> <p><b>HOME LANGUAGE</b></p>	<p><b>Linguistic Complexity</b></p> <p><b>Language Usage</b></p>	<ul style="list-style-type: none"> <li>Multiple phrases and some familiar 3+ word sentences</li> <li>Single ideas</li> <li>Emerging comprehensibility of familiar phrases and short sentences</li> <li>General and a few specific vocabulary associated with familiar environments</li> </ul>	<ul style="list-style-type: none"> <li>Variety of original sentences of 3–5+ words</li> <li>Approximations of related ideas</li> <li>Comprehensible sentences that may contain nouns, verbs, modifiers, and pronouns</li> <li>Specific and a few technical vocabulary associated with various environments</li> </ul>
	<p><b>Level 3 Developing</b></p>	<p><b>Linguistic Complexity</b></p> <p><b>Language Usage</b></p>	<ul style="list-style-type: none"> <li>Phrases with a few familiar three-word sentences</li> <li>Approximations of single ideas</li> <li>Familiar phrases with emerging comprehensibility</li> <li>Short repetitive language patterns used in familiar fingerplays, songs, and stories</li> <li>General vocabulary associated with familiar environments</li> </ul>
<p><b>Level 1 Entering</b></p>	<p><b>Linguistic Complexity</b></p> <p><b>Language Usage</b></p>	<ul style="list-style-type: none"> <li>Words and short formulaic phrases</li> <li>One-word utterances to convey entire message or idea</li> <li>Single words associated with daily routines and familiar stories</li> <li>Repetitive phrases</li> </ul>	<ul style="list-style-type: none"> <li>Words and formulaic phrases</li> <li>One- to two-word utterances to convey entire message or idea</li> <li>Familiar words and expressions associated with daily routines</li> <li>Repetitive and formulaic phrases</li> <li>General vocabulary related to familiar environments</li> </ul>

At the very beginning stages of English language acquisition, 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 G: 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:

Ages 4.5–5.5 (55–66 Months)	
<b>Level 5 Bridging</b>	<p><b>Language Criteria</b></p> <p><b>Linguistic Complexity</b></p> <ul style="list-style-type: none"> <li>Variety of short and expanded sentences of 4–6+ words</li> <li>Related ideas</li> </ul> <p><b>Language Usage</b></p> <ul style="list-style-type: none"> <li>Comprehensible sentences that may contain specific grammatical forms (e.g., present progressive + verb, past tense, plurals, possessives, and articles)</li> <li>Specific and some technical vocabulary associated with various environments and learning activities</li> </ul>
<b>Level 3 Developing</b>	<p><b>Linguistic Complexity</b></p> <ul style="list-style-type: none"> <li>Short sentences of three to four words that combine formulaic phrases with new words and some expanded sentences</li> <li>Approximations of related ideas</li> </ul> <p><b>Language Usage</b></p> <ul style="list-style-type: none"> <li>Short and some expanded sentences with emerging comprehensibility</li> <li>Multiple repetitive language patterns used in stories, songs, and learning activities</li> <li>General and some specific vocabulary associated with familiar environments and learning activities</li> </ul>
<b>Level 1 Entering</b>	<p><b>Linguistic Complexity</b></p> <ul style="list-style-type: none"> <li>Words and longer formulaic phrases</li> <li>One- to two-word utterances to convey entire message or idea</li> </ul> <p><b>Language Usage</b></p> <ul style="list-style-type: none"> <li>Words and expressions associated with daily routines and familiar stories</li> <li>Repetitive and formulaic phrases</li> <li>General vocabulary related to familiar environments and learning activities</li> </ul>

**HOME LANGUAGE**

**At all levels of language acquisition, 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 acquisition, 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.

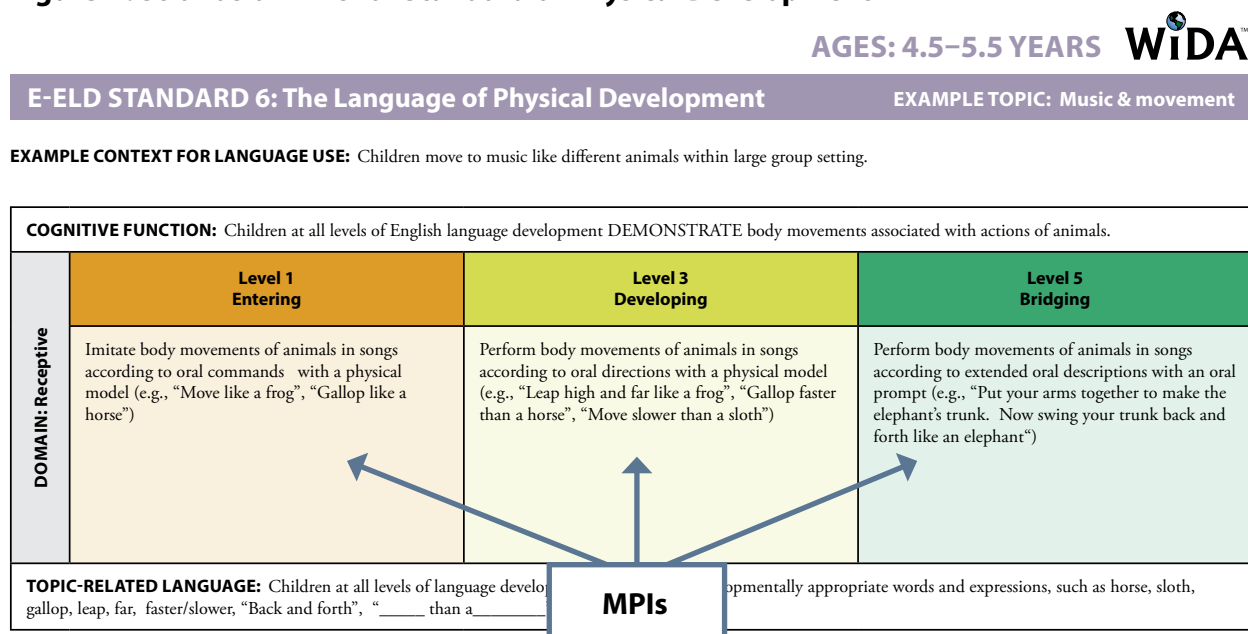
...within sociocultural contexts for language use.

## Strands of Model Performance Indicators (MPIs)

*Model performance indicators (MPIs)* provide examples of how children are able to process or produce language within specific socio-cultural contexts at the three levels of early English language development within each age cluster.

An *MPI strand* consists of the three language levels of early English language development for a given topic and language domain, from Entering (1) through Bridging (5). The horizontal MPI strands illustrate the progression of language development for a given age cluster. MPI strands provide a consistent structure for early care and education practitioners to use when scaffolding or assessing children’s language across a wide range of learning activities and environments. Figure H provides a sample MPI strand for the E-ELD Standard 6: The Language of Physical Development, ages 4.5–5.5.

**Figure H: Strands of MPIs for Standard of Physical Development**



Model performance indicators (MPIs) are the sample statements describing how language is used for particular standards, in a particular domain, at a particular level of language development. They are the smallest unit of representation of the E-ELD standards.

Each MPI is composed of three main elements—a *language function*, *content stem* and *language support(s)*.

**Language functions:** Language functions describe how children will process or produce language. They are related but distinct from the cognitive complexity of a task. Children at all language levels can engage in higher level thinking according to their developmental capacity. The number and complexity of language functions used by children increases as language develops.

**Content Stem (Topic):** The content stems of MPIs are directly related to the content contained in state Early Learning Standards and Head Start’s Child Development and Early Learning Framework. The

content stem denotes WIDA’s view that English language development should always be integrated within early childhood standards-based curriculum and play-based instruction.

A list of E-ELD topics, which align with the content found in many state Early Learning Standards, are included in Figure I. Please note that this topic list is meant to highlight some of the most frequently cited content areas across the six standards and is by no means an exhaustive list.

**Cognitive Function:** offers information on the cognitive demand of the particular activity. The cognitive function is a reminder to educators that children need access to the same level of thinking challenge as their peers regardless of their language development.

**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. In short, it provides an authentic example for educators to be able to imagine the situation in which language is being used.

**Topic-Related Language:** provides examples of language associated with the content that all children should engage, regardless of their language development level. Examples provided typically include words or phrases, but WIDA encourages educators to think beyond words and phrases and include language at the sentence and discourse level.

**Figure I: Topic List for Early English Language Development Standards**

Area of Development and Learning	Social and Emotional Development	Physical Development	Early Language and Literacy
<p><b>Topics</b></p>	<ul style="list-style-type: none"> <li>• Self-concept</li> <li>• Feelings/Emotions</li> <li>• Self-regulation</li> <li>• Self-help/Independence</li> <li>• Adult relationships/interactions</li> <li>• Making choices</li> <li>• Daily routines</li> <li>• Following directions</li> <li>• Transitioning between activities and places</li> <li>• Peer interactions</li> <li>• Making friends</li> <li>• Sharing</li> <li>• Group cooperation/interactions</li> <li>• Understanding/following rules</li> </ul>	<ul style="list-style-type: none"> <li>• Body awareness</li> <li>• Physical games</li> <li>• Outdoor play</li> <li>• Gym/playground Equipment</li> <li>• Sports</li> <li>• Exercise and fitness</li> <li>• Music and movement</li> <li>• Health and hygiene</li> <li>• Personal safety</li> <li>• Nutrition</li> <li>• Self-care (e.g., dressing, eating, toileting)</li> <li>• Using art materials</li> <li>• Creating art projects</li> <li>• Using writing tools</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding/following oral directions</li> <li>• Communicating ideas</li> <li>• Questioning and commenting</li> <li>• Creative expression</li> <li>• Social uses of language</li> <li>• Role Playing</li> <li>• Story sense/Story elements</li> <li>• Telling/retelling stories</li> <li>• Concepts of print</li> <li>• Literature awareness</li> <li>• Phonological and phonemic awareness</li> <li>• Alphabet knowledge</li> <li>• Writing process</li> </ul>

Figure I (cont.):

Area of Development and Learning	Mathematics	Science	Social Studies
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Making comparisons</li> <li>• Number sense</li> <li>• Numeral recognition</li> <li>• Computation</li> <li>• Geometric shapes</li> <li>• Patterns</li> <li>• Classification/Sorting</li> <li>• Graphic representations</li> <li>• Measurement</li> <li>• Spatial awareness</li> <li>• Time awareness</li> <li>• Coin sense</li> <li>• Data collection/analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Our body</li> <li>• Our five senses</li> <li>• Seasons/Climate</li> <li>• Weather</li> <li>• Earth</li> <li>• The environment</li> <li>• Growth/Life cycles</li> <li>• Plants/Food</li> <li>• Living things and their habitats</li> <li>• Rocks/Minerals/Fossils</li> <li>• Dinosaurs</li> <li>• Liquids/Solids/Air</li> <li>• Magnets/Electricity</li> <li>• Space/Solar system</li> <li>• Technology/Computers</li> <li>• Colors</li> <li>• Scientific observation and inquiry</li> <li>• Data collection/analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Similarities/differences between self and others</li> <li>• Families</li> <li>• Classroom routines/rules</li> <li>• Group belonging and safety</li> <li>• Classroom jobs</li> <li>• Environmental print</li> <li>• Community</li> <li>• Community workers</li> <li>• Transportation</li> <li>• Housing/Homes</li> <li>• Geography/Maps</li> <li>• City/Country (Urban/Rural)</li> <li>• Countries of the world</li> <li>• Customs/Traditions</li> <li>• Appreciation for diverse cultures</li> <li>• Historical events</li> </ul>

**Language Supports:** All young children need physical, visual, and verbal models to make sense of their world and develop language. Incorporating these kinds of language supports throughout children’s program day is even more critical for dual language learners as they are actively decoding a new language or solidifying their home language. WIDA names three categories of language supports for dual language learners: sensory, graphic, and interactive.

The chart below lists some examples of language supports under these three categories that are commonly found in early care and education settings.

**Figure J: Language Supports for Dual Language Learners, Ages 2.5–5.5**

Sensory Supports	Graphic Supports	Interactive Supports
Real life objects	Charts	Partners
Toys	Diagrams	Small groups
Manipulatives	Graphic organizers	Whole group
Pictures and photographs	Graphs	Internet websites
Illustrations and drawings	Number lines	Software programs
Magazines	Visual schedule	Adult prompting/modeling
Videos and films	Icons/symbols	
Demonstrations		
Gestures		
Models		
Music		
Costumes and props		

Figures K and L provide guiding questions and a blank template for educators to create their own strands adapting them to their own environments, curricula, and children. Figure L can be copied and used to create and adapt strands.

**Figure K: Guiding Questions for the Components of WIDA Early English Language Development Strands**



**AGES:**

**E-ELD STANDARD:** **EXAMPLE TOPIC:** What is one of the topics addressed in the selected content standard(s)?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the content work, task, or product? What roles or identities do the children assume? What are the concepts and skills that children will be developing?

<p><b>COGNITIVE FUNCTION:</b> 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?</p>	<p><b>Level 1</b> <b>Entering</b></p>	<p><b>Level 3</b> <b>Developing</b></p>	<p><b>Level 5</b> <b>Bridging</b></p>
	<p><b>A Strand of Model Performance Indicators:</b></p> <p>What language are the children expected to process or produce at each level of development?</p> <p>Which language functions reflect the cognitive function at each level of language development?</p> <p>Which language supports (sensory, graphic, and interactive) are necessary for children to access language and content?</p>		
<p><b>Language Domain(s):</b> How will dual language learners process and use language?</p>			
<p><b>TOPIC-RELATED LANGUAGE:</b> With which age-appropriate words and expressions will all children interact?</p>			



Figure L: Template for Strands of MPIs



**AGES:**

**E-ELD STANDARD:** **EXAMPLE TOPIC:**

**EXAMPLE CONTEXT FOR LANGUAGE USE:**

<b>COGNITIVE FUNCTION:</b>	<b>Level 1 Entering</b>	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
	<b>Language Domain(s):</b>		
	<b>TOPIC-RELATED LANGUAGE:</b>		



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



The Model Performance Indicators (MPIs) provide examples of how children process and produce language in each age group.

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The strands of Early English Language Development contain three levels of development, three age groups, and two language domains (Receptive and Expressive).



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

EXAMPLE TOPIC: Feelings

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children participate in interactive readings of familiar picture books about feelings.

<b>DOMAIN: Receptive</b>	<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development IDENTIFY feelings.		
	<b>Level 1 Entering</b>	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
	Mimic feelings from picture books that are read aloud using facial gestures with adult model	Find feelings depicted in picture cards based on simple statements/questions with adult model (e.g., “Find sad”, “Where is happy?”)	Point to feelings in familiar picture books according to oral directions with adult model (e.g., “Point to the happy boy”, “Where is the mad girl?”)
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: happy, sad, mad, “Find _____”, “Where is _____?”, “Point to _____”			

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

**EXAMPLE TOPIC: Feelings**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children participate in interactive readings of familiar picture books about feelings.

<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development IDENTIFY feelings.		
<b>Level 1 Entering</b>	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
<p><b>DOMAIN: Receptive</b></p> <p>Imitate feelings from picture books that are read aloud using facial and body gestures with adult model</p>	<p>Point to feelings in picture books based on oral directions with a partner (e.g., “Show me the scared boy”, “Where is the angry girl?”)</p>	<p>Sort feelings depicted in picture cards according to oral directions with visual model and a partner (e.g., “He/she feels angry”, “Put all the happy faces together”)</p>
<p><b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: happy, angry, scared, faces, children, “He/she feels _____”, “Put all the _____ together”</p>		

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

**EXAMPLE TOPIC: Feelings**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children participate in interactive readings of familiar picture books about feelings.

<b>DOMAIN: Receptive</b>	<b>Level 1 Entering</b>	Respond to feelings in picture books that are read aloud with facial and body gestures with adult model
	<b>Level 3 Developing</b>	Act out feelings associated with different actions according to oral directions and adult model (e.g., “Goldilocks broke Baby Bear’s chair. How did Baby Bear feel?”)
	<b>Level 5 Bridging</b>	Select illustrated feelings and their causes according to oral descriptions with a partner (e.g., “Baby Bear feels sad because Goldilocks broke his chair.”)
<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development IDENTIFY feelings and their causes.		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions such as: sad, happy, afraid, surprised, same, feel, “How did ____ feel?”, “____ feels ____ because...”		

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

EXAMPLE TOPIC: Self care

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children wash their hands at various times during their daily routines.

<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development REMEMBER procedures associated with washing hands.		
<b>Level 1 Entering</b>	Repeat single words associated with washing hands using gestures and oral model	
<b>Level 3 Developing</b>	Imitate simple phrases associated with washing hands using gestures and oral models (e.g., “Wash hands”)	
<b>Level 5 Bridging</b>	Discuss washing hands using gestures and oral prompt (e.g., “I wash hands”, “My hands dry”)	
<b>DOMAIN: Expressive</b>		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions such as: wash, water, hands, dry, soap, “Wash/dry hands”, “My hands_____”		

SOCIAL AND EMOTIONAL

**E-ELD STANDARD 1: The Language of Social and Emotional Development** EXAMPLE TOPIC: Self care

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children wash their hands at various times during their daily routines.

<b>DOMAIN: Expressive</b>	<b>Level 1 Entering</b>	Repeat words and familiar phrases associated with washing hands using gestures and oral model (e.g., soap, water, “Wash hands”)
	<b>Level 3 Developing</b>	Imitate simple phrases and short sentences associated with washing hands using gestures and oral prompt (e.g., “More soap”, “Hot water”, “I wash hands”)
	<b>Level 5 Bridging</b>	Describe two steps associated with washing hands using gestures and oral prompts (e.g., “I wash my hands”, “I get towel”)
<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development REMEMBER procedures associated with washing hands.		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: soap, water, towel, hot/cold, “My hands”, “I get_____”		



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

EXAMPLE TOPIC: Self care

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children wash their hands at various times during their daily routines.

<b>DOMAIN: Expressive</b>	<b>Level 1 Entering</b>	Repeat words and familiar phrases associated with washing hands using gestures and oral model (e.g., “Wash hands”, “Dry hands”)
	<b>Level 3 Developing</b>	Imitate phrases and short sentences associated with washing hands using gestures and oral prompt (e.g., “My hands dry”, “Turn on water”)
	<b>Level 5 Bridging</b>	Explain steps associated with washing hands to a partner given visual prompt (e.g., “First wash your hands. Then dry your hands”)
<p><b>COGNITIVE FUNCTION:</b> Children at all levels of English language development REMEMBER procedures associated with washing hands.</p>		
<p><b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: sink, wet/dry, “Turn on/off”, “Your hands”, “First_____”, “Then_____”.</p>		

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

EXAMPLE TOPIC: Story elements

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children choose a familiar book to read.

<b>DOMAIN: Receptive</b>	<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development UNDERSTAND story elements.		
	<b>Level 1 Entering</b>	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
	Point to book illustrations of objects/characters that are named orally with adult model (e.g., goat)	Identify book illustrations/props of objects/characters based on simple oral statements and adult model (e.g., “The goat is eating”, “The goat is on the bridge”)	Select book illustrations of objects/characters based on oral statements and/or questions and adult model (e.g., “Where’s the troll?”, “Show me the bridge”)
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of English language development interact with developmentally-appropriate words and expressions, such as: goat, billy goat, bridge, troll, on/under, “Show me _____”, “Where’s the _____?”			

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

**EXAMPLE TOPIC: Story elements**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children choose a familiar book to read.

<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development <b>UNDERSTAND</b> story element.			
<b>DOMAIN: Receptive</b>	<b>Level 1 Entering</b>	Match book illustrations of what is happening with adult verbal model and gestures (e.g., “Trip, trap, trip, trap”, “Eating grass”)	
	<b>Level 3 Developing</b>	Select book illustrations/props of what is happening based on oral statements and adult model (e.g., “The billy goat is going over the bridge”, “The billy goat is eating”)	
	<b>Level 5 Bridging</b>	Act out what is happening based on oral descriptions using visuals, gestures and/or props (e.g., “The little billy goat is eating grass”, “The big billy goat is going over the bridge”, “The troll is under the bridge”)	
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of English language development interact with developmentally-appropriate words and expressions, such as: eating, going, over/under, big/little, “Trip, trap”, “The billy goat is _____”			

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

EXAMPLE TOPIC: Story elements

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children choose a familiar book to read.

<b>DOMAIN: Receptive</b>	<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development UNDERSTAND story elements.		
	<b>Level 1 Entering</b>	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
	Point to book illustrations of objects/characters/ events named orally with adult model (e.g., billy goat, troll, eating grass)	Match book illustrations/props of events based on oral statements/questions with a partner (e.g., “First, the little billy goat goes over the bridge”, “What happened next?”)	Sequence events based on oral descriptions/ questions using book illustrations/props with a partner (e.g., “Next, the medium billy goat goes over the bridge”, “What happened last?”)
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of English language development interact with developmentally-appropriate words and expressions, such as: goes, medium, first, next, last, after, “What happened <i>first/next/last?</i> ”			

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

EXAMPLE TOPIC: Story elements

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children choose a familiar book to read.

<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development UNDERSTAND story elements.			
<b>DOMAIN: Expressive</b>	<b>Level 1 Entering</b>	Repeat names of objects/characters in book illustrations with adult model (e.g., moose, muffin)	
	<b>Level 3 Developing</b>	Name objects/characters in book illustrations with verbal prompts (e.g., Adult: “Is this a sweater or a sock?”)	
	<b>Level 5 Bridging</b>	Comment on objects/characters in illustrations with verbal model (e.g., “Moose wants muffin”, “He wants sock”)	
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of English language development interact with developmentally-appropriate words and expressions, such as: moose, muffin, sock, sweater, “Moose wants _____”			

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

EXAMPLE TOPIC: Story elements

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children choose a familiar book to read.

<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development UNDERSTAND story elements.		
<b>Level 1 Entering</b>	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
Repeat single words about what is happening using book illustrations with adult model (e.g., eating, go, ghost)	Tell about what is happening using simple phrases/sentences and book illustrations with gestures and verbal prompt (e.g., “He going outside”, “Moose see ghost”)	Describe what is happening using book illustrations with verbal prompt (e.g., “Moose is eating a muffin”, “He is eating jam”)
<b>DOMAIN: Expressive</b>		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of English language development interact with developmentally-appropriate words and expressions, such as: jam, ghost, go/going, see/seeing, eat/eating, give/giving, “Moose/he is ( <i>verb + -ing</i> ).”		

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

EXAMPLE TOPIC: Story elements

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children choose a familiar book to read.

<b>DOMAIN: Expressive</b>	<b>Level 1 Entering</b>	Repeat objects/characters/what is happening using book illustrations with a verbal model (e.g., muffin, cleans up, “Moose wants muffin”)
	<b>Level 3 Developing</b>	Tell about a story using phrases/short sentences based on book illustrations with gestures and a partner (e.g., “Moose wants paint”, “He cleans up”)
	<b>Level 5 Bridging</b>	Retell story using expanded sentences based on book illustrations with a partner (e.g., “First, Moose wanted a muffin. Then he wanted jam.”)
<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development UNDERSTAND story elements.		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of English language development interact with developmentally-appropriate words and expressions, such as: paint, puppet, sheet, “Cleans up”, “Moose wants/wanted _____”, “First _____ Then _____”		

**E-ELD STANDARD 3: The Language of Mathematics**
**EXAMPLE TOPIC: Geometric shapes**
**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children create structures and figures using blocks and/or manipulatives of various shapes.

<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development UNDERSTAND geometric shapes.	
<b>Level 1 Entering</b>	<b>Level 3 Developing</b>
Match geometric shapes based on oral commands and visual model (e.g., “Find circle”, “Find square”)	Find geometric shapes based on oral directions and visual model (e.g., “I want a circle”, “Find the square”)
	<b>Level 5 Bridging</b>
	Find geometric shapes based on oral descriptions with visual model (e.g., “I want a circle block”, “Find the square block”)
<b>DOMAIN: Receptive</b>	
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: find, block, circle, square, “Find a/the _____”, “I want a _____”	



**E-ELD STANDARD 3: The Language of Mathematics**

**EXAMPLE TOPIC: Geometric shapes**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children create structures and figures using blocks and/or manipulatives of various shapes.

<b>DOMAIN: Receptive</b>	<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development <b>UNDERSTAND</b> the properties of geometric shapes.		
	<b>Level 1 Entering</b>	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
	Respond to yes/no questions about geometric shapes with verbal and visual model (e.g., “Is this square?”, “Do you want circle?”)	Find geometric shapes by their properties based on simple questions/statements with verbal and visual model (e.g., “Find the round block”, “Where is the triangle block?”)	Sort geometric shapes by their properties according to oral directions with a visual model with a partner (e.g., “Put the square blocks together”, “Put the round blocks together”, “Put the blocks with 3 sides together”)
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: triangle, shape, round, sides, “Where is _____?”, “Put the _____ together”			

**E-ELD STANDARD 3: The Language of Mathematics**
**EXAMPLE TOPIC: Geometric shapes**
**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children create structures and figures using blocks and/or manipulatives of various shapes.

<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development UNDERSTAND the properties of geometric shapes.		
	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
<b>DOMAIN: Receptive</b>	Match geometric shapes by their properties given verbal and visual models	Find geometric shapes by their properties according to oral descriptions with visual models and a partner (e.g., “Find the block with 3 sides”, “Where is the round block?”)
		Respond to statements about the properties of geometric shapes with visual models and a partner (e.g., “Put the triangle block on my tower”, “Juanito needs the block with 4 sides”, “Give me the block with long sides”)
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: rectangle, long/short, “long/short sides”, “_____ with _____ sides”		

**E-ELD STANDARD 3: The Language of Mathematics**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children use cut out shapes to make a picture.

<b>DOMAIN: Expressive</b>	<b>Level 1 Entering</b>	Repeat name of geometric shapes using gestures and verbal model (e.g., circle, square)
	<b>Level 3 Developing</b>	Label geometric shapes with verbal model (e.g., circle, square)
	<b>Level 5 Bridging</b>	Comment on geometric shapes with a partner with verbal cues (e.g., “Mine is square”, “I have circle”)
<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development UNDERSTAND geometric shapes.		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: circle, square, mine, “I have _____”		

**E-ELD STANDARD 3: The Language of Mathematics**
**EXAMPLE TOPIC: Geometric shapes**
**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children use cut out shapes to make a picture.

<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development UNDERSTAND geometric shapes.			
	<b>Level 1 Entering</b>	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
<b>DOMAIN: Expressive</b>	Repeat name of geometric shapes with verbal model and gestures (e.g., triangle)	Comment on geometric shapes using phrases and short sentences with verbal prompt (e.g., “I have circle”, “You have triangle”)	Talk about geometric shapes with a partner given verbal prompt (e.g., “My house is square”, “You have a circle”)
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: triangle, my/your, “I/you have_____”			

**E-ELD STANDARD 3: The Language of Mathematics**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children use a cut out shapes to make a picture.

<b>DOMAIN: Expressive</b>	<b>Level 1 Entering</b>	Repeat names/properties of geometric shape with verbal model (e.g., rectangle, triangle, round, side)	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
	COGNITIVE FUNCTION: Children at all levels of English language development UNDERSTAND the properties of geometric shapes.		Describe geometric shapes/properties using phrases with verbal cues (e.g., “Circle is round”, “Square has sides”)	Explain geometric properties of shapes with a partner and adult model (e.g., “My house has 4 sides”, “Your cheese pizza is round and it has triangles”)
	TOPIC-RELATED LANGUAGE: Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: rectangle, round, side(s), “_____has sides”, “_____is round”			

**E-ELD STANDARD 4: The Language of Science**
**EXAMPLE TOPIC: Colors**
**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children experiment with color using a variety of materials.

<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development <b>ANALYZE</b> color changes.		
<b>Level 1 Entering</b>	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
Match colors of materials based on oral commands and adult model (e.g., red, yellow, orange)	Respond to simple commands about color changes with adult model (e.g., “Put red here”, “Put yellow here”, “Mix them”)	Respond to commands about making color changes with adult prompt (e.g., “Mix red and yellow”, “Make orange paint”)
<b>DOMAIN: Receptive</b>		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: red, yellow, blue, orange, green, “Put _____here”, “Make _____”, “Mix _____and_____”		

**E-ELD STANDARD 4: The Language of Science**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children experiment with color using a variety of materials.

<b>DOMAIN: Receptive</b>	<b>Level 1 Entering</b>	Follow simple commands related to color changes with adult model (e.g., “Show me purple”, “Make green”)
	<b>Level 3 Developing</b>	Follow simple oral directions related to color changes with verbal prompt (e.g., “Mix red and blue paint”, “Make a brown painting”)
	<b>Level 5 Bridging</b>	Follow oral directions related to color changes with a partner and verbal prompt (e.g., “Show me how to make purple”, “Mix red, yellow, and blue together”)
<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development ANALYZE color changes.		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: purple, brown, paint, painting, “Show me how _____”, “Mix _____ together”		

**E-ELD STANDARD 4: The Language of Science**
**EXAMPLE TOPIC: Colors**
**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children experiment with color using a variety of materials.

<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development <b>ANALYZE</b> color changes.			
	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>	
<b>DOMAIN: Receptive</b>	<p><b>Level 1 Entering</b></p> <p>Follow simple simple commands related to color changes with adult model (e.g., “Make pink”, “Make grey”)</p>	<p>Follow oral directions/questions related to color changes with a partner and verbal prompt (e.g., “Find two colors to make pink”, “What two colors make grey?”)</p>	<p>Follow two-step oral directions related to color changes with a partner and visual model (e.g., “Add one drop of blue and one drop of red”, “Mix white and red food coloring together”)</p>
<p><b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: change, light/dark, lighter/darker, add, “Make _____”, “Find _____”, “What colors make _____?”</p>			



**E-ELD STANDARD 4: The Language of Science**

EXAMPLE TOPIC: Colors

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children experiment with color using a variety of materials.

<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development ANALYZE color changes.		
<b>Level 1 Entering</b>	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
Repeat colors of materials with adult model (e.g., red, yellow, blue, orange, green)	Name color changes of materials using formulaic phrases with verbal model (e.g., “Look, orange”, “More blue”)	Comment on colors changes of materials with a partner and verbal model (e.g., “I make orange”, “I mix red and yellow”)
<b>DOMAIN: Expressive</b>		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: color names mix, “Look___”, “More___”, “I mix___”, “I make___”		

**E-ELD STANDARD 4: The Language of Science**
**EXAMPLE TOPIC: Colors**
**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children experiment with color using a variety of materials.

<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development <b>ANALYZE</b> color changes.		
<b>Level 1 Entering</b>	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
Repeat colors of materials with adult model (e.g., pink, purple, grey, black)	Comment on color changes of materials using sentence frames with a partner and verbal prompt (e.g., “I put black”, “I put white”, “It turns grey”)	Describe color changes of materials with a partner and verbal prompt (e.g., “I mixed blue and red”, “It turned purple”, “We need more blue”)
<b>DOMAIN: Expressive</b>		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: color names “I put _____”, “It turns/turned _____”, “I/We need more _____”		

**E-ELD STANDARD 4: The Language of Science**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children experiment with color using a variety of materials.

<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development <b>ANALYZE</b> color changes.		
<b>Level 1 Entering</b>	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
Name colors of materials with adult model (e.g., black, white, grey, pink, brown)	Tell about color changes of materials using sentence frames with a partner and visual/verbal models (e.g., “It got lighter”, “It turned pink”)	Predict color changes of materials with a partner and visual/verbal models (e.g., “I think it will turn purple”, “I think it will get darker”)
<b>DOMAIN: Expressive</b>		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: change, light/dark, “It gets/got lighter/darker”, “I think it will_____”		

**E-ELD STANDARD 5: The Language of Social Studies**

EXAMPLE TOPIC: Families

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children create collages of family members using photos, magazine pictures, and/or their own drawings.

<b>DOMAIN: Receptive</b>	<b>Level 1 Entering</b>	Respond to yes/no questions about family members in photos/pictures with adult model (e.g., “Is this mommy?”)
	<b>Level 3 Developing</b>	Find family member photos/pictures when orally named with adult model (e.g., “Show me mommy/mama”)
	<b>Level 5 Bridging</b>	Find family member photos/pictures based on oral statements with verbal prompt (e.g., “Find the baby”, “Where is daddy?”)
<p><b>COGNITIVE FUNCTION:</b> Children at all levels of English language development <b>RECOGNIZE</b> family members by their roles.</p>		
<p><b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: mommy/mama, daddy/papa, baby, “Show me _____”, “Where is _____?”, “Find a/the _____”<sup>»*</sup></p> <p><i>*Family member words will vary according to individual families, cultures, and languages represented in your program.</i></p>		

**E-ELD STANDARD 5: The Language of Social Studies**

EXAMPLE TOPIC: Families

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children create collages of their family members using photos, magazine pictures, and/or their own drawings.

<b>DOMAIN: Receptive</b>	<b>Level 1 Entering</b>	Point to family member photos/pictures when orally named with adult model (e.g., “Point to daddy/papa.”)
	<b>Level 3 Developing</b>	Find family member photos/pictures according to oral statements/questions with a partner and adult model (e.g., “Find your grandma”, “Do you have a sister?”)
	<b>Level 5 Bridging</b>	Find family member photos/pictures based on oral descriptions with a partner and adult prompt (e.g., “Find your big brother”, “Find my baby girl”)

**TOPIC-RELATED LANGUAGE:** Children at all levels of language development interact with developmentally-appropriate words and expressions such as: family, grandma/grandpa, brother, sister, girl, boy, big/little, “Point to \_\_\_\_\_”, “Find my/your \_\_\_\_\_”, “Do you have a \_\_\_\_\_?”\*  
*\*Family member words to emphasize will vary according to individual families and cultures that are represented in program.*

**E-ELD STANDARD 5: The Language of Social Studies**

EXAMPLE TOPIC: Families

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children create collages of their family members using photos, magazine pictures, and/or their own drawings.

<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development <b>RECOGNIZE</b> family members by their roles.		
<b>Level 1 Entering</b>	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
Respond to simple questions/statements about family members by finding photos/pictures/drawings with adult model (e.g., “Where is mommy/daddy?”, “Show me grandma”, “Show me children”)	Find family members’ photos/pictures or drawings based on oral descriptions with a partner and adult model (e.g., “His aunt is a grownup. She takes care of children.”, “Find her uncle. He cooks at the restaurant.”)	Sort family member photos/pictures by roles according to oral descriptions with a partner given adult model (e.g., “Put all the grownups together who buy groceries”, “Put all the grownups together who take care of children”, “Put all the children together who go to school”)
<b>DOMAIN: Receptive</b>		
<p><b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: aunt, uncle, grown-ups, children, his/her, groceries, restaurant, school, “Put all the _____ together that _____”<sup>**</sup></p> <p><i>*Family member words will vary according to individual families and cultures that are represented in program.</i></p>		

**E-ELD STANDARD 5: The Language of Social Studies**

**EXAMPLE TOPIC: Transportation**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children play with a variety of toy vehicles and associated props indoors or outdoors.

<b>DOMAIN: Expressive</b>	<b>Level 1 Entering</b>	Repeat names of vehicles and associated actions with adult model (e.g., car, truck, bus, go, stop)
	<b>Level 3 Developing</b>	Name vehicles and associated actions using short phrases with adult model (e.g., “My car”, “Truck stop”)
	<b>Level 5 Bridging</b>	Comment on vehicles and associated actions with adult model (e.g., “That’s my car!”, “Your truck stops”)
<p><b>COGNITIVE FUNCTION:</b> Children at all levels of English language development UNDERSTAND actions associated with vehicles.</p>		
<p><b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: car, truck, bus, go, stop, “My/your _____”, “My/your_____ goes/stops”</p>		

**E-ELD STANDARD 5: The Language of Social Studies**

EXAMPLE TOPIC: Transportation

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children play with a variety of toy vehicles and associated props indoors or outdoors.

<b>DOMAIN: Expressive</b>	<b>Level 1 Entering</b>	Repeat names of vehicles and associated actions with adult model (e.g., car, bus, fire truck, fast)
	<b>Level 3 Developing</b>	Comment on actions/roles associated with vehicles with verbal prompt (e.g., “That my car”, “No, I firefighter. You police.”)
	<b>Level 5 Bridging</b>	Describe actions/roles associated with vehicles with a partner and verbal prompt (e.g., “My fire truck goes fast”, “I’m driving the police car”, “You’re the bus driver”)
<p><b>COGNITIVE FUNCTION:</b> Children at all levels of English language development UNDERSTAND actions/roles associated with vehicles.</p>		
<p><b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: fire truck, police, fire fighter, fast, slow, “bus/truck driver”, “I’m/You’re driving _____”</p>		



**E-ELD STANDARD 5: The Language of Social Studies**

**EXAMPLE TOPIC: Transportation**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children play with a variety of toy vehicles and associated props indoors or outdoors.

<b>DOMAIN: Expressive</b>	<b>Level 1 Entering</b>	Repeat names of vehicles and associated actions with adult model (e.g., fly, fast, airplane, police car, bus driver)
	<b>Level 3 Developing</b>	Comment on actions/roles associated with vehicles with verbal prompt (e.g., “Police car go fast”, “Truck go slow”, “Airplane fly up”)
	<b>Level 5 Bridging</b>	Describe actions/roles associated with vehicles with a partner and verbal prompt (e.g., “That fire truck goes really fast”, “I want to be the airplane pilot”, “The airplane has wings. The bus has wheels.”)
<p><b>COGNITIVE FUNCTION:</b> Children at all levels of English language development <b>UNDERSTAND</b> actions/roles associated with vehicles.</p>		
<p><b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: airplane, ambulance, helicopter, pilot, fly, wings, wheels, “I want to be _____”</p>		

E-ELD STANDARD 6: The Language of Physical Development

EXAMPLE TOPIC: Music and movement

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children move to music like different animals within large group setting.

<b>DOMAIN: Receptive</b>	<b>Level 1 Entering</b>	Mimic body movements of animals in songs according to oral commands given a visual prompt and physical model (e.g., “Move like a frog”, “Move like a monkey”)
	<b>Level 3 Developing</b>	Mimic body movements of animals in songs according to oral directions given a physical model (e.g., “Jump like a frog”, “Fly like a bird”)
	<b>Level 5 Bridging</b>	Perform body movements of animals in songs according to oral descriptions given oral prompts (e.g., “Swing your arms like a monkey”, “Flap your arms like a bird”)
<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development APPLY actions of animals to their own body movements.		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: arms, legs, jump, fly, swing, flap, bird, monkey, frog, “Move like a _____”, “_____ like a _____”		

**E-ELD STANDARD 6: The Language of Physical Development**

**EXAMPLE TOPIC: Music and movement**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children move to music like different animals within large group setting.

<b>DOMAIN: Receptive</b>	<b>Level 1 Entering</b>	Mimic body movements of animals in songs according to oral commands given a visual and physical model (e.g., “Jump like a kangaroo”, “Move like an elephant”)
	<b>Level 3 Developing</b>	Mimic body movements of animals in songs according to oral directions given a physical model (e.g., “Jump high like a kangaroo”, “Move slow like an elephant”)
	<b>Level 5 Bridging</b>	Perform body movements of animals in songs according to oral descriptions given an oral prompt (e.g., “Flap your arms high and low. Use your arms to fly like a bird.”, “Use your arms and legs to run fast like a cheetah”)
<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development APPLY actions of animals to their own body movements.		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: kangaroo, rabbit, elephant, cheetah, fast/slow, high/low, “Use your arms/legs to _____”		

E-ELD STANDARD 6: The Language of Physical Development

EXAMPLE TOPIC: Music and movement

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children move to music like different animals within large group setting.

<b>DOMAIN: Receptive</b>	<b>Level 1 Entering</b>	Imitate body movements of animals in songs according to oral commands with a physical model (e.g., “Move like a frog”, “Gallop like a horse”)
	<b>Level 3 Developing</b>	Perform body movements of animals in songs according to oral directions with a physical model (e.g., “Leap high and far like a frog”, “Gallop faster than a horse”, “Move slower than a sloth”)
	<b>Level 5 Bridging</b>	Perform body movements of animals in songs according to extended oral descriptions with an oral prompt (e.g., “Put your arms together to make the elephant’s trunk. Now swing your trunk back and forth like an elephant.”)
<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development APPLY actions of animals to their own body movements.		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: horse, sloth, gallop, leap, far, faster/slower, “Back and forth”, “_____ than a _____”		

**E-ELD STANDARD 6: The Language of Physical Development**

**EXAMPLE TOPIC: Outdoor play**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children practice a variety of traveling skills (walk, run, crawl, etc.) while playing outdoors.

<b>DOMAIN: Expressive</b>	<b>Level 1 Entering</b>	Repeat single words associated with outdoor play using a physical and an oral model (e.g., run, slide)
	<b>Level 3 Developing</b>	Produce simple phrases associated with outdoor play using a physical and an oral model (e.g., “Go in”, “Me slide”)
	<b>Level 5 Bridging</b>	Produce simple sentences associated with outdoor play using gestures and an oral prompt (e.g., “Let’s go down”, “Play with me?”)
<p><b>COGNITIVE FUNCTION:</b> Children at all levels of English language development will APPLY appropriate traveling skills when playing outdoors.</p>		
<p><b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: no, go, walk, run, up, in, slide, “Let’s go _____”</p>		

E-ELD STANDARD 6: The Language of Physical Development

EXAMPLE TOPIC: Outdoor play

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children practice a variety of traveling skills (walk, run, crawl, etc.) while playing outdoors.

<b>DOMAIN: Expressive</b>	<b>Level 1 Entering</b>	Repeat words and familiar phrases associated with outdoor play using gestures and an oral model (e.g., “Go over”, “My turn”, “Stop”)
	<b>Level 3 Developing</b>	Comment on activities associated with outdoor play using gestures and a verbal prompt (e.g., “Down the slide”, “I climb up”, “I want bike”)
	<b>Level 5 Bridging</b>	Talk about activities associated with outdoor play using gestures and a verbal prompt with a partner (e.g., “I ride a bike. You ride a bike. We go fast.”)
<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development will APPLY appropriate traveling skills when playing outdoors.		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: down, out, fast/slow, climb, bike, stop/go, “I want _____”, “We go _____”		

**E-ELD STANDARD 6: The Language of Physical Development**

**EXAMPLE TOPIC: Outdoor play**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children practice a variety of traveling skills (walk, run, crawl, etc.) while playing outdoors.

<b>DOMAIN: Expressive</b>	<b>Level 1 Entering</b>	Repeat words and familiar phrases associated with outdoor play using gestures and a verbal model (e.g., jump, chase, “Go down”)
	<b>Level 3 Developing</b>	Describe activities associated with outdoor play using gestures and verbal prompt. (e.g., “Boon is going slow”, “I crawl in tunnel”, “That slide big”)
	<b>Level 5 Bridging</b>	Persuade peers to participate in activities associated with outdoor play with a partner using gestures and a verbal prompt (e.g., “First I cross the bridge. Then you go.”, “I want the red bike. Do you want the blue one?”)
<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development will APPLY appropriate traveling skills when playing outdoors.		
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally-appropriate words and expressions, such as: jump, chase, crawl, over, under, around, tunnel, “First _____”, “Do you want _____?”		

## Appendix A: Bibliography

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