

**ELD STANDARD 1: Social & Instructional Language**
**EXAMPLE TOPIC: Classroom collaboration**

**CONNECTION:** *Common Core Speaking and Listening Standards #3 (Kindergarten):* Participate in collaborative conversations with diverse partners about Kindergarten topics and texts with peers and adults in small and larger groups.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students give visitors (e.g., family members) a classroom tour and tell how students work collaboratively in groups or centers.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency REMEMBER how to work collaboratively with their peers.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Repeat and respond to chants about working collaboratively in small groups or centers (e.g., call and response) using gestures	Produce simple statements about working collaboratively in small groups or centers using oral sentence starters and models	Produce statements about working collaboratively in small groups or centers using oral sentence starters and models	Tell about working collaboratively in small groups or centers using models	Elaborate on working collaboratively in small groups or centers using models	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: taking turns, cooperation, job, today, tomorrow						

See expanded  
version of this strand  
on pp. 22–23

## ELD STANDARD 2: The Language of Language Arts

EXAMPLE TOPIC: Features of print

**CONNECTION:** *Common Core Reading Standards: Foundational Skills #1 (Kindergarten):* Demonstrate understanding of the organization and basic features of print; a. Follow words from left to right, top to bottom, and page by page, b. Recognize that spoken words are represented in written language by specific sequences of letters, c. Understand that words are separated by spaces in print.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students explore features of print in a variety of books with unique topics, formatting, and styles.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency REMEMBER features of print.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Identify features of print in response to one-step oral commands and following a model (e.g., “Show me the title.”)	Identify features of print in response to questions involving a choice and following a model (e.g., “Is <i>this</i> the title or is <i>this</i> the title? Show me the title.”)	Identify features of print in response to Wh- questions by pointing and following a model (e.g., “Who wrote this book? Show me the author.”)	Identify features of print in response to expanded Wh-questions by pointing and following a model (e.g., “Where do you find the author’s name on the title page? Show me where you find it.”)	Identify features of print in response to expanded multi-step oral instructions and following a model (e.g., “Find the author’s first and last name and then show me the upper case letters.”)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: title, turn the page, front/back cover, left to right, author, illustrator, first name, last name, spaces, lower/upper case letters						

**ELD STANDARD 3: The Language of Mathematics**
**EXAMPLE TOPIC: Attributes of objects**

**CONNECTION:** *Common Core Standards for Mathematics, Measurement and Data #1–2 (Kindergarten):* Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.; Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students talk with classmates about real objects at a math center and sort them according to attributes.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency ANALYZE the attributes of objects.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>SPEAKING</b>	Indicate attributes of objects (e.g., “big,” “small”) using gestures and words in small groups	Describe attributes of objects (e.g., “a small ball,” “a big ball”) using gestures and words in small groups	Describe in detail attributes of objects (e.g., “the smaller ball”) in small groups	Compare attributes of objects (e.g., “This is the biggest ball.”) in small groups	Specify similarities and differences in attributes of objects (e.g., “The chalk and the crayon are short. The pencil is longer.”) in small groups	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: bigger, smaller, heavier, lighter, longer/taller, shorter						

## ELD STANDARD 4: The Language of Science

EXAMPLE TOPIC: Body parts & senses

**CONNECTION:** *National Science Education Standards C.1 Life Science: The Characteristics of Organisms (Grades K–4)\**: Each plant or animal has different structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Following an interactive/shared reading experience on an informational book about body parts and their functions, students will examine the book with a partner.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND the functions of body parts and senses.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>READING</b>	Associate pictures with modeled language about body parts and their functions with a partner	Find words or icons related to body parts and their functions in books with a partner	Match labeled pictures with body parts and their functions with a partner	Sort illustrated text about body parts and their functions using graphic organizers (e.g., T-charts) with a partner	Locate language about body parts and their functions in illustrated texts	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: senses, see, smell, taste, touch, hear, human body, body part						

*\*As this book goes to press, a draft of the Next Generation Science Standards was just released for review. WIDA plans to update its Language of Science strands to correspond with these standards as soon as they are final.*

## ELD STANDARD 5: The Language of Social Studies

EXAMPLE TOPIC: Self & family

**CONNECTION:** *Alaska: Cultural Standards A:* Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community. 2) Recount their own genealogy and family history.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students participate in a shared writing and then independently contribute to a classroom mural with “stories” about important people in their lives who they consider part of their family.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND the structure of their family.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>WRITING</b>	Draw and label family members using models and illustrated word cards (e.g., “grandma”) in L1 or L2	Draw and label family members using models and illustrated word cards (e.g., “This is ____.”) in L1 or L2	Draw and describe family members using sentence frames and illustrated word cards (e.g., “This is ____ . He is ____.”)	Produce illustrated “stories” about family members using multiple related sentence frames and illustrated word cards (e.g., “This is ____ . She is ____ . She ____ with me.”)	Produce illustrated “stories” about family members	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: family, family tree, family members						

## COMPLEMENTARY: The Language of Music & Performing Arts

EXAMPLE TOPIC: Rhythm

**CONNECTION:** *National Standards for Music Education #2 (K–4):* Performing on instruments, alone and with others, a varied repertoire of music: Students echo short rhythms and melodic patterns.

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Students follow directions from the teacher on how to move their body to re-create rhythms and musical patterns and form a band using everyday classroom objects.

<b>COGNITIVE FUNCTION:</b> Students at all levels of English language proficiency UNDERSTAND rhythm.						
	<b>Level 1 Entering</b>	<b>Level 2 Emerging</b>	<b>Level 3 Developing</b>	<b>Level 4 Expanding</b>	<b>Level 5 Bridging</b>	<b>Level 6 – Reaching</b>
<b>LISTENING</b>	Follow teacher-modeled rhythms and musical patterns based on gestures and simple oral commands with a partner	Follow teacher-modeled rhythms and musical patterns based on oral commands with a partner	Follow peer-modeled rhythms and musical patterns based on oral commands with a partner	Follow directions of lyrics in songs with repeated patterns about rhythmic movement with a partner	Follow directions of lyrics in songs about rhythmic movement (e.g., “The Wheels on the Bus”)	
<b>TOPIC-RELATED LANGUAGE:</b> Students at all levels of English language proficiency interact with grade-level words and expressions, such as: tap, clap, stomp, beat, rest						