

English Language Proficiency Standards and Model Performance Indicators For English Language Learners in Kindergarten

Sample Topics and Genres are related to the NC WIDA English Language Proficiency Standards and referenced in the Model Performance Indicators

| Content related to Standard 1: | Content related to Standard 2: | Content related to Standard 3: | Content related to Standard 4: | Content related to Standard 5: |
|---|---|--|---|--|
| Social/Instructional language | The language of Language Arts | The language of Mathematics | The language of Science | The language of Social Studies |
| Example Topics | Example Genres & Topics | Example Topics | Example Topics | Example Topics |
| <ul style="list-style-type: none"> • Classrooms • Colors • Feelings • Games • Hygiene & safety • Music & movement • Recreational objects & activities • Routines • School • Self & family • Social behavior • Spatial relations | <ul style="list-style-type: none"> • Chants & songs • Concepts about print • Environmental print • Fairy tales • Forms of print • Make-believe • Nursery rhymes • Picture books • Rhyme • Same & different • Sounds & symbols (Phonemic awareness) • Story elements | <ul style="list-style-type: none"> • Attributes • Equivalency • Geometric shapes • Measurement of time • Non-standard measurement tools • Number sense • Numbers & operations • Patterns • Quantity • Size • Spatial relations • Temperature • Weight | <ul style="list-style-type: none"> • Air • Animals • Body parts • Change in self & environment • Colors • Forces in nature • Living and non-living things • Night/Day • Rocks • Safety practices • Scientific process • Seasons • Senses • Water • Weather | <ul style="list-style-type: none"> • Change from past to present • Classroom/School • Clothing • Community workers • Families • Food • Friends • Historical stories & legends • Homes in a community/Habitats • Location of objects & places • Neighborhood • Seasons • Shelter • Symbols & holidays • Transportation |

ELP Standard 1: Social and Instructional Language: Kindergarten Formative Framework

| | SampleTopics | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | |
|------------------|------------------|---|---|---|--|--|--------------------------|
| Listening | Music & movement | Mimic musical beats or movements modeled by teachers in a whole group (e.g., hop, hop, jump; one clap, two claps) | Respond to chants based on illustrations using gestures, movement or instruments modeled by teachers in a whole group | Respond to songs based on illustrations using gestures, movement or instruments modeled by teachers in a whole group | Interpret songs, (e.g., melodies from diverse cultures) based on illustrations through movement or playing of instruments in small groups or whole class | Follow lyrics of songs and respond accordingly in small groups or whole class (e.g., “Put your right foot in...”) | Level 6- Reaching |
| | Speaking | Spatial relations | Repeat answers to questions about position or location of real-life objects or persons (e.g., “Where’s Maria? <i>Here.</i> ”) | Answer questions or commands about position or location of real-life objects or persons using relational words (e.g., “Where’s the bunny? <i>Over there.</i> ”) | Relate position or location of real-life objects or persons using phrases (e.g., “under the table,” “on the floor,” “in the corner”) | Indicate contrasting or opposite position or location of real-life objects or persons using phrases or short sentences (e.g., “The ball goes <i>up.</i> The ball comes <i>down.</i> ”) | |
| Reading | | Hygiene & safety | Identify environmental print related to hygiene or safety around classroom or school (e.g., washrooms, fire extinguisher) in L1 or L2 | Find real-life objects or pictures related to hygiene or safety that match environmental print around classroom or school (e.g., labels for soap, sink) in L1 or L2 | Identify icons, symbols and words related to hygiene or safety found in environmental print or pictures around classroom or school in L1 or L2 | Connect environmental print or pictures related to hygiene or safety to teacher reading of illustrated books in L1 or L2 | Level 6- Reaching |
| | Writing | Games | Produce drawings of familiar games from home or school based on class models using language experience in L1 or L2 | Describe familiar games from home or school based on class models using language experience in L1 or L2 | Tell how to play familiar games from home or school based on class models using language experience in L1 or L2 | Depict stories about familiar games from home or school with the class using language experience in L1 or L2 | |

ELP Standard 1: Social and Instructional Language: Kindergarten Summative Framework

| | Sample Topics | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | |
|------------------|-----------------------------------|---|---|---|--|---|--------------------------|
| Listening | Recreational objects & activities | Identify recreational objects (e.g., balls, swings) from pictures (of school, playground or park scenes) as directed orally | Follow one-step oral directions from pictures of recreational objects used in activities and oral statements | Follow two-step oral directions pertaining to use of recreational objects in activities from pictures and oral descriptions (e.g., "Pick up the ball. Then give it to a friend.") | Indicate use of recreational objects in activities from pictures and complex oral directions (e.g., "Show me how to pass the ball from person to person.") | Simulate playing activities according to pictures and sequential oral descriptions (e.g., "Make two rows. Choose a friend. Have the friend go between the rows.") | Level 6- Reaching |
| Speaking | Social Behavior | Repeat polite words or expressions when modeled (e.g., "Please" and "Thank you") in short dialogues | Make polite requests from models or gestures (e.g., "Please sit down.") | Use polite language in conversations (e.g., role play, telephone talk) | Give compliments, offer apologies or express gratitude within conversations | Adapt polite language to social situations appropriate to audience | |
| Reading | Classroom | Pair shapes of words related to illustrated classroom objects with print versions | Match labeled pictures of familiar objects to those in illustrated classroom scenes (e.g., "Here is a picture with a word inside. Find the same word.") | Associate initial sounds or letters of illustrated classroom objects with words in print | Distinguish letters, words and sentences in illustrated classroom scenes | Identify words or phrases within illustrated classroom scenes | Level 6- Reaching |
| Writing | Routines | Trace, copy or depict daily routines in drawings | Reproduce initial letters associated with daily routines from labeled drawings or illustrated models | Label pictures of daily routines from illustrated models using words with invented spellings | Describe daily routines from illustrated models using words and phrases with invented spellings | Compose notes about daily routines using phrases or short sentences with invented spellings | |

ELP Standard 2: Language of Language Arts: Kindergarten Formative Framework

| | Genres/ Topics | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | |
|------------------|----------------------|--|---|--|---|--|--------------------------|
| Listening | Concepts about print | Point to features of big books in a large group (e.g., “cover,” “title,” “author,” “illustrator”) according to oral commands | Show directionality of print in various sources in a large group (e.g., left to right, beginning/ ending of pages, top/bottom) according to oral commands | Identify features of text in context with a partner (e.g., spaces between words, sentences) according to oral directions | Sort features of text with a partner (e.g., lower/upper case letters, periods/ question marks) according to oral directions | Match illustrations to oral reading of related sentences or short stories | Level 6- Reaching |
| | Speaking | Nursery rhymes | Repeat key words in rhymes from picture cues in a whole group | Chant phrases or short sentences in rhymes using gestures from picture cues in a whole group | Rehearse short rhymes using gestures from picture cues in whole or small groups | Complete short rhymes using gestures from picture cues in whole or small groups | |
| Reading | | | | | | | Level 6- Reaching |
| | Same & different | Match pictures and icons with those that are the same with a partner | Sort pictures and icons that are the same or different with a partner | Classify illustrated words that are the same or different with a partner | Identify letters in illustrated words that are the same or different with a partner | Point out features of words that are the same and different with a partner (e.g., capital v. lower case letters) | |
| Writing | Sounds & symbols | Experiment making symbols or letters from models using realia (e.g., in the sand, from play dough) | Reproduce symbols or letters from models using realia (e.g., straws) | Trace symbols or letters associated with pictures or realia | Copy symbols or letters of beginning sounds from labeled pictures in context | Produce letters of beginning sounds from pictures in context | |

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ELP Standard 2: Language of Language Arts: Kindergarten Summative Framework

| | Genres/Topics | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | |
|------------------|-----------------|--|--|---|---|---|---|
| Listening | Make-believe | Identify pictures of make-believe animals or persons as modeled orally (e.g., “Here is a make believe horse. Find another one.”) | Match make-believe pictures of animals or persons to oral statements (e.g., “This make-believe horse has a horn. Find one <i>without</i> a horn.”) | Place pictures of make-believe animals or persons according to oral directions (e.g., “First is the girl; she is the princess. The prince is next to her.”) | Arrange pictures of make-believe animals or persons in logical order according to oral directions | Organize pictures to create make-believe stories (e.g., beginning, middle, end) according to descriptive oral discourse | Level 6- Reaching |
| | Speaking | Rhyme | Repeat words or phrases from rhymes supported by illustrations | Complete phrases from rhymes supported by illustrated models | Describe persons or events in rhymes supported by illustrations | Discuss what happens (plot or events) in rhymes supported by illustrations | |
| Reading | | Forms of print | Distinguish between illustrated examples of print and non-print | Match illustrated examples of the same form of print (e.g., two signs, two magazines) | Match functions of different forms of print with illustrated examples (e.g., notes, lists, menus) | Identify elements of print (e.g., letters, words, sentences) represented in illustrated forms | Find elements of print in different forms (e.g., the same word in different fonts) |
| | Writing | Environmental print | Draw or trace examples of environmental print (e.g., from foods or clothes) | Copy examples of environmental print from labeled icons or objects | Produce names of objects or icons represented in environmental print using invented spellings (e.g., ☀ = sun) | List examples of environmental print in illustrated scenes using icons, words or phrases with invented spellings | Use examples of environmental print in illustrated scenes to produce phrases or short sentences with invented spellings |

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ELP Standard 3: Language of Math: Kindergarten Formative Framework

| | Sample Topics | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | |
|------------------|--------------------------------|--|--|--|--|--|--------------------------|
| Listening | Non-standard measurement tools | Associate size of real-life objects (e.g., “big,” “little”) with non-standard measurement tools with a partner as modeled orally | Sort real-life objects by size (e.g., “short,” “long”) using non-standard measurement tools with a partner as modeled orally | Determine size of real-life objects using non-standard measurement tools (e.g., 3 hands long) with a partner as modeled orally | Estimate size of objects from pictures using non-standard measurement tools with a partner as directed orally | Rank size of objects described according to non-standard measurement tools with a partner as directed orally | Level 6- Reaching |
| | Speaking | Quantity | Participate in and supply quantity words in songs and chants in a whole group (e.g., “ <i>One, two, button my shoe.</i> ”) | Complete phrases in songs and chants involving quantity in a whole group (e.g., “ <i>One potato, two potato, _____.</i> ”) | Repeat verses and chants involving quantity in a whole group | Provide sentences or lines from songs and chants involving quantity in a whole group | |
| Reading | Attributes | Identify icons or pictures of real-life objects with a single attribute as modeled (e.g., “This is a toy. Find the picture of a toy.”) | Classify icons or pictures of real-life objects with a single attribute that belong and don’t belong to a group as modeled | Identify icons or pictures of real-life objects with two attributes that belong to a group as modeled (e.g., “Find the big, yellow ones.”) | Sort labeled icons or pictures of real-life objects with two attributes into groups as modeled | Arrange labeled icons or pictures of real-life objects with two attributes by group membership as modeled (e.g., <i>small</i> animals with <i>four</i> legs) | Level 6- Reaching |
| | Writing | Equivalency | Draw or trace matched pairs of real-life objects as modeled and directed orally (e.g., two hands, two feet) | Connect 1:1 matched sets of real-life objects or pictures as modeled and directed orally (e.g., three pencils with three pencils) | Trace numerals that correspond to matched sets of real-life objects or pictures as modeled and directed orally | Make or reproduce numerals up to number ten with various materials that correspond to matched sets of pictures from word walls or word banks as modeled | |

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ELP Standard 3: Language of Math: Kindergarten Summative Framework

| | Sample Topics | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | |
|------------------|------------------|---|---|--|---|--|--------------------------|
| Listening | Patterns | Imitate pattern sounds with physical movement from modeling (e.g., clap, snap, stomp) | Select “What comes first, next or last?” in illustrated patterns according to oral directions | Sort patterns from non-patterns in pictures from oral directions | Identify patterns from pictures (e.g., “girl, boy, girl, boy”) from oral directions | Form patterns from pictures (e.g., “the tall girl, the short girl, the tall boy, the short boy”) from detailed oral directions | Level 6- Reaching |
| | Speaking | Size | Indicate size of objects in pictures (e.g., “small,” “big”) using gestures and words | Specify size of objects in pictures (e.g., “a small ball,” “a big ball”) | Compare the size of two objects in pictures using phrases (e.g., “the smaller ball”) | Make statements about size from pictures or illustrated scenes (e.g., “This is the <i>biggest</i> .”) | |
| Reading | Geometric shapes | Match pictures of real-life objects (e.g., books or windows) with figures of geometric shapes | Classify pictures of real-life objects according to geometric shapes (e.g., circles or squares) | Sort diagrams of geometric shapes according to their first letter (e.g., “c” or “r”) | Find pairs of matching words and diagrams of geometric shapes | Identify words for geometric shapes from labeled diagrams | Level 6- Reaching |
| Writing | Time | Draw, trace or copy pictures from models to express times of day | Depict times of day (e.g., day or night) from illustrated scenes and models using icons, letters or scribble writings | Express times of day (e.g., morning, noon or night) from illustrated scenes and models using words with invented spellings | Complete “story” starters related to times of day from illustrated scenes and models using words or phrases with invented spellings | Produce “stories” about times of day related to events or actions using phrases or short sentences with invented spellings | |

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ELP Standard 4: Language of Science: Kindergarten Formative Framework

| | Topics | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | |
|------------------|------------------------------|---|---|--|--|--|--------------------------|
| Listening | Change in self & environment | Indicate change in self through gestures or environment from pictures, according to oral commands | Match pictures or photographs of offspring with adults following oral models (e.g., from seeds to plants, from kittens to cats) as examples of change | Identify stages of development in pictures of self or organisms in the environment following oral models as examples of change | Sort illustrated activities by stages of development of self or organisms in the environment following oral models as examples of change | Sequence illustrated activities that denote change in self or environment (e.g., life cycle of plants) as directed orally | Level 6- Reaching |
| | Speaking | Senses | Associate senses with physical actions with a partner in L1 or L2 | Give examples of uses of senses with a partner in L1 or L2 (e.g., "I see...") | Describe everyday activities that involve senses with a partner in L1 or L2 | Explain why senses are useful or important to a partner in L1 or L2 | |
| Reading | Animals | Match outlines of animals to pictures or objects (e.g., fitting puzzle pieces) with a partner | Match pictures of animals with labels to animal icons with a partner | Sort pictures of animals with labels by first letter (e.g., cat, cow) with a partner | Find animal words in picture books and classrooms (e.g., on word walls, bulletin boards) with or without a partner | Classify pictures of animals with labels according to picture books (e.g., at the farm) | Level 6- Reaching |
| Writing | Colors | Create "messages" in L1 or L2 by experimenting with or mixing colors (e.g., paints) | Practice making letters or scribble writings from models in L1 or L2 using a variety of colors and media | Produce letters and words with invented spellings in L1 or L2 based on model picture books or experiments about colors | Reproduce words or phrases with invented spellings in L1 or L2 found in picture books or experiments about colors | Compose "stories" about colors (e.g., rainbows) using drawings and words, phrases or short sentences with invented spellings in L1 or L2 | |

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ELP Standard 4: Language of Science: Kindergarten Summative Framework

| | Sample Topics | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | Level 6- Reaching |
|-----------|----------------------------|--|---|--|---|--|-------------------|
| Listening | Living & non-living things | Classify living or non-living things from oral statements and pictures | Match oral descriptions of living or non-living things with pictures (e.g., "It lives in water. It swims.") | Identify living or non-living things from WH- questions and pictures (e.g., "Which animal has no legs?") | Match features (e.g., feathers/birds, fur/dogs, skin/people) of living or non-living things according to pictures and oral directions | Organize pictures with labels or other graphic representations of features of living or non-living things described orally | |
| Speaking | Weather | Name familiar objects in photographs or illustrations associated with weather conditions (e.g., "cloud") | Describe weather conditions from photographs or illustrations (e.g., "windy") | Predict weather conditions from illustrated scenes (e.g., "It's going to rain.") | Compare or contrast weather conditions in illustrated scenes | Express likes, dislikes or preferences, with reasons, related to weather conditions from illustrated scenes | |
| Reading | Body parts | Apply concepts of print to books about body parts (e.g., "The book is about eyes. Show me the title of the book.") | Pair labeled pictures of body parts with matching icons | Associate labeled pictures of body parts with initial consonants (e.g., nose-n) | Find labeled pictures of body parts with the same initial consonant (e.g., fingers-feet) | Match pictures of body parts with words | |
| Writing | Scientific inquiry | Produce drawings of materials needed for scientific inquiry from labeled pictures | Copy names of materials needed for scientific inquiry from labeled pictures | Reproduce lists of materials needed for scientific inquiry (e.g., bean, water, soil) from labeled pictures using words with invented spellings | Describe materials used in scientific inquiry using words or phrases with invented spellings | Relate experiences from use of materials in scientific inquiry using phrases or short sentences with invented spellings | |

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ELP Standard 5: Language of Social Studies: Kindergarten Formative Framework

| | Sample Topics | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | |
|------------------|--------------------|--|--|---|---|--|--------------------------|
| Listening | Symbols & holidays | Point to or locate symbols or holiday scenes in classrooms, pictures or objects named orally (e.g., flags) | Show symbols of holidays from pictures or objects based on oral commands (e.g., a pumpkin with a face) | Match symbols of holidays with illustrated scenes based on oral directions | Identify symbols of holidays within illustrated scenes based on oral directions | Find symbols of holidays based on oral descriptions or oral reading | Level 6- Reaching |
| Speaking | Clothing | Repeat names of and identify clothing on self or peers when modeled in L1 or L2 | Brainstorm names of articles of clothing (e.g., "shorts," "pants") with peers in L1 or L2 | Describe clothing on self to peers in phrases or short sentences | Describe, with details, clothing worn by peers or by characters in picture books (e.g., "He has a red and blue sweater.") | Give reasons for wearing different kinds of clothing | |
| Reading | Seasons | Categorize pictures according to names of seasons in a whole group | Find labeled illustrations or photographs modeled on word walls or displays of seasons in small groups | Match labeled illustrations or photographs of seasons to those in trade books in small groups | Compare labeled illustrations of seasons in various trade books in small groups | Identify words associated with seasons in illustrated expository text in small groups | Level 6- Reaching |
| Writing | Self & family | Draw self-portrait and copy or trace name | Draw family portrait from models or photographs and identify people by initials | Draw family members from models or photographs and label people and pets | Draw and describe family members using words or phrases with invented spellings | Produce illustrated "stories" about self and family using phrases or short sentences with invented spellings | |

ELP Standard 5: Language of Social Studies: Kindergarten Summative Framework

| | Sample Topics | Level 1 Entering | Level 2 Beginning | Level 3 Developing | Level 4 Expanding | Level 5 Bridging | |
|------------------|-----------------------------------|--|--|--|---|---|--------------------------|
| Listening | Transportation | Associate sounds of different modes of transportation with pictures (e.g., "Which goes choo choo?") | Identify modes of transportation from visually supported rhymes or chants (e.g., "The Wheels on the Bus") | Match pictures of modes of transportation with descriptive statements (e.g., "Airplanes go fast.") | Pair modes of transportation with their environment (e.g., "Jets fly in the air,") based on pictures and oral directions | Differentiate modes of transportation from the past or present based on pictures and oral descriptions | Level 6- Reaching |
| Speaking | Homes in a community/ Habitats | Repeat names of different types of homes or habitats from models and illustrations (e.g., "house," "nest") | Match homes or habitats to animals in illustrated scenes using phrases or chunks of language (e.g., "bee hive," "in a pond") | Describe different types of homes or habitats from illustrated scenes using phrases or short sentences | Compare /contrast different types of homes or habitats from illustrated scenes using related sentences | Provide detailed information about homes or habitats (e.g., personal address or "Birds live in nests in trees.") | |
| Reading | Food | Recognize food-related symbols or icons in illustrations | Match labeled pictures with words about food from various sources (e.g., labels on cans or cartons) | Find labeled pictures of food by initial sounds or consonants (e.g., "pineapple," "peas") | Sort pictures of food by initial sounds or consonants (e.g., "Find foods that start with the letter B.") | Identify food words in illustrated phrases or short sentences | Level 6- Reaching |
| Writing | School | Draw personal responses to people, places or objects in school from pictures or models | Represent people, places or objects in school from pictures and models using letters or scribble writings | Label people, places or objects in school from pictures and models using words with invented spellings | Make lists of people, places or objects in school from pictures and models using words or phrases with invented spellings | Create "stories" about people, places or objects in school from pictures using phrases or short sentences with invented spellings | |

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