

# The English Language Development Standards

Kindergarten

Draft Release, September 2011



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		<b>Connection</b>					<i>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.</i>
		<b>Example Topic</b>	<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>SPEAKING</b>	Classroom cooperation	Repeat simple statements about working collaboratively with a group of students following a model structure (e.g., call and response chant)	Modify simple statements about working collaboratively with a group of students using environmental print	Produce simple statements about working collaboratively with a partner using sentence starters	Produce detailed statements about working collaboratively with a partner	Connect related ideas about working collaboratively with a group of students in small groups according to audience and situation	<b>Level 6- Reaching</b>
		<b>Cognitive Function:</b> Students at all levels of English language proficiency REMEMBER strategies for working collaboratively with their peers.					

Criteria from the Performance Definitions (Example expectations)	Discourse Complexity	<p>Is this the yellow group? Yes, we are. Is this the yellow group? Yes, we are.</p> <p>Who is the leader? I am! Who is a helper? I am! I am!</p> <p>What do you do? I help my yellow group share. What do you do? I help my yellow group take turns. What do you do? I help my yellow group clean up.</p>	<p>I am in the yellow group. Cristina is in my group.</p> <p>My best friend is in the red group.</p> <p>Jack and Marco are in the blue group.</p> <p>I like to be the leader.</p> <p>I like to help the teacher.</p>	<p>My job today/this week was _____</p> <p>I can help my friends/the teacher...</p> <p>I do the lunch count/weather/calendar.</p>	<p>This is the _____ center.</p> <p>At this center, we _____.</p> <p>It is my turn _____ (to do lunch count/to be line leader/for share time/for show and tell).</p>	<p>In our classroom we have different jobs.</p> <p>We work together in centers. Our groups have different colors. I am in the yellow group.</p> <p>At this center, we are working on math. We count together and put things in groups. Everyone helps to clean up.</p> <p>To clean up, first, you _____. Then, you _____.</p>
	Language Forms & Conventions	<p>Yes, _____.</p> <p>I _____.</p>	<p>I <u>am</u> v. Cristina <u>is</u> v. Jack and Marco <u>are</u></p> <p>I like <u>to</u>...</p>	<p>my</p> <p>is → was</p>	<p>This is...</p> <p>At...</p> <p>It is...</p>	<p>our</p> <p>working<u>ing</u></p> <p>working <u>on</u></p> <p>First,... Then,...</p>

	Vocabulary Usage	yellow green red blue	best friend  like  help	job  I can  I do  lunch count calendar weather	center  my turn  line leader share time/show and tell	together  different  everyone
		<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: taking turns, cooperation, job, today, tomorrow				
<b>Example Context for Language Use:</b> Students give family members a classroom tour on parent/teacher conference night and explain how students work collaboratively.						

Kindergarten

Amplified Strand (continued)

Standard 1-Social & Instructional Language

		<b>Connection</b>					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	
		<b>Example Topic</b>	<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>LISTENING</b>	Print concepts	Select a feature of text based on instructions involving a choice following a model (e.g. "Is <i>this</i> the title or is <i>this</i> the title?")	Identify features of texts based on simple oral commands following a model (e.g., "Show me the title.")	Answer Wh- questions about features of texts through pointing or speaking and following a model (e.g., "Who wrote this book?")	Answer expanded Wh- questions about features of texts through pointing or speaking and following a model (e.g., "Where do you find the author's name on the title page?")	Identify features of texts based on multi-step oral instructions following a model (e.g., "Find the author's name and underline the upper case letters.")	<b>Level 6 - Reaching</b>	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to 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	<b>Cognitive Function:</b> Students at all levels of English language proficiency REMEMBER concepts about print.						
	<b>Example Context for Language Use:</b> Students follow directions to identify concepts about print (e.g., in a large group the teacher gives instructions and students respond using a fly-swatter mask).							

<b>Connection</b>		<i>Common Core Standards for Mathematics, Measurement and Data #1-2 (Kindergarten):</i> 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.				
<b>Example Topic</b>		<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>SPEAKING</b>	Attributes of objects	Indicate attributes of objects (e.g., “big,” “small”) using gestures and words in small groups	Specify attributes of objects (e.g., “a small ball,” “a big ball”) using gestures and words in small groups	Describe attributes of objects in relation to others using phrases (e.g., “the smaller ball”) in small groups	Compare attributes of a group of objects using simple sentences (e.g., “This is the biggest ball.”) in small groups	Tell about similarities and differences in attributes of objects in multiple related simple sentences or a compound sentence (e.g., “The chalk and the crayon are short. The pencil is longer.”) in small groups
	<b>Topical Vocabulary:</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	<b>Cognitive Function:</b> Students at all levels of English language proficiency ANALYZE the attributes of objects.				
	<b>Example Context for Language Use:</b> Students talk with classmates about real-life objects at a math center and decide how these objects are the same and different.					
						<b>Level 6 - Reaching</b>

		<b>Connection</b>					<i>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.</i>
		<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>READING</b>	<b>Example Topic</b>						<b>Level 6 - Reaching</b>
	Body parts & senses	Associate pictures with modeled language about body parts and senses using illustrations and environmental print (e.g., word wall)	Identify initial letter in labeled pictures with modeled language about body parts and senses using illustrations and environmental print	Identify strings of letters (e.g., “no” in “nose”) in labeled pictures with modeled language about body parts and senses using illustrations and environmental print	Associate labeled pictures with modeled language about body parts and senses using environmental print	Associate illustrated text with experiences related to body parts and senses using environmental print	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: senses, see, smell, taste, touch, hear, human body, body part						
	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the functions of human body parts and senses.						
<b>Example Context for Language Use:</b> Students will reread a story to a partner after completing an interactive/shared reading lesson of an informational book about human body parts and their functions with the whole class.							

		<b>Connection</b>					<i>Alaska: Cultural Standards A:</i> Culturally-knowledgeable students are well grounded in the cultural heritage and traditions of their community. 2) Recount their own genealogy and family history.	
		<b>Example Topic</b>	<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>WRITING</b>	Self & family	Draw family members and copy or trace the first letter of words describing relationships using illustrated text (e.g., word walls, picture dictionaries)	Draw family members and copy or trace words describing relationships using illustrated text	Draw family members from models or photographs and label people and relationships with invented spellings using word walls	Draw and distinguish among characteristics of family members (e.g., age, gender, etc.) in words or phrases with invented spellings using word walls	Produce illustrated “stories” about family characteristics and relationships using phrases or short sentences with invented spellings	<b>Level 6 – Reaching</b>	
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: family, family tree, family members	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND the relationships between family members.						
	<b>Example Context for Language Use:</b> Students create visual representations (e.g., portraits, family trees, picture books) of their families and determine the relationships between individuals. Using teacher models and various resources, they add text to their work.							

<b>Connection</b>		<i>National Standards for Music Education #2 (K-4):</i> Performing on instruments, alone and with others, a varied repertoire of music: Students echo short rhythms and melodic patterns.				
<b>Example Topic</b>		<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>LISTENING</b>	Lyrics and Rhythm	Follow one step teacher directions to re-create rhythms and musical patterns following a model (e.g., “Tap the table two times with me. Pause. Clap one time with me.”)	Respond to one step teacher directions to re-create the rhythm of a musical piece supported by models and visuals (e.g., “Clap three times. Pause. Strum the side of the notebook.”)	Respond to two step teacher directions to re-create the rhythm of a musical piece supported by peer models and visuals (e.g., “Stomp two times and clap three beats.”)	Follow multi-step teacher directions to re-create the rhythm of a musical piece supported by peer models (e.g., “Clap two beats, stomp three beats, and slide.”)	Follow multi- step teacher directions to re-create the rhythm of a musical piece supported by peer models (e.g., “Tap softly on the edge of the desk two times and loudly three times. Then clap two beats and slide.”)
	<b>Topical Vocabulary:</b> Students at all levels of English language proficiency are exposed to grade-level words and expressions, such as: tap, clap, soft, loud, stomp , brush, strum, beats					
	<b>Cognitive Function:</b> Students at all levels of English language proficiency UNDERSTAND rhythms.					
	<b>Example Context for Language Use:</b> Students follow directions from the teacher on how to move their body to re-create rhythms and musical patterns using everyday classroom objects.					
<b>Level 6 - Reaching</b>						