Inform in Social Studies, Kindergarten: Introduction

Significance of Key Language Use

Many students in Kindergarten are becoming acclimated to the language of school, as well as to the people, physical building, and everyday experiences. Along with their peers, multilingual learners are learning about school and other people and places of interest through photographs and other representations in Social Studies. In particular, Kindergarten introduces students to ways of identifying and describing properties and concepts associated with civics, geography, economics, and history. Inform for young learners also entails helping each other understand social norms, as well as everyday routines and procedures (e.g., turn-taking, cooperating, and sharing).

Contributions of Multilingual Learners

Inform encourages students to exchange personal and shared experiences. It also provides opportunities for students to pool their knowledge on topics and communicate their newly gained expertise with others in oral and written reports. Having access to oral, written, visual, and physical information eases young multilingual learners’ transitions and offers connections among home, school, and community. As they inform and are informed by others, multilingual learners become better equipped to navigate new environments and often new languages.

All educators are encouraged to work collaboratively to engage multilingual learners by

- Inviting multilingual learners to share information about themselves and their families through photos and artifacts
- Using multilingual learners as models to teach others their names and inform their peers of important people in their lives
- Becoming familiar with a variety of informational texts, including those that represent multilingual families
- Modeling descriptive language of common objects, people, and places using real-life objects and illustrations
- Exploring countries and places of the families’ origins, as well as their languages, through oral reports and informational text
- Observing students interacting with each other as they share information they know about different topics (e.g., holidays, transportation)
- Taking cues from students to explore places around the school and the neighborhood to gain information about the lives of kindergarteners
Inform in Social Studies, **Kindergarten:** Connecting Content and Language

**Definition of Inform in Social Studies:** Identify, describe, or classify people, places, and objects or ways to take action

<table>
<thead>
<tr>
<th>Common Concepts and Disciplinary Practices Derived from Academic Achievement Standards</th>
<th>Associated Language Features</th>
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</thead>
<tbody>
<tr>
<td>• Identification of facts and concepts associated with topics and themes</td>
<td>Organizing the Information</td>
</tr>
<tr>
<td>• Description of roles and responsibilities of people in improving their communities over time</td>
<td>• Pictures, labels, or words for introducing the topic</td>
</tr>
<tr>
<td>• Identification of cultural and environmental characteristics of places through the use of maps, globes, and other geographic models</td>
<td>• Cohesion accomplished by renaming subjects with pronouns or synonyms (<em>firefighters</em> = <em>they</em> = <em>community helpers</em>)</td>
</tr>
<tr>
<td>• Description of goods and services that governments provide (e.g., police, fire, mail)</td>
<td>Adding Descriptive Details</td>
</tr>
<tr>
<td>• Identification of ways to take action to address local, regional, and global problems</td>
<td>• Noun phrases describe attributes, quantity, qualities, appearances of people, jobs, roles, places, and objects</td>
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<td></td>
<td>• Prepositional phrases name the topic (<em>in my neighborhood, at our school</em>)</td>
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<tr>
<td></td>
<td>• Verb groups (<em>have, be</em>) to describe actions, behaviors and relationships</td>
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<tr>
<td></td>
<td>• Ideas describe through pictures and labeled drawings</td>
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**WIDA ELD Standard 5 – Language of Social Studies.** English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

**WIDA LANGUAGE EXPECTATIONS**

**Multilingual learners use language to...**

**RECEPTIVE (Listening and Reading/Viewing)**
**ELD.SS.K.Inf.Rec:** Interpret information from a variety of sources, based on text, visuals, and real-life objects to gain understanding of concepts.

**PRODUCTIVE (Speaking and Writing)**
**ELD.SS.K.Inf.Prod:** Share information in identifying or describing people, places, and actions.
## Inform in Social Studies, Kindergarten: Language Expectations and Language Functions

<table>
<thead>
<tr>
<th>WIDA Language Expectations</th>
<th>Language Functions</th>
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<tr>
<td><strong>RECEPTIVE</strong> (Listening and Reading/Viewing)</td>
<td>What students do with language to work toward meeting the WIDA Language Expectations</td>
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</table>
| ELD.SS.K.Inf.Rec: Interpret information from a variety of sources, based on text, visuals, and real-life objects to gain understanding | • Observe characteristics of a studied topic (e.g., community, physical environment)  
• Follow informational texts and track how information is organized by categories  
• Self-monitor emerging understanding  
• Select relevant ideas and related details in oral/written texts to identify main categories in an informational text  
• Read pictures and diagrams to obtain information  
• Identify the purpose of text (e.g., inform, teach others how to make or do something vs. entertain)  
• Listen to and categorize information in oral texts |
| **PRODUCTIVE** (Speaking and Writing) | ELD.SS.K.Inf.Prod: Share information in identifying or describing people, places, and actions |
| | • Record observations  
• Produce simple procedural texts to teach others how to do something  
• Produce picture-based reports with some emergent writing on a topic of interest based on personal experiences  
• Categorize information about a topic into relevant categories (e.g., homes vs. technology vs. transportation)  
• Describe attributes of objects and ask questions related to object attributes  
• Describe the relationship between illustrations and the language in informational texts  
• Compare and contrast objects with attention to their characteristics  
• Make connections between texts/images and personal experience  
• Engage in oral group reading activities by asking and answering questions about how information relates to the inquiry |
WIDA Proficiency Level Descriptors for Receptive Language
Listening and Reading/Viewing, Kindergarten

As they work towards meeting WIDA English Language Development Standards and WIDA Language Expectations, with instructional support, multilingual learners will process...

<table>
<thead>
<tr>
<th>Discourse Dimension</th>
<th>Level 1 Entering— Level 2 Emerging</th>
<th>Level 3 Developing— Level 4 Expanding</th>
<th>Level 5 Bridging— Level 6 Reaching</th>
</tr>
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<tbody>
<tr>
<td>Amount of language</td>
<td>Short discourse (e.g., single statements or questions)</td>
<td>Short discourse using a small range of predictable patterns</td>
<td>Short discourse, expanded with embedded details</td>
</tr>
<tr>
<td></td>
<td>Clearly signaled, simple ideas about concrete topics and experiences</td>
<td>Simple ideas about concrete topics and experiences</td>
<td>Simple ideas about concrete (and some new) topics and experiences</td>
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<table>
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<tr>
<th>Sentence Dimension</th>
<th>Level 1 Entering— Level 2 Emerging</th>
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<tr>
<td>Variety of language</td>
<td>Words, memorized chunks of language, or simple phrasal patterns (subject, predicates, and a few adjectives)</td>
<td>Short, simple sentences with embedded phrases and dependent clauses</td>
<td>Simple and compound phrases and sentences (with variation in placement of subject, verb, adjective, adverb)</td>
</tr>
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<td>forms and conventions</td>
<td>Simple language choices associated with common social and instructional situations</td>
<td>An emerging range of language choices that vary according to social setting (e.g., playground versus classroom)</td>
<td>A developing range of language choices used in social and instructional situations or across content areas</td>
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<th>Word/Phrase Dimension</th>
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<td>Range of vocabulary</td>
<td>General, high frequency oral vocabulary (easy to understand in context)</td>
<td>General, high frequency oral vocabulary (easy to understand in context)</td>
<td>General, high frequency oral vocabulary with some irregular words (easy to understand in context); close cognates</td>
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<td>Specificity of language to context</td>
<td>Highly familiar, literal language with basic details (i.e., adjectives added to nouns), supported by environmental print</td>
<td>Routine, literal language with increasing range of details (i.e., adjectives, adverbs)</td>
<td>Everyday, literal language with a range of details (i.e., adjectives, adverbs)</td>
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**WIDA Proficiency Level Descriptors for Productive Language Speaking and Writing, Kindergarten**

As they work towards meeting WIDA English Language Development Standards and WIDA Language Expectations, with instructional support, multilingual learners will produce...

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| Amount of language   | • Short clauses used to represent ideas  
| Degree of adjustment | • Language choices that show evidence of little or no adjustment  
| by genre topic/task, | • Short clauses and sentences with emerging expression of ideas  
| audience, and format | • Language choices that convey evidence of adjustment for topic  
|                      | • Discourse lengthened with a small range of predictable patterns; emerging expression of ideas  
|                      | • Language choices that convey evidence of adjustment for topic  
|                      | • Simple phrases and sentences using predictable word order (subject, predicates, and a few adjectives)  
|                      | • Occasional control of effective language choices (pauses, hesitates, omits words), close to models  
|                      | • Simple phrases and sentences using predictable word order  
|                      | • Variable control of effective language choices, very loose cohesion, with some language repeated from models  
|                      | • General, high frequency oral vocabulary (easy to understand in context)  
|                      | • Formulaic and literal language (e.g., adjectives added to nouns)  
|                      | • General, high frequency oral vocabulary (easy to understand in context)  
|                      | • Literal language with a range of details  

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| Variety of language forms and conventions in expression | • Words, simple phrases, or memorized chunks of language  
| Fluency of sustained, focused expression | • Limited control of effective language choices (pauses, hesitates, omits words); heavily dependent on verbatim use of models  
| | • Simple phrases and sentences using predictable word order (subject, predicates, and a few adjectives)  
| | • Occasional control of effective language choices (pauses, hesitates, omits words), close to models  
| | • Simple phrases and sentences using predictable word order  
| | • Variable control of effective language choices, very loose cohesion, with some language repeated from models  
| | • General, high frequency oral vocabulary (easy to understand in context)  
| | • Formulaic and literal language (e.g., adjectives added to nouns)  
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| Range of vocabulary common to age group | • Highest frequency oral vocabulary (easy to understand in context)  
| Specificity of language to context | • Formulaic and literal language (e.g., adjectives added to nouns)  
| | • General, high frequency oral vocabulary (easy to understand in context)  
| | • Formulaic and literal language with basic details (e.g., added adjectives, adverbs)  
| | • General, high frequency oral vocabulary (easy to understand in context)  
| | • Literal language with a range of details  

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