

**WIDA**<sup>TM</sup> Early Years

# The Connection:

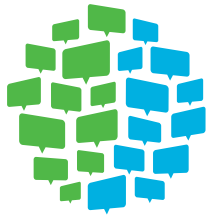
Michigan Early Childhood  
Standards of Quality for  
Prekindergarten  
and the WIDA Early English  
Language Development  
Standards



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## Contents

List of Figures .....	6
Introduction .....	7
Early English Language Development (E-ELD) Standards .....	7
Understanding the WIDA Standards Framework .....	9
Developmentally Appropriate Academic Language .....	10
Sociocultural Contexts .....	11
Performance Definitions .....	11
Standards Matrices and Strands of Model Performance Indicators .....	16
Using WIDA E-ELD Standards in Conjunction with Michigan Early Childhood Standards of Quality for Prekindergarten .....	17
Strands of Model Performance Indicators .....	18
Customizing Strands for Your Local Context .....	19
Crosswalk Between Michigan Early Childhood Standards of Quality for Prekindergarten and WIDA Early English Language Development Standards .....	22
Appendix: Selected References .....	69

## List of Figures

Figure A: The Correspondence Between the Five Dimensions of Children’s Development and the E-ELD Standards . . . . .	8
Figure B: The WIDA Early English Language Development Standards . . . . .	9
Figure C: A Graphical Representation of the WIDA Standards Framework . . . .	10
Figure D: The Features of Developmentally Appropriate Academic Language. . . . .	11
Figure E: Early English Language Development Performance Definitions – Receptive, Ages 2.5–4.5. . . . .	12
Figure F: Early English Language Development Performance Definitions – Receptive, Ages 4.5–5.5. . . . .	13
Figure G: Early English Language Development Performance Definitions – Expressive, Ages 2.5–4.5 . . . . .	14
Figure H: Early English Language Development Performance Definitions – Expressive, Ages 4.5–5.5 . . . . .	15
Figure I: Michigan Example Matrix . . . . .	17
Figure J: Guiding Questions for the Components of the WIDA E-ELD Standards Matrix and Strands of MPIs . . . . .	20
Figure K: Template for Strands of MPIs. . . . .	21
Figure L: List of Sample Complementary Strands . . . . .	22
Figure M: List of Sample Integrated Strands. . . . .	23
Figure N: Crosswalk Between Michigan Early Childhood Standards of Quality for Prekindergarten and WIDA E-ELD Standards . . . . .	24

## Introduction

The field of early care and education (ECE) has not been exempt from today's world of educational accountability and its accompanying push to improve academic achievement for all students. The importance of creating state early learning standards (ELS) has been fueled in part by research indicating that young children, ages birth-5 years, have the capacity to learn more than previously thought, and that early learning experiences strongly impact children's future academic success in Grades K-12 (Scott-Little, Kagan, & Stebbins Frelow, 2005; Scott-Little, Kagan, & Stebbins Frelow, 2006; Scott-Little, C., Lesko, J., Martella, J., & Milburn, P, 2007).

In 1995, the National Educational Goals Panel (NEGP) highlighted five dimensions of children's development that are linked to school readiness and children's later success in school: Physical Well-Being and Motor Development, Social and Emotional Development, Approaches to Learning, Language and Communication Development, and Cognition and General Knowledge (as cited in Scott-Little, Kagan, & Stebbins Frelow, 2005). These dimensions include important aspects of both development and learning in young children "...with the physical, social and emotional, and approaches toward learning dimensions reflecting what are considered to be more developmental indicators and the language and cognition dimensions encompassing more 'academic' indicators" (Scott-Little, Kagan, & Stebbins Frelow, 2005, p7). Consequently, the more academic content areas of math, science, and social studies are reflected under NEGP's dimension of cognition and general knowledge, while early literacy skills are housed under the NEGP dimension of language and communication development (as cited in Scott-Little, Kagan, & Stebbins Frelow, 2005). Furthermore, the National Association for the Education of Young Children (NAEYC) has stated that effective ELS not only encompass all areas of early development and learning, including physical, social, emotional, language, and cognition but also "recognize and accommodate variations" in children's cultures and languages (NAEYC, 2009).

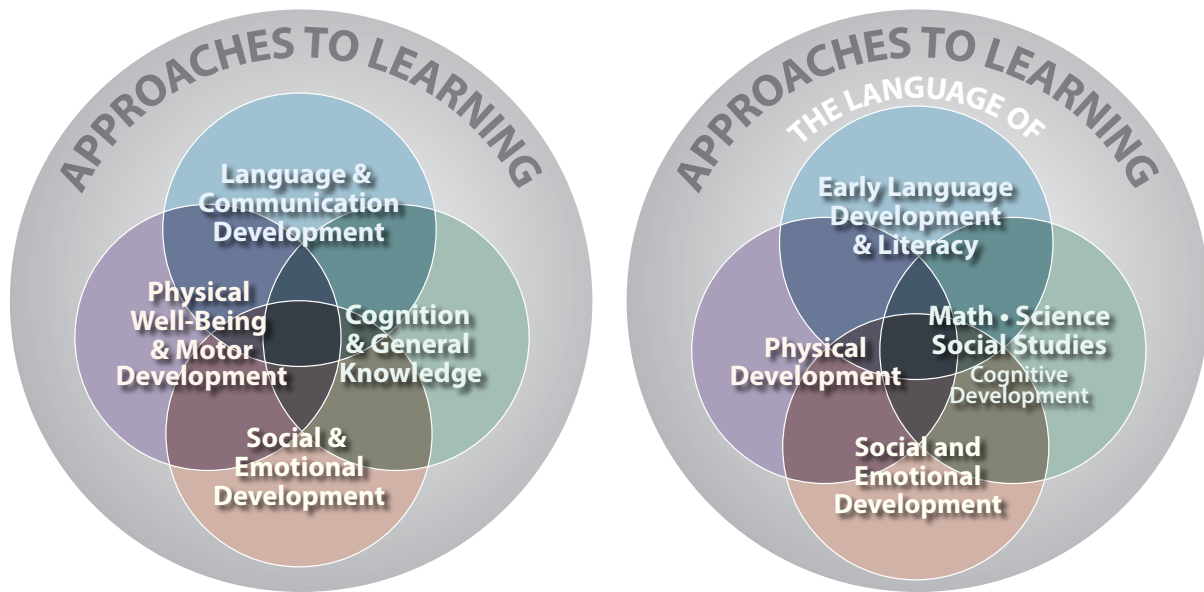
In an effort to outline developmentally appropriate expectations and skills that all children should know and be able to do upon entry to Kindergarten, Head Start developed and revised The Head Start Early Learning Outcomes Framework (Office of Head Start 2015) which encompasses NEGP's five recommended dimensions of development. States have responded in kind by developing ELS, which incorporate important attributes of NEGP's recommended dimensions of development and learning to varying degrees (Scott-Little, Kagan, & Stebbins Frelow, 2005; Scott-Little, Kagan, Stebbins Frelow, 2006). Nevertheless, ECE programs are only beginning to understand how to accommodate the linguistic needs of multilingual children (children who are still developing their home language as they acquire English) when applying state ELS to assessment, curriculum, and instruction. Unfortunately, a strong potential for inaccuracy exists when assessing, supporting, and instructing multilingual children within standards-based curriculum due in part to the disconnect between multilingual children's linguistic variations and states' performance benchmarks/indicators in ELS (Espinosa, 2012; Scott-Little, C., Lesko, J., Martella, J., & Milburn, P, 2007).

## Early English Language Development (E-ELD) Standards

The WIDA Early English Language Development (E-ELD) Standards were specifically developed to help support the unique language needs of multilingual children, ages 2.5-5.5 years, who are in the process of learning more than one language prior to Kindergarten entry. Because language learning occurs across all areas of standards-based curricula, it is critical that ECE programs use language standards in conjunction with ELS when supporting, instructing, and assessing multilingual children. Using language standards along with ELS helps practitioners concretely connect the linguistic variations and needs of multilingual children across all content areas of standards-based curricula and assessments. As such, language standards provide a means for helping to close the gap that currently exists in delivering accurate and relevant instruction and assessment to multilingual children at varying levels of English language development within standards-based curriculum.

As WIDA developed the E-ELD Standards, it took into consideration the major dimensions of development and learning recommended by the NEGP (BUILD, 2012; Scott-Little, Kagan, & Stebbins Frelow, 2005) and the National Association for the Education of Young Children (NAEYC, 2009) for inclusion into ELS. These dimensions of children’s development are also represented in the Head Start Early Learning Outcomes Framework (Office of Head Start, 2015) and have been adopted by states to varying degrees within their ELS. Figure A depicts the correspondence between NEGP’s recommended major dimensions of development and learning for ELS and the WIDA E-ELD Standards.

**Figure A: The Correspondence Between the Five Dimensions of Children’s Development and the E-ELD Standards**



The Venn diagrams shown in Figure A are an example of the overlapping nature of these dimensions of development and learning and corresponding language standards. This correspondence, also exemplified in other state ELS, makes it possible to integrate the E-ELD Standards within standards-based curriculum, instruction, and assessment for multilingual children throughout their program day in a variety of ECE settings, including child care, Head Start, preschool, and 4-year-old Kindergarten.

Using the six WIDA E-ELD Standards to inform their practice, practitioners will not find a prescriptive list of what multilingual children need to know and be able to do in a particular instructional setting. Rather, language standards are generative in the sense that they help practitioners develop their own representations of how multilingual children will use language, in particular in ECE communities. This involves connecting information about multilingual children’s language development with awareness of the language demands of a learning activity, and integrating language supports to maximize multilingual children’s learning and participation.

While language standards provide guidance and reference points in organizing instruction to support both learning and language development, they are only one of many factors to consider in supporting multilingual children’s success in ECE settings. Figure B shows the WIDA Early English Language Development Standards.



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

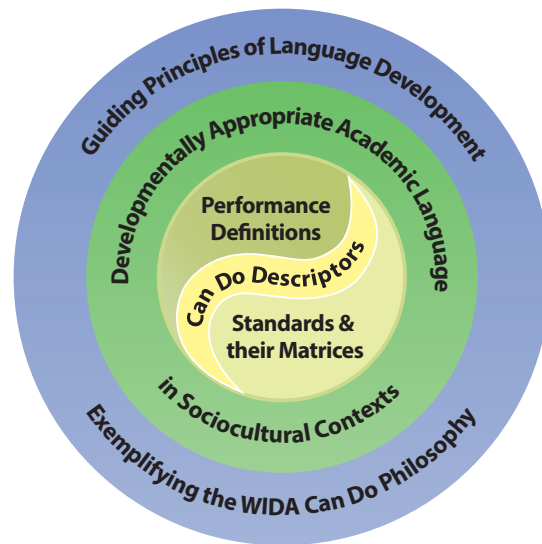
Standard		Abbreviation
Early English Language Development <b>Standard 1</b>	Dual language learners <b>communicate</b> information, ideas, and concepts necessary for success in the area of <b>Social and Emotional Development</b>	The Language of <b>Social and Emotional Development</b>
Early English Language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

## Understanding the WIDA Standards Framework

The WIDA Standards Framework, depicted in Figure C, consists of a set of developmentally appropriate interactive and interdependent components that exemplify the WIDA vision for academic language development. This framework is the foundation for WIDA’s work on the creation of language development standards, including the E-ELD Standards. The components are

- Can Do Philosophy
- Guiding Principles of Language Development
- Developmentally Appropriate Academic Language in Sociocultural Contexts
- Performance Definitions
- Strands of Model Performance Indicators
- Can Do Descriptors.

Figure C: A Graphical Representation of the WIDA Standards Framework



The components of the WIDA Standards Framework interact with and influence each other in the design of curricula, language instruction, and assessment of language learners. When used in tandem, the WIDA Standards Framework components help practitioners identify and understand the receptive and expressive language that multilingual children need in order to meet performance indicators across the Michigan Early Childhood Standards of Quality for Prekindergarten. Specific consideration has been given to the nature of early language and cognitive development, family and community-based sociocultural contexts for language learning, and the psycholinguistic nature of second language development in preschoolers who are still developing the foundational structures and rules of language. Michigan practitioners and program leaders are encouraged to emphasize specific elements of the framework in their language instruction to fit the specific needs of individual multilingual children and contexts. In doing so, all Michigan stakeholders can participate in shaping the development of our increasingly diverse population.

The following sections focus on the components of the WIDA Framework as they apply to the E-ELD Standards and their use in curriculum, instruction, and assessment.

## Developmentally Appropriate Academic Language

Based in part on the WIDA Features of Academic Language for K-12, the E-ELD features have been adapted and renamed to fit the unique characteristics of multilingual childrens' 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 level of English language development in the Performance Definitions. Figure D shows the Features of Developmentally Appropriate Academic Language.

Linguistic complexity refers to the quantity and variety of language used by multilingual children at the discourse level. Language features such as the length of utterances/interactions and how multilingual 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 D: The Features of Developmentally Appropriate Academic Language**

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, Genre, Topic, Task/Situation, Participants' identities and social roles, Speaker/Conversational partner

## Sociocultural Contexts

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 practitioners, 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. The sociocultural contexts for young children's language learning occurs most often in their homes, extended family members' homes, or in community-based ECE settings, which may or may not be located in or associated with public schools.

The term *sociocultural context* has multiple definitions in education research. For its use in the E-ELD Standards Framework, WIDA defines sociocultural context as the setting in which communication occurs. Communication is shaped by the sociocultural contexts in which it takes place. The elements that define this setting within the WIDA Standards Framework include the register, the genre, the topic, the task or situation, and the participants' identities and roles in learning.

## Performance Definitions

The Performance Definitions shape each of the three levels of English language development using the Features of Developmentally Appropriate Language as criteria. The three language levels, which outline the progression of early English language development are: *Level 1—Entering*, *Level 3—Developing*, and *Level 5—Bridging*. These language levels correspond to the six WIDA levels of language proficiency for English language learners, K-12, but pertain uniquely to the stages of English language development in multilingual children, ages 2.5–5.5.

The Performance Definitions describe the language that multilingual 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 that practitioners might expect multilingual children to understand or produce; the quantity 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 Figure E through Figure H.

Figure E: 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, multilingual children 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>

**HOME LANGUAGE**

At all levels of language development, 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 development, multilingual children 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 F: 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, multilingual children will process in English and non-verbally demonstrate understanding of:

Language Criteria		Ages 4.5–5.5 (55–66 Months)
Level 5 Bridging	Linguistic Complexity	<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> <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>
	Language Usage	
Level 3 Developing	Linguistic Complexity	<ul style="list-style-type: none"> <li>• Multiple related extended sentences</li> <li>• Related ideas</li> <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>
	Language Usage	
Level 1 Entering	Linguistic Complexity	<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> <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>
	Language Usage	

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... within sociocultural contexts for language use.

Figure G: 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, multilingual children will express in English:

Language Criteria		Ages 2.5–3.5 (30–42 mos.)	Ages 3.5–4.5 (43–54 mos.)
<b>Level 5</b> <b>Bridging</b>	<b>Linguistic Complexity</b>	<ul style="list-style-type: none"> <li>Multiple phrases and some familiar 3+ word sentences</li> <li>Single ideas</li> </ul>	<ul style="list-style-type: none"> <li>Variety of original sentences of 3–5+ words</li> <li>Approximations of related ideas</li> </ul>
	<b>Language Usage</b>	<ul style="list-style-type: none"> <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>Comprehensible sentences that may contain nouns, verbs, modifiers, and pronouns</li> <li>Specific and a few technical vocabulary associated with various environments</li> </ul>
<b>Level 3</b> <b>Developing</b>	<b>Linguistic Complexity</b>	<ul style="list-style-type: none"> <li>Phrases with a few familiar three-word sentences</li> <li>Approximations of single ideas</li> </ul>	<ul style="list-style-type: none"> <li>Short sentences of three to four words that combine formulaic phrases with some new words and phrases</li> <li>Approximations of ideas</li> </ul>
	<b>Language Usage</b>	<ul style="list-style-type: none"> <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>	<ul style="list-style-type: none"> <li>Short sentences with emerging comprehensibility</li> <li>Repetitive language patterns used in fingerplays, songs, stories, or learning activities</li> <li>General and a few specific vocabulary associated with familiar environments; common expressions</li> </ul>
<b>Level 1</b> <b>Entering</b>	<b>Linguistic Complexity</b>	<ul style="list-style-type: none"> <li>Words and short formulaic phrases</li> <li>One-word utterances to convey entire message or idea</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> </ul>
	<b>Language Usage</b>	<ul style="list-style-type: none"> <li>Single words associated with daily routines and familiar stories</li> <li>Repetitive phrases</li> </ul>	<ul style="list-style-type: none"> <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>

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...within sociocultural contexts for language use.

Figure H: 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, multilingual children 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>

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Michigan’s multilingual children cannot be represented through a single language development level (e.g., Level 3) or even levels for each language domain (e.g., Level 3–Receptive, Level 1–Expressive). Instead, language is fluid and often varies based on the context for language use. Therefore, the Performance Definitions are a tool to observe language performance over time and in various spaces, and we encourage Michigan practitioners to use information they collect as one of various measures for examining language development.

The Performance Definitions also recognize the key role that home language plays at all levels of English language development. Multilingual children will continue to use their 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, multilingual children use all of their cognitive and linguistic assets to become successful language learners.

In short, engaging in translanguaging enables multilingual children to use their entire linguistic repertoire to navigate between languages to relate messages, construct meaning across languages, and gain a deeper understanding of content.

## **Standards Matrices and Strands of Model Performance Indicators**

The Standards Matrices provide examples of language use across the different levels, just like the Performance Definitions. However, in the matrices, the language is further contextualized within different language domains, E-ELD Standards, and age ranges. They help Michigan practitioners envision what the E-ELD Standards Framework look like for different multilingual children. A strand of Model Performance Indicators (MPIs) consists of three language levels of early English language development for a given connection, topic, and language domain. A strand of MPIs represents one of many possible pathways in language development within a particular context. This horizontal arrangement of a strand of MPIs illustrates the progression of language development for a given age cluster. The strands of MPIs provide a consistent structure for Michigan practitioners to reflect on when scaffolding or assessing multilingual children’s language across a wide range of learning activities and environments. These strands are meant to be examples and not fixed guidelines of the language with which multilingual children may engage during instruction and assessment.

ECE practitioners 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. Therefore, the examples of language provided in the strands are organized by age clusters, which take this cognitive and linguistic threshold into account. Specific language criteria are provided 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)



# Using WIDA E-ELD Standards in Conjunction with Michigan Early Childhood Standards of Quality for Prekindergarten

As previously mentioned, the E-ELD Standards are designed to be used in tandem with ELS to guide and inform instruction and assessment for multilingual children. The WIDA E-ELD Standards Matrices will make an explicit connection to the Michigan Early Childhood Standards of Quality for Prekindergarten so that early childhood educators can see a specific example of a language and learning standards connection.

The following is an example of a WIDA E-ELD Standards Matrix and strand of MPIs that illustrates the **Connection** to *Michigan Early Childhood Standards of Quality for Prekindergarten: Domain: Language and Early Literacy Development (LL): 3. Early Learning Expectation: Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others. Emerging Indicator: 1. Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).*

**Figure I: Michigan Example Matrix**

AGES: 3.5–4.5  WIDA™

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

EXAMPLE TOPIC:  
Asking Questions

**CONNECTION:** *Michigan Early Childhood Standards of Quality for Prekindergarten: Domain: Language and Early Literacy Development (LL): 3. Early Learning Expectation: Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others. Emerging Indicator: 1. Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Children will learn about asking questions during conversations as part of a read aloud activity.

<b>COGNITIVE FUNCTION:</b> Children at all levels of English language development APPLY their knowledge about asking questions.			
	<b>Level 1 Entering</b>	<b>Level 3 Developing</b>	<b>Level 5 Bridging</b>
<b>DOMAIN: Expressive</b>	Repeats words and familiar phrases used to ask questions following a teacher model during book reading.	Names key words and phrases used to ask questions in English or Home language during book reading.	Retells questions asked in a story in English or Home language after a book reading activity with peers.
<b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally appropriate words and expressions such as: where, how, when, why, what.			

This standards matrix is from WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy, for ages 3.5-4.5. Figure I, referred to in this document as the Michigan example matrix, shows language for multilingual children who are 3.5-4.5 years old and the example topic. The **example topic** is the element of the standards matrix that lists a theme or concept derived from state ELS and Head Start Early Learning Outcomes Framework and that provides a context for language development. In the example shown, the topic is asking questions, which is derived from the broader Michigan Early Childhood Standards of Quality for Prekindergarten. In Figure N, example topics connected to all of the Michigan Early Childhood Standards of Quality for Prekindergarten are provided as a resource for practitioners to plan support and scaffolding for early language development for children in their care.

In the matrix, the **example context for language use** refers to the particular situation, event, or context in which the communication occurs. Multilingual children use language in particular ways that vary according to the context. The example context provides an authentic example for educators to be able to imagine the situation in which language is being used. In the case of the Michigan example matrix shown in Figure 1, during a story read aloud multilingual children will learn about asking questions during conversations. This provides us information about factors in the context that may impact how children use or process language. In this example, communicating with peers during a read aloud affords specific uses of language that are different from other settings. This context provides us with information about who will participate and the type of activity in which the participants will engage.

The **cognitive function** offers information on the cognitive demand of a particular activity. The cognitive function is a reminder to Michigan practitioners that multilingual children need access to the same level of thinking as their peers regardless of their language development level. In the example shown in the Michigan matrix, all multilingual children will be asked to apply their knowledge about asking questions regardless of individual linguistic abilities.

The E-ELD Standards Framework includes two **language domains**—receptive and expressive. These language domains, with their focus on oral language development, encompass the listening and speaking and overall meaning-making skills (e.g., gestures) multilingual children will need and use across all six standards. Oral language is central to both the teaching and learning of many early literacy skills, including concepts of print, phonological and phonemic awareness, vocabulary development, alphabet knowledge and writing (Dickinson, 2011; Dickinson, Golindoff, & Hirsh-Pasek, 2010; Dickinson, McCabe, & Sprague, 2003; Dickinson & Porche, 2011). In addition, a strong foundation in oral language skills is critical for learning to read and write well in the early elementary years (Resnick & Snow, 2009). In the Michigan example matrix, the domain being addressed is the expressive domain.

## Strands of Model Performance Indicators

A strand of MPIs consists of three language levels of early English language development for a given connection, topic, and language domain. In the example shown in the Michigan example matrix, you see how multilingual children at Level 1—Entering may repeat familiar phrases to ask questions during book reading, while multilingual children at Level 3—Developing may be able to name familiar phrases for asking questions independently. This is not to say that a multilingual child at the Entering level is not able to name them, but that he or she may be able to do so successfully with the help of adult models. Similarly, a multilingual child at Level 5—Bridging has enough language knowledge to retell questions during conversations with a peer. Here, the linguistic expectation for retelling questions is higher and more complex than naming.

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

Language functions describe how multilingual children will produce or process language within specific context for learning. In the Michigan example matrix, the MPI for Level 3—Developing, uses name as its language function. Name, in regards to asking questions, typically relates to interrogative words, nouns and verbs, and naming can be achieved through a phrase or short sentence. Language functions are related to but distinct from the cognitive complexity of a task. Multilingual children at all language levels can engage in higher-level thinking according to their developmental capacity. Instead, the language function refers to the linguistic features associated with it. The number and complexity of language functions used increases as language develops.

The second element of the MPI is the content stem. The content stem is derived from the example topic, which in turn, is derived from state ELS and Head Start Early Learning Outcomes Framework. The content stem denotes WIDA's view that early English language development should always be integrated with play-based content instruction and assessment through meaningful and authentic contexts. In the Michigan example matrix, the content stem is asking questions, or more specifically as implied from the context for learning, asking questions during book reading.

The third element of the MPI is the language support(s). It is always listed at the end of the MPI and illustrates the importance of scaffolding language development for multilingual children. Each MPI may contain more than one support and the supports may or may not change with increased language complexity. In the example provided in the Michigan example matrix, the supports include teacher model, home language and peer models. WIDA names three categories of language supports for multilingual children: sensory, graphic and interactive.

The **topic related language** provides examples of content-related words and expressions to which all children at that age level should be exposed, regardless of their language development level, because they are part of the content being learned. Although multilingual children may be at different points in their language development trajectory, when learning particular content, certain specific and technical developmentally appropriate language is essential for engaging in learning the ideas and concepts presented. Through the use of scaffolds and supports, multilingual children should have the opportunity to interact with that language.

## Customizing Strands for Your Local Context

The WIDA strands of MPIs are examples that illustrate differentiated language expectations related to content-area instruction within one language domain. Figure J shows the guiding questions practitioners may ask themselves when planning instruction for multilingual children. Figure K provides a blank template provided as an optional resource for practitioners to use as they plan for language development.

Figure J: Guiding Questions for the Components of the WIDA E-ELD Standards Matrix and Strands of MPIs

**AGES:**



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

**E-ELD STANDARD:**

**CONNECTION:** Which state early learning content standards form the basis of the related activity? What are the essential concepts and skills embedded in the content standards? What is the language associated with these age-appropriate concepts and skills?

**EXAMPLE CONTEXT FOR LANGUAGE USE:** What is the purpose of the activity? What roles or identities do the children assume and how do they interact? What register is required of the task?

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

Figure K: Template for Strands of MPIs

**AGES:**



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

**CONNECTION:**

**EXAMPLE CONTEXT FOR LANGUAGE USE:**

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

# Crosswalk Between Michigan Early Childhood Standards of Quality for Prekindergarten and WIDA Early English Language Development Standards

The graphic found at the end of this document, Figure N, illustrates the crosswalk between Michigan Early Childhood Standards of Quality for PreKindergarten and WIDA E-ELD Standards. This connection document can be used as a resource by policy makers, practitioners, specialists, educators and all stakeholders in all ECE settings in order to plan for and implement language support for their multilingual children.

In most Michigan early learning areas, WIDA E-ELD Standards connect directly with Michigan Early Childhood Standards of Quality for Prekindergarten, as seen in the Michigan Crosswalk graphic, Figure N. Michigan Early Childhood Standards of Quality for Prekindergarten directly connect with WIDA E-ELD standards in the following Domains: Language and Early Literacy Development, Mathematics, Science and Social Studies. In some instances, however, Michigan Early Childhood Standards of Quality for Prekindergarten has a Domain, which does not directly connect with any of the six WIDA E-ELD standards. In order to continually focus on language development in all Michigan Domains and learning areas, Complementary and Integrated Strands are also necessary to acknowledge and address other language-dependent aspects of standards based early learning and play.

**Complementary Strands** use the WIDA Standards Framework to represent critical areas of learning and language development outside of the six WIDA E-ELD Standards. The complementary strands illustrate how language development extends across all of Michigan Early Childhood Standards of Quality for Prekindergarten Domains. For example, in the Michigan Early Childhood Standards of Quality for Prekindergarten Creative Arts Domain, a complementary strand for the Language of Movement and Dance was created.

Here is a list of some sample complementary strands included in the Michigan Crosswalk.

**Figure L: List of Sample Complementary Strands**

Michigan Early Childhood Standards of Quality for Prekindergarten	WIDA ELD Standards	Example Topics
<p><b>The Creative Arts Domain; Early Learning</b>  <b>Expectation: Movement and Dance.</b> Children show how they feel, what they think, and what they are learning through movement and dance experiences; Emerging Indicator: Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement</p>	<p><b>Complementary Strand: The Language of Movement and Dance</b></p>	<p>Creative expression;            Movement and music;            Creative movement;            Body awareness</p>
<p><b>The Creative Arts Domain; Early Learning</b>  <b>Expectation: Dramatic Play.</b> Children show how they feel, what they think, and what they are learning through dramatic play; Emerging Indicator: Grow in the ability to pretend and to use objects as symbols for other things.</p>	<p><b>Complementary Strand: The Language of Dramatic Play</b></p>	<p>Pretend play; Role playing; Theater sense/            Theater elements;            Group cooperation/            Interactions; Creative expression; Interaction</p>

**Integrated Strands** provide a way for representing the WIDA E-ELD Standards in which age clusters, language domains, and standards are combined in different configurations. For example, in the Michigan Early Childhood Standards of Quality for Prekindergarten area of Technology Literacy-Early Learning and Technology, an Integrated Strand of Model Performance Indicators could be created by first integrating the Early Learning Expectation: *Communication and Collaboration: Children work together when using developmentally appropriate digital tools* with WIDA E-ELD Standard 1: The Language of Social and Emotional Development.

Here is a list of some sample Integrated Strands included in the Michigan Crosswalk.

**Figure M: List of Sample Integrated Strands**

Michigan Early Childhood Standards of Quality for Prekindergarten	WIDA ELD Standards	Example Topics
<p><b>The Technology Literacy-Early Learning and Technology Domain; Early Learning Expectation: Communication and Collaboration:</b> Children work together when using developmentally appropriate digital tools; Emerging Indicator: Respond to other children’s technology products vocally or within the technology tool</p>	<p><b>Integrated Strand: The Language of Social and Emotional Development:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for success in the content area of <b>Social and Emotional Development.</b></p>	<p>Technology/Computers; Group cooperation/ Interactions; Peer interactions</p>
<p><b>The Technology Literacy-Early Learning and Technology Domain; Early Learning Expectation: Critical Thinking, Problem Solving, and Decision Making:</b> Children can explain some ways that technology can be used to solve problems; Emerging Indicator: Talk, ask questions, solve problems and share ideas with peers and adults, when using computer and other technology tools</p>	<p><b>Integrated Strand: The Language of Social and Emotional Development:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for success in the content area of <b>Social and Emotional Development.</b></p>	<p>Technology/Computers; Questioning and communicating; Problem solving</p>

As noted earlier, we invite Michigan early childhood practitioners and specialists to plan for language development for their multilingual children in all areas of learning using the crosswalk between Michigan Early Childhood Standards of Quality for Prekindergarten and WIDA E-ELD Standards as an initial resource.

Figure N: Crosswalk Between Michigan Early Childhood Standards of Quality for Prekindergarten and WIDA E-ELD Standards

APPROACHES TO LEARNING				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary Strand	Example Topics
Approaches to Learning	1. Creativity-Imagination-Visualization. Children demonstrate a growing ability to use originality or vision when approaching learning; use imagination, show ability to visualize a solution or new concept.	Sub Domain: Habits of Mind		
		<ol style="list-style-type: none"> <li>1. Can be playful with peers and adults.</li> <li>2. Make connections with situations or events, people or stories.</li> <li>3. Create new images or express ideas.</li> <li>4. Propose or explore possibilities to suggest what an object or idea might be 'otherwise.'</li> <li>5. Expand current knowledge onto a new solution, new thinking or new concept.</li> <li>6. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.</li> <li>7. Grow in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ol>	<p><b>Complementary Strand: The Language of Approaches to Learning</b></p>	Group play; Dramatic play; Peer interactions; Make connections; Exploration; Imagination



APPROACHES TO LEARNING				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary Strand	Example Topics
Approaches to Learning	<p>2. Initiative-Engagement-Persistence-Attentiveness. Children demonstrate the quality of showing interest in learning; pursue learning independently.</p>	Sub Domain: Habits of Mind		
		<p>1. Initiate 'shared thinking' with peers and adults.</p> <p>2. Grow in abilities to persist in and complete a variety of tasks, activities, projects and experiences.</p> <p>3. Demonstrate increasing ability to set goals and to develop and follow through on plans.</p> <p>4. Show growing capacity to maintain concentration in spite of distractions and interruptions.</p> <p>5. Explore, experiment and ask questions freely.</p>	<p><b>Complementary Strand: The Language of Approaches to Learning</b></p>	<p>Persistence; Creative problem solving; Question/Comment; Exploration; Curiosity</p>
<p>3. Curiosity-Inquiry-Questioning-Tinkering-Risk Taking. Children demonstrate an interest and eagerness in seeking information (e.g., be able to see things from a different perspective, fiddling with something to figure it out or attempting a reasonable solution).</p>	<p>1. Express a 'sense of wonder.'</p> <p>2. Choose to take opportunities to explore, investigate or question in any domain.</p> <p>3. Re-conceptualize or re-design (block structures, shapes, art materials, digital images, simple graphs).</p>	<p>Creativity; Exploration; Creative problem solving</p>		

## APPROACHES TO LEARNING

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary Strand	Example Topics
Approaches to Learning	Sub Domain: Habits of Mind			
	<p>4. Resilience-Optimism-Confidence. Children demonstrate the capacity to cope with change, persist, move ahead with spirit, vitality and a growing belief in one's ability to realize a goal.</p>	<ol style="list-style-type: none"> <li>1. Manage reasonable frustration.</li> <li>2. Meet new and varied tasks with energy, creativity and interest.</li> <li>3. Explore and ask questions.</li> <li>4. Begin to organize projects or play; make and carryout plans.</li> <li>5. Use stories and literature to pretend, play, act or take on characters to help establish their situation or reality.</li> <li>6. Begin to set aside fear of failure when self-initiating new tasks.</li> </ol>	<p><b>Complementary Strand: The Language of Approaches to Learning</b></p>	<p>Self-control; Persistence; Dramatic play; creative expression</p>

APPROACHES TO LEARNING				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary Strand	Example Topics
Approaches to Learning	5. Reasoning-Problem Solving-Reflection. Children demonstrate a growing capacity to make meaning, using one's habits of mind to find a solution or figure something out.	Sub Domain: Habits of Mind		
		1. Begin to hypothesize or make inferences. 2. Show an increasing ability to ask questions appropriate to the circumstance. 3. Show an increasing ability to predict outcomes by checking out and evaluating their predictions. 4. Attempt a variety of ways of solving problems. 5. Demonstrate enjoyment in solving problems. 6. Gather information and learn new concepts through experimentation and discovery, making connections to what they already know. 7. Share through words or actions the acquisition of increasingly complex concepts. 8. Show an increasing ability to observe detail and attributes of objects, activities, and processes.	<b>Complementary Strand: The Language of Approaches to Learning</b>	Hypothesizing; Observation; Inquiry; Questioning and commenting; Making predictions; Creative problem solving

# APPROACHES TO LEARNING

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary Strand	Example Topics
Approaches to Learning	<p>6. Participation Cooperation- Play- Networking- Contribution. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all; join a community of learners in person and digitally as appropriate.</p>	<p style="text-align: center;">Sub Domain: Social Dispositions</p> <p><b>Complementary Strand: The Language of Approaches to Learning</b></p> <ol style="list-style-type: none"> <li>1. Learn from and through relationships and interactions.</li> <li>2. Show an increasing ability to initiate and sustain age-appropriate play and interactions with peers and adults.</li> <li>3. Begin to develop and practice the use of problem-solving and conflict resolution skills.</li> <li>4. Recognize respectfully the similarities and differences in people (gender, family, race, culture, language).</li> <li>5. Show an increasing capacity to consider or take into account another's perspective.</li> <li>6. Can join a community of learners in person and digitally as appropriate; enjoy mutual engagement.</li> <li>7. Contribute individual strengths, imagination or interests to a group.</li> <li>8. Successfully develop and keep friendships.</li> <li>9. Participate successfully as group members.</li> <li>10. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms and communities.</li> </ol>		<p>Relationships; Group cooperation/Interactions; Self-concept; Group play; Dramatic play; Peer interaction; Problem-solving; Conflict resolution; Similarities/Differences between self and others</p>

APPROACHES TO LEARNING				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary Strand	Example Topics
Approaches to Learning	7. Respect for Self and Others – Mental and Behavioral Health. Children exhibit a growing regard for one’s mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.	Sub Domain: Social Dispositions		
		<ol style="list-style-type: none"> <li>1. Show increasing respect for the rights of others.</li> <li>2. Extend offers (gestures, words) of help to peers or adults, to help them feel that they belong to the group.</li> <li>3. Cope with stress in a reasonable and age appropriate way. Grow in their capacity to avoid harming themselves, others, or things around them when expressing feelings, needs and opinions.</li> <li>4. Use positive communication and behaviors (do not mock, belittle, or exclude others).</li> <li>5. Resolve (or attempt to resolve) conflicts respectfully.</li> <li>6. Increasingly develop greater self-awareness; identify their own interests and strengths. Can be comfortable choosing to be alone.</li> <li>7. Demonstrate the ability to care. Can respond with sensitivity or sincerity, later empathy.</li> <li>8. Can resist and effectively respond to inappropriate peer pressure (as age appropriate).</li> <li>9. Demonstrate positive feelings about their own gender, family, race, culture and language.</li> </ol>	<p><b>Complementary Strand: The Language of Approaches to Learning</b></p>	Group cooperation; Interactions; Relationships; Self-Regulation; Expressing feelings and emotions; Group belonging; Safety

**APPROACHES TO LEARNING**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary Strand	Example Topics
Approaches to Learning	7. Respect for Self and Others – Mental and Behavioral Health. Children exhibit a growing regard for one’s mind and capacity to learn; demonstrate the capacity of consideration for others; show a growing capacity to self-regulate and demonstrate self-efficacy.	<p style="text-align: center;">Sub Domain: Social Dispositions</p> <p>10. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.</p> <p>11. Demonstrate a reasonable self-perception of confidence, can make choices and explain discoveries.</p>	<p><b>Complementary Strand: The Language of Approaches to Learning</b></p>	<p>Group cooperation; Interactions; Relationships; Self-Regulation; Expressing feelings and emotions; Group belonging; Safety</p>
	8. Responsibility-Ethical Actions. Children are becoming accountable or reliable for their actions to self and others.	<p>1. Contribute to the community (classroom, school, neighborhood) as age appropriate.</p> <p>2. Grow in understanding of the need for rules and boundaries in their learning and social environments.</p> <p>3. Show an increasing ability to follow simple, clear and consistent directions and rules.</p> <p>4. Begin to take action to fix their mistakes, solve problems with materials and resolve conflicts with others; do not blame others inappropriately.</p> <p>5. Take initiative to do something positive to contribute to their community (family, classroom, school, neighborhood) as age appropriate.</p>		<p>Group cooperation; Sense of community; Classroom routines; Rules; Making choices; Independence; Problem-solving; Conflict resolution</p>

APPROACHES TO LEARNING				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary Strand	Example Topics
Approaches to Learning	8. Responsibility-Ethical Actions. Children are becoming accountable or reliable for their actions to self and others.	<p>6. Increase understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.</p> <p>7. Use materials purposefully, safely and respectfully more of the time.</p> <p>8. Respect the property of others and that of the community.</p>	<p>Sub Domain: Social Dispositions</p> <p><b>Complementary Strand: The Language of Approaches to Learning</b></p>	Group cooperation; Sense of community; Classroom routines; Rules; Making choices; Independence; Problem-solving; Conflict resolution

**CREATIVE ARTS**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary Strands	Example Topics
Creative Arts	<p>1. Visual Arts. Children show how they feel, what they think, and what they are learning through experiences in the visual arts.</p>	<p>1. Use their own ideas to draw, paint, mold, and build with a variety of art materials (e.g., paint, clay, wood, materials from nature such as leaves).</p> <p>2. Begin to plan and carry out projects and activities with increasing persistence.</p> <p>3. Begin to show growing awareness and use of artistic elements (e.g., line, shape, color, texture, form).</p> <p>4. Create representations that contain increasing detail.</p>	<p><b>Complementary Strand: The Language of Visual Arts</b></p>	<p>Creative expression; Strategic thinking and planning; Persistence; Using art materials</p>
<p>2. Instrumental and Vocal Music. Children show how they feel, what they think, and what they are learning through listening, participating in, and creating instrumental and vocal music experiences.</p>	<p>1. Participate in musical activities (e.g., listening, singing, finger plays, singing games, and simple performances) with others.</p> <p>2. Begin to understand that music comes in a variety of musical styles.</p> <p>3. Begin to understand and demonstrate the components of music (e.g., tone, pitch, beat, rhythm, melody).</p> <p>4. Become more familiar with and experiment with a variety of musical instruments.</p>	<p><b>Complementary Strand: The Language of Instrumental and Vocal Music</b></p>	<p>Musical exploration; Participation; Group cooperation/Interactions; Instruments; Creativity</p>	



CREATIVE ARTS				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary Strands	Example Topics
Creative Arts	3. Movement and Dance. Children show how they feel, what they think, and what they are learning through movement and dance experiences.	<ol style="list-style-type: none"> <li>1. Can respond to selected varieties of music, literature, or vocal tones to express their feelings and ideas through creative movement.</li> <li>2. Begin to show awareness of contrast through use of dance elements (e.g., time: fast/slow; space: high/middle/low; energy: hard/soft).</li> <li>3. Begin to identify and create movement in place and through space.</li> </ol>	<b>Complementary Strand: The Language of Movement and Dance</b>	Creative expression; Movement and music; Creative movement; Body awareness
	4. Dramatic Play. Children show how they feel, what they think, and what they are learning through dramatic play.	<ol style="list-style-type: none"> <li>1. Grow in the ability to pretend and to use objects as symbols for other things.</li> <li>2. Use dramatic play to represent concepts, understand adult roles, characters, and feelings.</li> <li>3. Begin to understand components of dramatic play (e.g., setting, prop, costume, voice).</li> <li>4. Contribute ideas and offer suggestions to build the dramatic play theme.</li> <li>5. Begin to differentiate between fantasy and reality.</li> </ol>	<b>Complementary Strand: The Language of Dramatic Play</b>	Pretend play; Role playing; Theater sense/ Theater elements; Group cooperation/ Interactions; Creative expression; Interaction

**CREATIVE ARTS**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary Strands	Example Topics
Creative Arts	5. Aesthetic Appreciation. Children develop rich and rewarding aesthetic lives.	<ol style="list-style-type: none"> <li>1. Develop healthy self-concepts through creative arts experiences.</li> <li>2. Show eagerness and pleasure when approaching learning through the creative arts.</li> <li>3. Show growing satisfaction with their own creative work and growing respect for the creative work of others.</li> <li>4. Can use alternative forms of art to express themselves depending on the avenues available to them (e.g., through the visual arts, if hearing impaired; through listening to music, if physically impaired).</li> <li>5. Are comfortable sharing their ideas and work with others.</li> <li>6. Use the creative arts to express their view of the world.</li> <li>7. Begin to develop their own preferences for stories, poems, illustrations, forms of music, and other works of art.</li> <li>8. Begin to appreciate their artistic heritage and that of other cultures.</li> <li>9. Can talk about their creations with peers and adults.</li> <li>10. Begin to develop creative arts vocabulary.</li> </ol>	<p><b>WIDA E-ELD Standards: Complementary Strands</b></p> <p><b>Complementary Strand: The Language of Aesthetic Appreciation</b></p>	<p>Self-concept; Creative expression; Interaction; Communicating ideas; Attentiveness; Creating art projects</p>

LANGUAGE AND EARLY LITERACY DEVELOPMENT				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy	Example Topics
Language and Early Literacy Development	1. Emergent Reading: Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.	<p><b>A. In comprehension strategies:</b></p> <ol style="list-style-type: none"> <li>1. Retell a few important events and ideas they have heard from written materials (e.g., in stories and in books about things and events).</li> <li>2. Enlarge their vocabularies both with words from conversation and instructional materials and activities.</li> <li>3. Use different strategies for understanding written materials (e.g., making predictions using what they already know, using the structure of texts, linking themselves and their experiences to the written materials, asking relevant questions).</li> <li>4. Demonstrate reading-like behaviors with familiar written materials [i.e., moving from labeling pictures to creating connected stories using book language (e.g., "Once upon a time ..."); using patterns and vocabulary that occur in printed material to making use of printed text (e.g., trying out what one is learning about words and sounds)].</li> <li>5. Talk about preferences for favorite authors, kinds of books, and topics and question the content and author's choices (critical literacy).</li> </ol>	<p><b>The Language of Early Language Development and Literacy:</b> Dual 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></p>	Retelling stories; Story elements; Vocabulary knowledge and uses of language; Concepts of print; Environmental print; Writing process

**LANGUAGE AND EARLY LITERACY DEVELOPMENT**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy	Example Topics
Language and Early Literacy Development	<p>1. Emergent Reading: Children begin to understand written language read to them from a variety of meaningful materials, use reading-like behaviors, and make progress towards becoming conventional readers.</p>	<p><b>B. In print and alphabetic knowledge:</b></p> <ol style="list-style-type: none"> <li>1. Show progress in identifying and associating letters with their names and sounds.</li> <li>2. Recognize a few personally meaningful words including their own name, "mom," "dad," signs, and other print in their environment.</li> <li>3. Participate in play activities with sounds (e.g., rhyming games, finger plays).</li> </ol> <p><b>C. In concepts about reading:</b></p> <ol style="list-style-type: none"> <li>1. Understand that ideas can be written and then read by others.</li> <li>2. Understand print and book handling concepts including directionality, title, etc.</li> <li>3. Understand that people read for many purposes (e.g., enjoyment, information, to understand directions).</li> <li>4. Understand that printed materials have various forms and functions (e.g., signs, labels, notes, letters, types).</li> <li>5. Develop an understanding of the roles of authors and illustrators.</li> </ol>	<p><b>The Language of Early Language Development and Literacy:</b> Dual 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></p>	<p>Retelling stories; Story elements; Vocabulary knowledge and uses of language; Concepts of print; Environmental print; Writing process</p>

LANGUAGE AND EARLY LITERACY DEVELOPMENT				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy	Example Topics
Language and Early Literacy Development	2. Writing Skills. Children begin to develop writing skills to communicate and express themselves effectively for a variety of purposes.	1. Begin to understand that their ideas can be written and then read by themselves or others.	<p><b>The Language of Early Language Development and Literacy:</b> Dual 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></p>	<p>Writing process and tools; Communicating ideas; Phonological and phonemic awareness</p>
		2. Use a variety of forms of early writing (e.g., scribbling, drawing, use of letter strings, copied environmental print) and move toward the beginning of phonetic and/or conventional spelling.		
		3. Begin to develop an understanding of purposes for writing (e.g., lists, directions, stories, invitations, labels).		
		4. Represent their own or imaginary experiences through writing (with/without illustrations).		
		5. Begin to write familiar words such as their own name.		
		6. Attempt to read or pretend to read what they have written to friends, family members, and others.		
		7. Show beginnings of a sense of the need to look over and modify their writings and drawings (e.g., adding to picture or writing).		
		8. Develop greater control over the physical skills needed to write letters and numbers.		

**LANGUAGE AND EARLY LITERACY DEVELOPMENT**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy	Example Topics
Language and Early Literacy Development	<p>3. Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others.</p>	<ol style="list-style-type: none"> <li>1. Use spoken language for a variety of purposes (e.g., to express feelings, to ask questions, to talk about their experiences, to ask for what they need, to respond to others).</li> <li>2. Show increasing comfort and confidence when speaking.</li> <li>3. Experiment and play with sounds (e.g., rhyming, alliteration, playing with sounds, and other aspects of phonological awareness).</li> <li>4. Continue to develop vocabulary by using words learned from stories and other sources in conversations.</li> <li>5. Speak in increasingly more complex combinations of words and in sentences.</li> <li>6. Understand the roles of the participants in conversation (e.g., taking turns in conversation and relating their own comments to what is being talked about; asking relevant questions).</li> <li>7. Take part in different kinds of roles as a speaker (e.g., part of a group discussion, role playing, fantasy play, storytelling and retelling).</li> <li>8. Use nonverbal expressions and gestures to match and reinforce spoken expression.</li> </ol>	<p><b>The Language of Early Language Development and Literacy:</b> Dual 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></p>	<p>Uses of language; Self-concept; Phonological/phonemic awareness; Communicating ideas</p>

**LANGUAGE AND EARLY LITERACY DEVELOPMENT**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy	Example Topics
Language and Early Literacy Development	<p>3. Spoken Language: Expressive. Children develop abilities to express themselves clearly and communicate ideas to others.</p> <p>4. Spoken Language: Receptive. Children grow in their capacity to use effective listening skills and understand what is said to them.</p>	<p>9. Show progress in speaking both their home language and English (if non-English-speaking children).</p> <p>10. If appropriate, show progress in learning alternative communication strategies such as sign language.</p> <p>1. Gain information from listening (e.g., to conversations, stories, songs, poems).</p> <p>2. Show progress in listening to and following spoken directions.</p> <p>3. Show progress in listening attentively, avoiding interrupting others, learning to be respectful.</p> <p>4. Respond with understanding to speech directed at them.</p> <p>5. Understand the concept and role of an audience (e.g., being part of an audience, being quiet, being considerate, looking at the speaker).</p> <p>6. Understand and respond appropriately to non-verbal expressions and gestures.</p> <p>7. Show progress in listening to and understanding both their home language and English (if non-English-speaking children).</p>	<p><b>The Language of Early Language Development and Literacy:</b> Dual 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></p>	<p>Uses of language; Self-concept; Phonological/phonemic awareness; Communicating ideas</p> <p>Understanding/Following oral directions; Attentiveness; Social language rules awareness; Understand/respond to non-verbal language</p>

**LANGUAGE AND EARLY LITERACY DEVELOPMENT**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy	Example Topics
Language and Early Literacy Development	<p>5. Viewing Images and Other Media Materials. Children begin to develop strategies that assist them in viewing a variety of images and multimedia materials effectively and critically.</p>	<ol style="list-style-type: none"> <li>1. View images and other media materials for a variety of purposes (e.g., to gain information, for pleasure, to add to their understanding of written materials, for visual cues or creative purposes).</li> <li>2. Use different strategies for understanding various media (e.g., making predictions using what they already know, using the structure of the image or media, linking themselves and their experiences to the content, asking relevant questions).</li> <li>3. Begin to compare information across sources and discriminate between fantasy and reality.</li> </ol>	<p><b>The Language of Early Language Development and Literacy:</b> Dual 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></p>	<p>Use of media materials; Awareness of media materials purposes; Compare and contrast information sources</p>
6. Positive Attitudes about Literacy. Children develop positive attitudes about themselves as literate beings – as readers, writers, speakers, viewers, and listeners.	<ol style="list-style-type: none"> <li>1. Choose to read, write, listen, speak, and view for enjoyment and information, and to expand their curiosity.</li> <li>2. Demonstrate emotion from literacy experiences (e.g. laughter, concern, curiosity).</li> <li>3. Make connections with situations or events, people or stories.</li> <li>4. Approach tasks and activities with increased flexibility, imagination, inventiveness, and confidence.</li> <li>5. Show growth in eagerness to learn about and discuss a growing range of topics, ideas, and tasks.</li> </ol>	<p>Literature awareness; Curiosity; Inquiry; Emotions/ Feelings; Making connections; Initiative; Communicating ideas</p>		



LANGUAGE AND EARLY LITERACY DEVELOPMENT				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy	Example Topics
Language and Early Literacy Development	7. Diversity of Communication. Children begin to understand that communication is diverse and that people communicate in a variety of ways.	1. Understand that some people communicate in different languages and other forms of English.	<p><b>The Language of Early Language Development and Literacy:</b> Dual 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></p>	Communicating ideas; Alternate communication awareness
		2. Become aware of the value of the language used in their homes.		
		3. Become aware of alternate and various forms of communication (e.g., Braille, sign language, lip reading, digital communication tablets).		
		4. Begin to understand the value and enjoyment of being able to communicate in more than one language or form of communication.		

DUAL LANGUAGE LEARNING				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary and Integrated Strands	Example Topics
Dual Language Learning	<p>1. Receptive English Language Skills. Children demonstrate an increasing ability to comprehend or understand the English language at an appropriate developmental level.</p> <p>2. Expressive English Language Skills. Children demonstrate an increasing ability to speak or use English at an appropriate developmental level.</p>	<p>1. Observe peers and adults with increasing attention to understand language and intent.</p> <p>2. Respond with non-verbal actions and basic English words or phrases to communicate.</p> <p>3. Demonstrate increased understanding of simple words and phrases used in daily routines or content studies.</p> <p>4. Increase understanding of multiple meanings of words.</p> <p>5. Exhibit a growing vocabulary of basic and high-frequency words.</p> <p>6. Demonstrate a beginning of phonological awareness and phonics.</p>	<p><b>Integrated Strand: The Language of Early Language Development and Literacy:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Early Language and Literacy</b></p>	<p>Understand language uses; Use of non-verbal language to communicate; Communicating ideas</p> <p>Communicating ideas/needs; Interaction; Understanding language use</p>
		<p>1. Express basic needs using common words or phrases in English.</p> <p>2. Participate with peers and adults in simple exchanges in English.</p> <p>3. As age appropriate, attempt to use longer sentences or phrases in English.</p> <p>4. Continue to use and build home language as needed to build understanding of words and concepts in second language.</p>		

DUAL LANGUAGE LEARNING				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary and Integrated Strands	Example Topics
Dual Language Learning	3. Engagement in English Literacy Activities. Children demonstrate increased understanding and response to books, storytelling, and songs presented in English and increased participation in English literacy activities.	<ol style="list-style-type: none"> <li>1. Demonstrate increasing attention to stories and book reading.</li> <li>2. Name or recall characters in stories.</li> <li>3. Use both verbal and nonverbal methods to demonstrate understanding as early literacy skills also increase.</li> <li>4. Begin to talk about books, stories, make predictions or take a guess about the book.</li> </ol>	<p><b>Integrated Strand: The Language of Early Language Development and Literacy:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Early Language and Literacy</b></p>	<p>Attentiveness; Story sense/ Story elements; Recalling; Making predictions</p>
	4. Engagement in Writing. Children demonstrate an increasing ability to write words or engage in early stages of writing in English.	<p><b>Alphabet:</b></p> <ol style="list-style-type: none"> <li>1. Engage in early drawing or emergent writing attempts.</li> <li>2. Copy letters of the English alphabet as age appropriate.</li> </ol> <p><b>Words:</b></p> <ol style="list-style-type: none"> <li>3. Write or copying important words (name, friends, and family).</li> <li>4. Write name using a capital letter at the beginning.</li> </ol>		

DUAL LANGUAGE LEARNING				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary and Integrated Strands	Example Topics
Dual Language Learning	4. Engagement in Writing. Children demonstrate an increasing ability to write words or engage in early stages of writing in English.	<p>5. Copy words or labels from integrated learning (math, science, arts) experiences.</p> <p>6. Use drawing and emergent writing together.</p>	<p><b>Integrated Strand: The Language of Early Language Development and Literacy:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Early Language and Literacy</b></p> <p><b>Integrated Strand: The Language of Social and Emotional:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for success in the content area of <b>Social and Emotional</b></p>	Alphabet knowledge; Writing process
	5. Children interact with peers in play, classroom and social situations using English with increasing ability and comfort; use first language when appropriate and share home culture.	<p>1. Demonstrate and also accept positive verbal and non-verbal interactions from peers.</p> <p><i>In English:</i></p> <p>2. Engage with the teacher and others in a positive manner.</p> <p>3. Communicate emotions appropriately and beginning to label feelings.</p> <p>4. Show both verbal and non-verbal attempts to participate with peers.</p> <p><i>In the First Language:</i></p> <p>5. Write, draw, and talk about family and cultural traditions (songs, food, celebrations, etc.)</p> <p>6. Demonstrate pride and recognition of first language.</p> <p>7. Build skills in first language.</p>		
				N/A

**TECHNOLOGY LITERACY-EARLY LEARNING AND TECHNOLOGY**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary and Integrated Strands	Example Topics
<p>Technology Literacy-Early Learning and Technology</p>	<p>1. Creativity and Innovation. Children use a variety of developmentally appropriate digital tools to learn and create.</p>	<p>1. Can describe and creatively use a variety of technological tools independently or with peer or adult help.</p> <p>2. Understand that technology tools can be used throughout the day.</p> <p>3. Understand that different technology tools have different uses, including communicating feelings and ideas.</p>	<p><b>Complementary Strand: The Language of Creativity and Innovation</b></p>	<p>Technology/Computers</p>
	<p>2. Communication and Collaboration. Children work together when using developmentally appropriate digital tools.</p>	<p>1. Respond to other children’s technology products vocally or within the technology tool.</p> <p>2. Work with one or more children to plan and create a product with a technology tool.</p>	<p><b>Integrated Strand: The Language of Social and Emotional Development:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for success in the content area of <b>Social and Emotional Development</b></p>	<p>Technology/Computers; Group cooperation/ Interactions; Peer interactions</p>
	<p>3. Research and Information Literacy. With adult support and supervision, children interact with developmentally appropriate internet based resources. With adult support, children use developmentally appropriate digital resources to locate and use information relating to a topic under study.</p>	<p>1. Begin to be able to navigate developmentally appropriate websites.</p> <p>2. Understand that the internet can be used to locate information as well as for entertainment.</p> <p>3. Respond to information found on the internet in developmentally appropriate ways (e.g., tell what they learned, draw a picture, use the information to accomplish a task).</p>	<p><b>Complementary Strand: The Language of Research and Information Literacy</b></p>	<p>Technology/Computers</p>

**TECHNOLOGY LITERACY-EARLY LEARNING AND TECHNOLOGY**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary and Integrated Strands	Example Topics
Technology Literacy-Early Learning and Technology	<p>4. Critical Thinking, Problem Solving, and Decision Making: Children can explain some ways that technology can be used to solve problems.</p> <p>5. Digital Citizenship. Children begin to understand how technology can be used appropriately or inappropriately.</p>	<p>1. Talk, ask questions, solve problems and share ideas with peers and adults, when using computer and other technology tools.</p> <p>2. When faced with a problem, suggest the use of technology tool to solve the problem (e.g., take a picture of a block creation to show parents, find out the size of a dinosaur).</p> <p>1. Begin to state and follow rules for safe use of the computer and other technology tools.</p> <p>2. Begin to understand how technology can be used inappropriately (e.g., using another's cell phone without permission, using internet without supervision).</p> <p>3. Identify the Michigan Cyber Safety Initiative's three rules (Keep Safe, Keep Away, Keep Telling).</p> <p>4. Identify personal information that should not be shared on the internet or the phone (e.g., name, address, phone).</p> <p>5. Know to use the computer only when an adult is supervising and to inform a trusted adult if anything on the internet creates discomfort.</p>	<p><b>Integrated Strand: The Language of Social and Emotional Development:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for success in the content area of <b>Social and Emotional Development</b></p> <p><b>Complementary Strand: The Language of Digital Citizenship</b></p>	<p>Technology/Computers; Questioning and communicating; Problem solving</p> <p>Technology/Computers; Safety</p>

**TECHNOLOGY LITERACY-EARLY LEARNING AND TECHNOLOGY**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary and Integrated Strands	Example Topics
Technology Literacy-Early Learning and Technology	6. Technology Operations and Concepts. Children begin to learn to use and talk about technology tools appropriately.	<ol style="list-style-type: none"> <li>1. Can follow simple directions to use common technology tools.</li> <li>2. Recognize and name major parts of a computer and other devices.</li> <li>3. Understand the need for and demonstrate basic care for technology equipment.</li> <li>4. Use adaptive devices to operate a software program as necessary.</li> </ol>	Complementary Strand: The Language of Technology Operations and Concepts	Technology/Computers

**SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND DEVELOPMENT**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary and Integrated Strands	Example Topics
Social, Emotional and Physical Health Development	<p>1. Understanding of Self. Children develop and exhibit a healthy sense of self.</p> <p>2. Expressing Emotions. Children show increasing ability to regulate how they express their emotion.</p>	<p>1. Show and emerging sense of self-awareness.</p> <p>2. Continue to develop personal preferences.</p> <p>3. Demonstrate growing confidence in expressing their feelings, needs and opinions.</p> <p>4. Become increasingly more independent.</p> <p>5. Recognize and have positive feelings about their own gender, family, race, culture and language.</p> <p>6. Identify a variety of feelings and moods (in themselves and others).</p>	<p><b>Integrated Strand: The Language of Social and Emotional Development:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for success in the content area of <b>Social and Emotional Development</b></p>	<p>Self-concept; Self-help/Independence; Feelings/Emotions</p> <p>Feelings/Emotions; Classroom routines/Rules; Independence; Self-regulation</p>
		<p>1. Grow in their capacity to avoid harming themselves, others or things around them when expressing feelings, needs and opinions.</p> <p>2. Grow in their ability to follow simple, clear, and consistent directions and rules.</p> <p>3. Use materials purposefully, safely, and respectfully more and more of the time.</p> <p>4. Begin to know when and how to seek help from an adult or peer.</p>		



**SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND DEVELOPMENT**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary and Integrated Strands	Example Topics
Social, Emotional and Physical Health Development	2. Expressing Emotions. Children show increasing ability to regulate how they express their emotion.	<p style="text-align: center;">Sub Domain: Social and Emotional Development and Health</p> <p>5. Manage transitions and follow routines most of the time.</p> <p>6. Can adapt to different environments.</p>	<p><b>Integrated Strand: The Language of Social and Emotional Development:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for success in the content area of <b>Social and Emotional Development</b></p>	Feelings/Emotions; Classroom routines/Rules; Independence; Self-regulation
	3. Relationships with Others. Children develop healthy relationships with other children and adults.	<p>1. Increase their ability to initiate and sustain age-appropriate interactions with peers and adults.</p> <p>2. Begin to develop and practice the use of problem-solving and conflict resolution skills.</p> <p>3. Recognize similarities and differences in people (gender, family, race, culture, language).</p> <p>4. Increase their capacity to take another's perspective.</p> <p>5. Show increasing respect for the rights of others.</p> <p>6. Show progress in developing and keeping friendships.</p> <p>7. Participate successfully as a group member.</p> <p>8. Demonstrate an increasing sense of belonging and awareness of their role as a member of a family, classroom, and community.</p>	<p><b>Integrated Strand: The Language of Social Studies:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for success in the content area of <b>Social Studies</b></p>	<p>Adult relationships/ Interactions</p> <p>Problem solving; Creative solutions; Peer interactions</p> <p>Similarities/Differences between self and others</p> <p>Peer interactions; Similarities/ Differences between self and others; Group cooperation/ Interactions; Classroom routines/Rules</p>

**SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND DEVELOPMENT**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary and Integrated Strands	Example Topics
Social, Emotional and Physical Health Development	Sub Domain: Physical Development			
	4. Body Control and Activity. Children increase their ability to understand and control their bodies and learn that regular physical activity can enhance their overall physical, social, and mental health.	1. Begin to recognize and learn the names of body parts.	<p><b>Integrated Strand: The Language of Physical Development:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for success in the content area of <b>Physical Development</b></p>	Body awareness; Movement; Self-concept; Exercise and fitness; Physical games
		2. Begin to understand spatial awareness for themselves, others, and their environment.		
		3. Participate actively and on a regular basis, in games, outdoor play, and other forms of vigorous exercise that enhance physical fitness.		
		4. Increasingly develops greater self-awareness; identifies his or her own interest and strengths.		
5. Gross Motor Development. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.	1. Begin or continue to develop traveling movements such as walking, climbing, running, jumping, hopping, skipping, marching, and galloping.			

**SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND DEVELOPMENT**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary and Integrated Strands	Example Topics	
Social, Emotional and Physical Health Development	Sub Domain: Physical Development				
	<p>5. Gross Motor Development. Children experience growth in gross motor development and use large muscles to improve a variety of gross motor skills in a variety of both structured and unstructured and planned and spontaneous settings.</p>	<p>2. Show their ability to use different body parts in a rhythmic pattern.</p> <p>3. Show increasing abilities to coordinate movements (e.g., throwing, catching, kicking, bouncing balls, using the slide and swing) in order to build strength, flexibility, balance, and stamina.</p> <p>4. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries (e.g., riding a tricycle or bike, using their bodies in helpful vs. hurtful ways, being a 'leader' in a game).</p>	<p><b>Integrated Strand: The Language of Physical Development:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for success in the content area of <b>Physical Development</b></p>		<p>Body awareness; Movement; Self-concept; Exercise and fitness; Physical games</p>
	<p>6. Fine Motor Development. Children experience growth in fine motor development and use small muscles to improve a variety of fine motor skills both in structured and unstructured settings.</p>	<p>1. Develop and refine motor control and coordination, eye-hand coordination, finger/thumb and whole-hand strength coordination and endurance using a variety of age-appropriate tools (e.g., scissors, pencils, markers, crayons, blocks, putting together puzzles, using a variety of technology).</p> <p>2. Use fine motor skills they are learning in daily activities (e.g., dressing themselves).</p>			<p>Movement</p>

**SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND DEVELOPMENT**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary and Integrated Strands	Example Topics
Social, Emotional and Physical Health Development	7. Positive Activity. Children participate in activities that encourage self-motivation, emphasize cooperation, and minimize competition.	<p style="text-align: center;">Sub Domain: Physical Development</p> <ol style="list-style-type: none"> <li>1. Learn to cooperate with others through games and other activities and actions that show a growing knowledge of the rights of others.</li> <li>2. Take pride in their own abilities and increase self-motivation.</li> <li>3. Begin to develop an appreciation and respect for the varying physical abilities and capabilities of others.</li> <li>4. Demonstrate increasing ability to be together with others, in play or intellectual learning opportunities and/or making positive efforts for the good of all.</li> </ol>	<p><b>Integrated Strand: The Language of Physical Development:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for success in the content area of <b>Physical Development</b></p>	Physical games; Group cooperation/Interactions; Peer interactions
		8. Healthy Eating. Children become aware of and begin to develop nutritional habits that contribute to good health.	<p style="text-align: center;">Sub Domain: Health, Safety and Nutrition</p> <ol style="list-style-type: none"> <li>1. Grow in their understanding of the importance of eating nutritious meals and snacks at regular intervals, and how this relates to good health.</li> <li>2. Begin to listen to body signals of hunger and fullness, learn to choose how much to eat at meals and snacks, and are able to convey their needs for food to adults.</li> <li>3. Use age/developmentally-appropriate eating utensils safely and correctly.</li> </ol>	<p><b>Complementary Strand: The Language of Health, Safety and Nutrition</b></p>

**SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND DEVELOPMENT**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary and Integrated Strands	Example Topics
Social, Emotional and Physical Health Development	8. Healthy Eating. Children become aware of and begin to develop nutritional habits that contribute to good health.	4. Become aware of foods that cause allergic reactions for some children and/or dietary needs or restrictions.	Sub Domain: Health, Safety and Nutrition  <b>Complementary Strand: The Language of Health, Safety and Nutrition</b>	Nutrition; Body awareness; Movement; Personal safety; Emergencies; Self-care
	9. Healthy Choices. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.	1. Show growing independence in keeping themselves clean, personal care when eating, dressing, washing hands, brushing teeth, use of tissues for nose-blowing (and their disposal), and toileting.  2. Grow in understanding of the importance of good health and its relationship to physical activity.  3. Talk about ways to prevent spreading germs and diseases to other people.  4. Develop an understanding of basic oral hygiene.  5. Begin to be able to recognize activities that contribute to the spread of communicable diseases (e.g. sharing of cups, eating utensils, hats, clothing, foods).  6. Can begin to recognize some symptoms of disease or health issues (e.g., a sore throat is not a "sore neck") and common instruments used in diagnosing disease (e.g., thermometer, x-ray machines).		Health and hygiene; Personal safety; Body awareness

**SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND DEVELOPMENT**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary and Integrated Strands	Example Topics	
Social, Emotional and Physical Health Development	9. Healthy Choices. Children begin to have knowledge about and make age-appropriate healthy choices in daily life.	7. Begin to become aware of activities, substances, and situations that may pose potential hazards to health [e.g. smoking, poisonous materials, edible, non-edible items (e.g., plants/berries), medications (appropriate use of)].	Sub Domain: Health, Safety and Nutrition  <b>Complementary Strand: The Language of Health, Safety and Nutrition</b>	Health and hygiene; Personal safety; Body awareness	
	10. Personal Safety. Children recognize that they have a role in preventing accidents or potential emergencies.	1. Begin to learn appropriate safety procedures (e.g, in the home, at school, as a pedestrian, outdoors, on the playground, with vehicles, with bicycles, around bodies of water).		2. Identify persons to whom they can turn for help in an emergency situation.	Emergencies; Personal safety; Following Directions; Understanding/following rules
		3. Begin to know important facts about themselves (e.g., address, phone number, parent’s name).  4. Become aware of issues relative to personal safety (e.g., inappropriate touching, good and bad secrets, learning how to say ‘No’ to inappropriate touching by any other person, recognizing when to tell an adult about an uncomfortable situation).			

**SOCIAL, EMOTIONAL AND PHYSICAL HEALTH AND DEVELOPMENT**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standards: Complementary and Integrated Strands	Example Topics
Social, Emotional and Physical Health Development	10. Personal Safety. Children recognize that they have a role in preventing accidents or potential emergencies.	<p>5. Begin to learn the correct procedure for self-protection in emergency situations (e.g., tornadoes, fire, storms, gun fire, chemical spills, avoidance of other's blood and vomit).</p> <p>6. Begin to try new activities with 'just manageable' risk (e.g., riding a tricycle, climbing safely, jumping, exploring).</p> <p>7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.</p>	<p>Sub Domain: Health, Safety and Nutrition</p> <p><b>Complementary Strand: The Language of Health, Safety and Nutrition</b></p>	Emergencies; Personal safety; Following Directions; Understanding/following rules

**EARLY LEARNING IN MATH**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 3: The Language of Mathematics	Example Topics
Early Learning in Math	<p>1. Math Practices: Children begin to develop processes and strategies for solving mathematical problems.</p>	<p>1. Try to solve problems in their daily lives using mathematics (e.g., how many napkins are needed).</p> <p>2. Generate new problems from every day mathematical situations and use current knowledge and experience to solve them (e.g., distribute crackers).</p> <p>3. Begin to develop and use various approaches to problem solving based upon their trial and error experiences.</p> <p>4. Begin to talk about the processes and procedures they used to solve concrete and simple mathematical situations.</p> <p>5. Begin to generate problems that involve predicting, collecting, and analyzing information and using simple estimation.</p>	<p><b>The Language of Mathematics:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b></p>	<p>Number sense; Computation; Problem solving</p>



EARLY LEARNING IN MATH				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 3: The Language of Mathematics	Example Topics
Early Learning in Math	2. Mathematical Literacy. Children begin to use the language of mathematics by applying emerging skills in representing, discussing, reading, writing, and listening (e.g., by translating a problem or activity into a new form; a picture, diagram, model, symbol, or words).	<ol style="list-style-type: none"> <li>1. Participate regularly in informal conversations about mathematical concepts and number relationships.</li> <li>2. Begin to record their work with numbers in a variety of simple concrete and pictorial formats, moving toward some use of number and other mathematical symbols.</li> <li>3. Begin to use symbols to represent real objects and quantities.</li> <li>4. Make progress from matching and recognizing number symbols to reading and writing numerals.</li> <li>5. Talk about their own mathematical explorations and discoveries using simple mathematical language and quantity-related words.</li> <li>6. Begin to recognize that information comes in many forms and can be organized and displayed in different ways.</li> <li>7. Begin to describe comparative relationships (e.g., more/less/same number of objects or quantities).</li> </ol>	<p><b>The Language of Mathematics:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b></p>	<p>Communicating ideas; Questioning and commenting; Number sense, Numeral recognition; Graphic representation; Making comparisons</p>

## EARLY LEARNING IN MATH

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 3: The Language of Mathematics	Example Topics
Early Learning in Math	<p>3. Classification and Patterns. Children begin to develop skills of recognizing, comparing and classifying objects, relationships, events and patterns in their environment and in everyday life.</p> <p>4. Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment.</p>	<p>1. Recognize, describe, copy, extend, and create simple patterns with real objects and through pictures.</p> <p>2. Identify patterns in their environment.</p> <p>3. Investigate patterns and describe relationships.</p> <p>4. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).</p> <p>1. Develop an increasing interest and awareness of numbers and counting as a means for determining quantity and solving problems.</p> <p>2. Match, build, compare, and label amounts of objects and events (e.g., birthdays in the week) in their daily lives.</p> <p>3. Make progress in moving beyond rote counting to an understanding of conceptual counting (e.g., one-to-one correspondence).</p> <p>4. Recognize and match number symbols for small amounts with the appropriate amounts (e.g., subitizing).</p> <p>5. Show progress in linking number concepts, vocabulary, quantities and written numerals in meaningful ways.</p>	<p><b>The Language of Mathematics:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b></p>	<p>Geometric shapes; Sorting; Communicating ideas</p> <p>Number sense; Numeral recognition; Making comparisons; Graphic representation; Data collection/analysis</p>

EARLY LEARNING IN MATH				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 3: The Language of Mathematics	Example Topics
Early Learning in Math	4. Counting and Cardinality. Children extend their understanding of numbers and their relationship to one another and things in the environment.	<p>6. Show growth in understanding that number words and numerals represent quantities.</p> <p>7. Use cardinal (e.g., one, two) and ordinal (e.g., first, second) numbers in daily home and classroom life.</p> <p>8. Understand how numbers can be used to label various aspects of their lives (e.g., house number, phone number, ages of classmates).</p> <p>9. Develop an increasing ability to count in sequence up to ten and beyond, typically referred to as “counting on.”</p>	<p><b>The Language of Mathematics:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b></p>	<p>Number sense; Numeral recognition; Making comparisons; Graphic representation; Data collection/analysis</p>
	5. Simple Operations and Beginning Algebraic Thinking. Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.	<p>1. Begin to develop the ability to solve problems involving joining, separating, combining, and comparing amounts when using small quantities of concrete materials.</p> <p>2. Can generate problems that involve predicting, collecting, and analyzing information.</p> <p>3. Use simple estimation to make better guesses.</p> <p>4. Identify likenesses and differences.</p> <p>5. Can place objects or events in order, according to a given criterion (e.g., color, shape, size, time).</p>		

**EARLY LEARNING IN MATH**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 3: The Language of Mathematics	Example Topics
Early Learning in Math	<p>5. Simple Operations and Beginning Algebraic Thinking. Children begin to develop skills of sorting and organizing information, seeing patterns, and using information to make predictions and solve new problems.</p> <p>6. Measuring. Children explore and discover simple ways to measure.</p>	<p>6. Recognize that the same group can be sorted and classified in more than one way and describe why they would group or sequence in a particular way.</p> <p>7. Begin to understand that simple concrete and representational graphs are ways of collecting, organizing, recording, and describing information.</p>	<p><b>The Language of Mathematics:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b></p>	<p>Problem solving; Computation; Classification/Sorting; Graphic representation</p>
		<p>1. Show awareness that things in their environment can be measured.</p> <p>2. Begin to understand concepts of weight.</p> <p>3. Show an awareness of the concept of time, beginning with the recognition of time as a sequence of events and how time plays a role in their daily life (e.g., breakfast, snack, lunch, dinner).</p> <p>4. Show an awareness of temperature as it affects their daily lives.</p> <p>5. Use beginning skills of estimation in solving everyday measurement problems (e.g., about how many cookies are needed for a small group of children).</p> <p>6. Begin to use non-standard measures (e.g., length of hand) for length and area of objects.</p>		<p>Measurement; Making comparisons; Data collection/Analysis</p>

## EARLY LEARNING IN MATH

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 3: The Language of Mathematics	Example Topics
Early Learning in Math	6. Measuring. Children explore and discover simple ways to measure.	7. Begin to understand that tools (e.g., rulers, scales, counters) can be used to measure properties of objects and amounts.	<p><b>The Language of Mathematics:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Mathematics</b></p>	Measurement; Making comparisons; Data collection/ Analysis
	7. Geometry. Children build their visual thinking skills through explorations with shape and the spaces in their classrooms and neighborhoods.	<p>1. Can make models, draw, name, and/or classify common shapes and verbally describe them in simple terms.</p> <p>2. Investigate and begin to predict the results of combining, subdividing, and changing shapes.</p> <p>3. Begin to recognize and appreciate geometric shapes in their environment.</p> <p>4. Begin to build an understanding of directionality, order, and positions of objects through the use of words (e.g., up, down, over, under, top, bottom, inside, outside, in front of, behind).</p> <p>5. Identify patterns in their environment.</p> <p>6. Recognize, describe, copy, extend and create simple patterns with real objects and through pictures.</p> <p>7. Investigate patterns and describe relationships.</p> <p>8. Recognize patterns in various formats (e.g., things that can be seen, heard, felt).</p>		Geometric shapes; Making comparisons

EARLY LEARNING IN SCIENCE				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 4: The Language of Science	Example Topics
Early Learning in Science	1. Observation and Inquiry. Children develop positive attitudes and gain knowledge about science through observation and active play.	<ol style="list-style-type: none"> <li>1. Demonstrate curiosity about and interest in their natural environment that leads them to confidently engage in activities related to science.</li> <li>2. Ask questions related to their own interest and observations.</li> <li>3. Talk about their own predictions, explanations and generalizations based on past and current experiences.</li> <li>4. Expand their observational skills (e.g., extending the time they observe, being able to describe and confirm their observations by using a variety of resources).</li> <li>5. Begin to participate in simple investigations (e.g., asking questions manipulating materials; anticipating what might happen next; testing their observations to determine why things happen).</li> </ol>	<p><b>The Language of Science:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Science</b></p>	<p>Scientific observation and inquiry; Questioning and commenting</p>
	2. Living and Non-living Things. Children show a beginning awareness of scientific knowledge related to living and non-living things.	<ol style="list-style-type: none"> <li>1. Demonstrate a growing ability to collect, talk about, and record information about living and non-living things (e.g., through discussions, drawings).</li> <li>2. Begin to categorize living and non-living things in their environment based on characteristics they can observe (e.g., texture, color, size, shape, temperature, usefulness, weight).</li> </ol>		

EARLY LEARNING IN SCIENCE				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 4: The Language of Science	Example Topics
Early Learning in Science	2. Living and Non-living Things. Children show a beginning awareness of scientific knowledge related to living and non-living things.	3. Use observation skills to build awareness of plants and animals, their life cycles (e.g., birth, aging, death) and basic needs (e.g., air, food, light, rest).	<p><b>The Language of Science:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Science</b></p>	Living things and their habitats; Scientific observation and inquiry; Our body
		4. Begin to describe relationships among familiar plants and animals (e.g., caterpillars eat leaves).		
		5. Begin to describe the places in which familiar plants and animals in their neighborhood live (e.g., city, drainage ponds, parks, fields, forests).		
		6. Demonstrate greater knowledge and respect for their bodies (e.g., describe visible parts of the human body and their functions).		
		7. Observe, describe and compare the motions of common objects in terms of speed and direction (e.g., faster, slowest, up, down).		

## EARLY LEARNING IN SCIENCE

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 4: The Language of Science	Example Topics
Early Learning in Science	3. Knowledge about the Earth. Children show a beginning awareness of scientific knowledge related to the earth.	<ol style="list-style-type: none"> <li>1. Can talk about observable characteristics of different seasons.</li> <li>2. Can talk about the observable properties of earth materials (sand, rocks, soil, water) and living organisms.</li> <li>3. Can talk about major features of the earth's surface (streams, hills, beaches) when found in the children's neighborhood and neighborhoods that they visit.</li> <li>4. Begin to describe weather and its changing conditions (e.g., wind, rain, snow, clouds).</li> <li>5. Talk about ways to be safe during bad weather and in outdoor explorations.</li> </ol>	<p><b>The Language of Science:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Science</b></p>	The Environment; Earth; Seasons/Climate; Weather



EARLY LEARNING IN SOCIAL STUDIES				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 5: The Language of Social Studies	Example Topics
Early Learning in Social Studies	<p>1. Relationship in Place. Children begin to understand and interpret their relationship and place within their own environment.</p> <p>2. How People Are Influenced. Children begin to recognize that many different influences shape people's thinking and behavior.</p>	<p>1. Explore the environment, experiment and play with natural materials, explore the texture, sound and smells of nature.</p> <p>2. Extend information gained from books and stories or projects to learning in the outdoor setting in which they live and play.</p> <p>3. Develop a sense of connectedness through the exploration of the natural environment and materials, caring for animals or plants.</p> <p>4. Engage in conversations that reflect experiences in and observations of the environment.</p> <p>5. Demonstrate a developing sense of respect for nature and its components.</p> <p>6. Use and understand words for location and direction.</p>	<p><b>The Language of Social Studies:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b></p>	<p>The Environment; Community; Geography/Maps; Role playing</p> <p>Self-concept; Families; Similarities/Differences between self and others; Appreciation of diverse cultures</p>

EARLY LEARNING IN SOCIAL STUDIES				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 5: The Language of Social Studies	Example Topics
Early Learning in Social Studies	2. How People Are Influenced. Children begin to recognize that many different influences shape people's thinking and behavior.	<p>3. Show an understanding of family and how families are alike and different.</p> <p>4. Talk about ways members of a family can work together to help one another.</p> <p>5. Begin to recognize that people celebrate events in a variety of ways.</p> <p>6. Grow in understanding of and respect for differences among cultural groups, as well as their contributions to society.</p> <p>7. Exhibit a growing capacity to self-regulate, demonstrate self-efficacy and know acceptable boundaries.</p> <p>8. Participate in creating their own classroom celebrations.</p>	<p><b>The Language of Social Studies:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b></p>	<p>Self-concept; Families; Similarities/Differences between self and others; Appreciation of diverse cultures</p> <p>Historical events; Time awareness; Group cooperation/Interactions</p>
	3. Understanding Time. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.	<p>1. Use words to describe time (e.g., yesterday, today, tomorrow).</p> <p>2. Can talk about recent and past events.</p> <p>3. Show interest in nature and asks questions about what is seen and what has changed (e.g., temperature, trees, sunlight) over time.</p> <p>4. Gather information and learn new concepts through experimentation and discovery, making connections what they already know.</p>		

EARLY LEARNING IN SOCIAL STUDIES				
Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 5: The Language of Social Studies	Example Topics
Early Learning in Social Studies	<p>3. Understanding Time. Children show growth in their understanding of the concept of time and begin to realize that they are a part of a history, which includes people, places, events, and stories about the present and the past.</p>	<p>5. Demonstrate an increasing sense of belonging and awareness of their roles as members of families, classrooms, and communities.</p> <p>6. Contribute to their community (classroom, school, neighborhood) as age appropriate.</p>	<p><b>The Language of Social Studies:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b></p>	<p>Historical events; Time awareness; Group cooperation/Interactions</p>
	<p>4. Why We Have Rules and Laws. Children begin to learn about the reasons for rules and laws, the importance of a democratic process, and the responsibilities of being a member of a classroom, a family, and a community.</p>	<p>1. Grow in their understanding of the need for rules and boundaries in their learning and social environment.</p> <p>2. Begin to understand consequences of following and breaking (disobeying) rules.</p> <p>3. Can identify people (e.g., parents, teachers, bus drivers, lunchroom helpers) who have authority in their home and early learning programs (e.g., who helps them make rules, who tells them when they are breaking a rule, who helps enforce rules).</p> <p>4. Show increasing respect for the rights of others.</p>		
	<p>5. Basic Ideas about Economics. Children increase their understanding about how basic economic concepts relate to their lives.</p>	<p>1. Can talk about some of the workers and services in their community.</p> <p>2. Can talk about some of the ways people earn a living.</p>		<p>Economy; Community; Community workers; Goods and services; Products</p>

**EARLY LEARNING IN SOCIAL STUDIES**

Domain	Early Learning Expectation	Emerging Indicators	WIDA E-ELD Standard 5: The Language of Social Studies	Example Topics
<p>Early Learning in Social Studies</p>	<p>5. Basic Ideas about Economics. Children increase their understanding about how basic economic concepts relate to their lives.</p>	<p>3. Begin to understand that people pay for things with a representation of money (e.g., currency, checks, debit cards, credit cards).</p> <p>4. Make simple choices about how to spend money.</p>	<p><b>The Language of Social Studies:</b> Dual language learners <b>communicate</b> information, ideas, and concepts necessary for academic success in the content area of <b>Social Studies</b></p>	<p>Economy; Community; Community workers; Goods and services; Products</p>
	<p>6. People and Their Environment. Children increase their understanding of the relationship between people and their environment and begin to recognize the importance of taking care of the resources in their environment.</p>	<p>1. Begin to identify what families need to thrive (e.g., food, shelter, clothing, love).</p> <p>2. Can participate in improving their environment (e.g., pick up litter, recycle, plant trees and flowers, conserve lights, water and paper).</p> <p>3. Engages in activities that promote a sense of contribution.</p> <p>4. Responds and recognizes naturally occurring events that reinforce the ideas of change and the connections to care giving of living things.</p>		<p>The Environment; Community</p>

## Appendix: Selected References

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## The Connection:

Michigan Early Childhood Standards of Quality for Prekindergarten  
and the WIDA Early English Language Development Standards

