

WIDATM Early Years

The Connection:

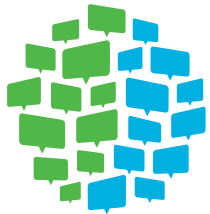
New Mexico Early Learning
Guidelines
and the WIDA Early English
Language Development
Standards

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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).

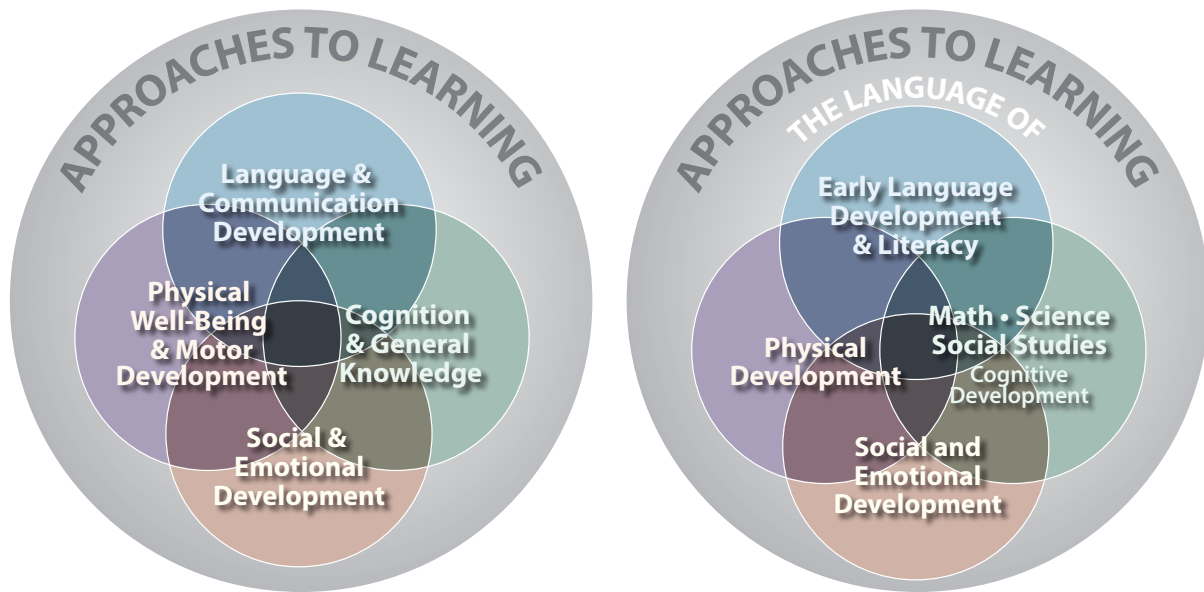
In an effort to outline developmentally appropriate expectations and skills that all children should know and be able to do upon entry to Kindergarten, Head Start developed and revised The Head Start Early Learning Outcomes Framework (Office of Head Start 2015) which encompasses NEGP's five recommended 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 young 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 young 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 childrens’ language development with awareness of the language demands of a learning activity, and integrating language supports to maximize multilingual childrens’ 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 childrens’ success in ECE settings. Figure B shows the WIDA Early English Language Development Standards.

Figure B: The WIDA Early English Language Development Standards

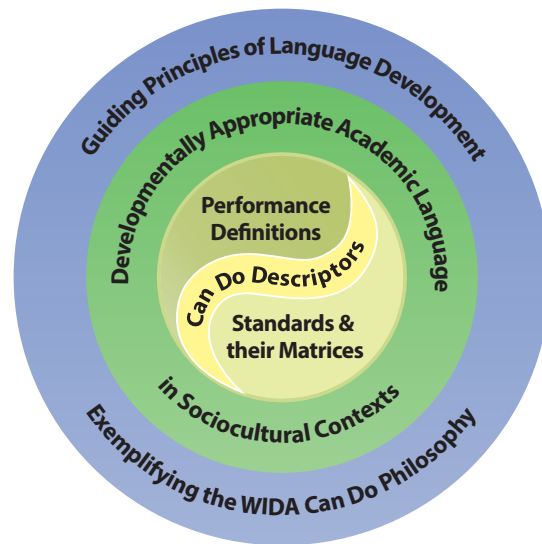
Standard		Abbreviation
Early English Language Development Standard 1	Multilingual children communicate information, ideas, and concepts necessary for success in the area of Social and Emotional Development	The Language of Social and Emotional Development
Early English Language Development Standard 2	Multilingual children communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy	The Language of Early Language Development and Literacy
Early English Language Development Standard 3	Multilingual children communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics	The Language of Mathematics
Early English Language Development Standard 4	Multilingual children communicate information, ideas, and concepts necessary for academic success in the content area of Science	The Language of Science
Early English Language Development Standard 5	Multilingual children communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies	The Language of Social Studies
Early English Language Development Standard 6	Multilingual children communicate information, ideas, and concepts necessary for academic success in the content area of Physical Development	The Language of Physical Development

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 New Mexico Early Learning Guidelines. 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. New Mexico 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 New Mexico 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 young 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
Linguistic Complexity <i>(Quantity and variety of oral language)</i>	Variety and length of utterances and interactions Understanding and expression of ideas
Language Usage <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.)
Level 5 Bridging	Linguistic Complexity	<ul style="list-style-type: none"> Series of simple sentences related to familiar stories or events An idea with one to two details; one-step direction related to daily routines 	<ul style="list-style-type: none"> Series of extended sentences related to familiar stories, learning activities, or events Related ideas; two-step directions related to daily routines
	Language Usage	<ul style="list-style-type: none"> Short and compound sentences related to daily routines, familiar people, songs, and stories General and some specific vocabulary associated with familiar environments and stories 	<ul style="list-style-type: none"> Compound and some complex sentences related to familiar stories and learning activities Specific vocabulary associated with stories, learning activities, and various environments
Level 3 Developing	Linguistic Complexity	<ul style="list-style-type: none"> Related phrases and simple sentences An idea with one detail 	<ul style="list-style-type: none"> Multiple related simple sentences; wh-questions An idea with two details
	Language Usage	<ul style="list-style-type: none"> Short sentences related to daily routines, familiar people, songs, and stories Repetitive phrasal patterns related to daily routines and familiar stories General vocabulary related to daily routines and familiar stories 	<ul style="list-style-type: none"> Short and some compound sentences related to familiar stories and learning activities Sentence patterns related to familiar stories and learning activities General and some specific vocabulary related to daily routines, familiar stories, and learning activities
Level 1 Entering	Linguistic Complexity	<ul style="list-style-type: none"> Words and repetitive phrases related to daily routines An idea within simple questions or statements related to self, familiar people, or daily routines 	<ul style="list-style-type: none"> Words and phrases related to daily routines An idea within simple questions or statements related to familiar environments
	Language Usage	<ul style="list-style-type: none"> Repetitive phrases associated with daily routines Yes/no questions related to self, familiar people, and/or daily routines Words associated with familiar environments 	<ul style="list-style-type: none"> Repetitive phrases and simple statements associated with daily routines Yes/no questions related to self, familiar people, and/or daily routines Words and expressions associated with familiar environments

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"> • Sentences/questions of varying richness and complexity related to familiar stories, learning activities, or events • Expanded related ideas; two to three step directions and some new directions related to daily routines • Complex sentences and language patterns related to familiar stories and instructional activities • Specific and some technical vocabulary associated with various environments and learning activities
	Language Usage	
Level 3 Developing	Linguistic Complexity	<ul style="list-style-type: none"> • Multiple related extended sentences • Related ideas • Compound and some complex sentences related to familiar stories and learning activities • Sentence patterns related to specific learning activities and stories • General and some specific vocabulary associated with familiar environments and learning activities
	Language Usage	
Level 1 Entering	Linguistic Complexity	<ul style="list-style-type: none"> • Words and longer phrases related to daily routines and learning activities • An idea within simple questions or statements related to familiar environments • Repetitive phrases and simple statements associated with daily routines • Yes/no questions related to self, familiar people, and/or daily routines • Vocabulary associated with familiar environments and learning activities
	Language Usage	

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

HOME LANGUAGE

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- mediate understanding, construction of meaning, and demonstration of knowledge.

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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)	
Level 5 Bridging	<p>Language Criteria</p> <p>Linguistic Complexity</p> <ul style="list-style-type: none"> Variety of short and expanded sentences of 4–6+ words Related ideas <p>Language Usage</p> <ul style="list-style-type: none"> Comprehensible sentences that may contain specific grammatical forms (e.g., present progressive + verb, past tense, plurals, possessives, and articles) Specific and some technical vocabulary associated with various environments and learning activities
Level 3 Developing	<p>Linguistic Complexity</p> <ul style="list-style-type: none"> Short sentences of three to four words that combine formulaic phrases with new words and some expanded sentences Approximations of related ideas <p>Language Usage</p> <ul style="list-style-type: none"> Short and some expanded sentences with emerging comprehensibility Multiple repetitive language patterns used in stories, songs, and learning activities General and some specific vocabulary associated with familiar environments and learning activities
Level 1 Entering	<p>Linguistic Complexity</p> <ul style="list-style-type: none"> Words and longer formulaic phrases One- to two-word utterances to convey entire message or idea <p>Language Usage</p> <ul style="list-style-type: none"> Words and expressions associated with daily routines and familiar stories Repetitive and formulaic phrases General vocabulary related to familiar environments and learning activities

HOME LANGUAGE

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...within sociocultural contexts for language use.

New Mexico 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 New Mexico 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 translanguageing 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 New Mexico 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 New Mexico practitioners to use 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. New Mexico ECE practitioners can create, modify or transform Strands of MPIs to make them more relevant to their curriculum or instruction.

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 New Mexico Early Learning Guidelines

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 New Mexico Early Learning Guidelines so that they can be easily used within New Mexico programs' standards-based curricula, instruction, and assessment.

The following is an example of a WIDA E-ELD Standards Matrix and strand of MPIs that illustrates the **Connection** to the *New Mexico Early Learning Guidelines: Domain 2: Literacy; Outcome 7; Indicator 7.2; ELG Rubric Text 7.2; 4-Year Old Rubric; Accomplished for 4s: With prompting and support, asks and answers factual questions about a story (e.g., What is the main character's name? What happened first, next, last?) Begin to ask and answer inferential questions (e.g., What might happen next?). Makes comments that are relevant to the story and stays on topic.*

Figure I: New Mexico Example Matrix

AGES: 4.5–5.5  WIDA™

E-ELD STANDARD 2: The Language of Early Language Development and Literacy **EXAMPLE TOPIC: Asking Questions**

CONNECTION: *New Mexico Early Learning Guidelines: Domain 2: Literacy; Outcome 7; Indicator 7.2; ELG Rubric Text 7.2; 4-Year Old Rubric; Accomplished for 4s: With prompting and support, asks and answers factual questions about a story (e.g., What is the main character's name? What happened first, next, last?) Begin to ask and answer inferential questions (e.g., What might happen next?). Makes comments that are relevant to the story and stays on topic.*

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

COGNITIVE FUNCTION: Children at all levels of English language development APPLY their knowledge about asking questions.			
DOMAIN: Expressive	Level 1 Entering	Level 3 Developing	Level 5 Bridging
	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.
TOPIC-RELATED LANGUAGE: 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 4.5-5.5. Figure I, referred to in this document as the New Mexico example matrix, shows language for multilingual children who are 4.5-5.5 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 New Mexico Early Learning Guidelines. In Figure N, example topics connected to all of the New Mexico Early Learning Guidelines are provided as a resource for practitioners to use as they complete their own standards matrices.

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 New Mexico 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 New Mexico 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 New Mexico 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 New Mexico 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 New Mexico 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. New Mexico practitioners can use MPI strands to (a) match performance to levels of language development, (b) create language targets and objectives that go beyond multilingual children's independent level of language development and (c) differentiate the language of the content to match the level of multilingual children's language development.

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 New Mexico 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 New Mexico 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 New Mexico 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. We invite New Mexico practitioners to create, innovate, transform, and customize the strands to best meet the needs of their students and language education programs. Figure J shows the guiding questions practitioners should ask themselves when planning instruction for multilingual children or when drafting customized strands of MPIs. Figure K contains a blank template that can be copied and reused for this purpose.

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

AGES:



E-ELD STANDARD: What is one of the topics addressed in the selected content standard(s)?

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
COGNITIVE FUNCTION: 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?			
Language Domain(s): 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?			
TOPIC-RELATED LANGUAGE: 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:

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

Crosswalk Between New Mexico Early Learning Guidelines and WIDA Early English Language Development Standards

The graphic found at the end of this document, Figure N, illustrates the crosswalk between New Mexico Early Learning Guidelines 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. Specifically, the standards crosswalk can be referenced as New Mexico practitioners complete their own Standards Matrices and create, innovate, transform, and customize strands of model performance indicators.

In most New Mexico early learning areas, WIDA E-ELD Standards connect directly with New Mexico’s Early Learning Guidelines, as seen in the New Mexico Crosswalk graphic, Figure N. New Mexico’s Early Learning Guidelines directly connect with WIDA E-ELD standards in the following Domains: Physical Development, Health, and Well Being, Literacy, Mathematics, and Scientific Conceptual Understandings. In some instances, however, New Mexico’s Early Learning Guidelines 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 New Mexico 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 New Mexico’s Early Learning Guidelines Domains. For example, in the New Mexico Early Learning Guidelines Domain 4: Aesthetic Creativity, New Mexico practitioners could create a complementary strand for the Language of Aesthetic Creativity.

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

Figure L: List of Sample Complementary Strands

New Mexico Early Learning Guidelines	WIDA E-ELD Standards	Example Topics
<p>Domain 4: Aesthetic Creativity</p> <p>Outcome 13: The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).</p> <p>Indicator 13.1: Communicates ideas and/or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of artwork or a set of movements).</p>	<p>Complementary Strand: The Language of Aesthetic Creativity</p>	<p>Creative expression; Creating art projects; Music and movement; Dramatization; Art appreciation; Imagination</p>
<p>Domain 7: Approaches to Learning</p> <p>Outcome 24: The child takes initiative.</p> <p>Indicator 24.2: Develops increasing independence during activities, routines, and play.</p>	<p>Complementary Strand: The Language of Approaches to Learning</p>	<p>Self-help/Independence; Adult relationships/ Interactions; Transitioning between activities and places; Daily routines</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 New Mexico’s Early Learning Guidelines Domain 6: Self, Family and Community, an Integrated Strand of Model Performance Indicators could be created by first integrating *Outcome 20: The child works cooperatively with other children and adults.* 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 New Mexico Crosswalk.

Figure M: List of Sample Integrated Strands

New Mexico Early Learning Guidelines	WIDA E-ELD Standards	Example Topics
<p>Domain 6: Self, family and Community</p> <p>Outcome 19: The child demonstrates personal responsibility.</p> <p>Indicator 19.1: Cares for personal and group possessions.</p>	<p>Integrated Strand: The Language of Social Studies: Dual language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies</p>	<p>Personal safety; Group belongings and safety; Classroom jobs; Classroom routines/ Rules</p>
<p>Domain 6: Self, Family, and Community</p> <p>Outcome 20: The child works cooperatively with other children and adults.</p> <p>Indicator 20.2: Uses and accepts negotiation, compromise, and discussion to resolve conflicts.</p>	<p>Integrated Strand: The Language of Social and Emotional Development: Dual language learners communicate information, ideas, and concepts necessary for success in the content area of Social and Emotional Development</p>	<p>Self-regulation; Group cooperation/ Interactions; Peer Interactions; Making choices</p>

As noted earlier, we invite New Mexico Early Childhood practitioners and specialists to customize their own Complementary and Integrated Strands of Model Performance Indicators using the crosswalk between New Mexico’s Early Learning Guidelines and WIDA E-ELD Standards as an initial resource. In doing so, New Mexico will ensure consistent language support and instruction for all multilingual children.

Figure N: Crosswalk Between New Mexico Early Learning Guidelines and WIDA E-ELD Standards

DOMAIN 1: PHYSICAL DEVELOPMENT, HEALTH, AND WELL BEING									
Domain	Outcome	Indicator	3-Year-Old Rubric			4-Year-Old Rubric		WIDA E-ELD Standard 6: The Language of Physical Development	Example Topics
			First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)		
Physical Development, Health, and Well Being	Outcome 1: The child uses gross motor control independently, including balance, spatial awareness, and stability.	Indicator 1.1: Demonstrates body coordination and strength in activities such as climbing stairs with alternating feet, marching, running, jumping, hopping, dancing, riding tricycles and scooters.	Climbs stairs independently (not necessarily alternating feet) and runs and walks easily from place to place.	Climbs stairs and tries new stairs/ladders, progressing to alternating feet, independently and runs and walks easily from place to place.	Climbs on age-appropriate playground equipment with some adult assistance and walks, runs, jumps, and marches.	Climbs on age-appropriate playground equipment with minimal adult assistance and walks, runs, jumps, and hops.	Accomplished for 4s (First Steps for K)	<p>The Language of Physical Development:</p> <p>Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Physical Development</p>	<p>Gym/Playground equipment; Personal safety; Movement; Outdoor play; Self-help/Independence</p>
			Maneuvers around objects and people without bumping into them most of the time; kicks and throws a ball.	Walks along a line or beam structure with some success and attempts to catch a large ball.	Walks forward smoothly along a wide beam or line with minimal assistance and maintains balance when throwing and catching large balls.	Walks forward and backward along a wide beam or line with minimal assistance and coordinates throwing and catching with a variety of sizes of balls.	Demonstrates balance in many situations including play outdoors, ball-handling and in simple group games.		
		Indicator 1.2: Demonstrates balance and spatial awareness in many situations (running and stopping, climbing, ball-handling, and/or simple group games i.e., "Duck, duck, goose.")							<p>Body awareness; Gym/Playground equipment; Exercise and fitness; Sports</p>

DOMAIN 1: PHYSICAL DEVELOPMENT, HEALTH, AND WELL BEING							
Domain	Outcome	Indicator	3-Year-Old Rubric	4-Year-Old Rubric	Example Topics	WIDA E-ELD Standard 6: The Language of Physical Development	
Physical Development, Health, and Well Being	Outcome 2: The child independently uses fine motor skills.	Indicator 2.1: Is developing manual coordination to use writing and crafting tools and demonstrate self-help skills such as buttoning and zipping.	ELG Rubric Text 2.1a Develops manual coordination to use writing and crafting tools.		Using writing tools; Using art materials	The Language of Physical Development: Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Physical Development	
			Grips writing and crafting tools (e.g., crayons, paintbrushes, glue sticks) with whole hand but uses whole-arm movements to make marks.	Grips writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with some adult guidance and support.			Uses writing and crafting tools (e.g., crayons, pencils, paintbrushes, glue sticks) with a 3-point grip but too close to either end. Uses scissors to snip materials.
			ELG Rubric Text 2.1b Demonstrates self-help fine motor skills such as buttoning and zipping.		Self-care (e.g., dressing, eating, toileting); Self-help/ Independence		
			Attempts to unzip, unbutton, untie, or unsnap clothing with guidance and support from adults.	Independently unzips, unbuttons, unties, or unsnaps clothing most of the time.			Button, or snap clothing with guidance and support from adults.

DOMAIN 2: LITERACY								
Domain	Outcome	Indicator	3-Year-Old Rubric			4-Year-Old Rubric	WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy	Example Topics
Literacy	Outcome 5: The child demonstrates the understanding and function of both receptive and expressive vocabulary	Indicator 5.2: Demonstrates the ability to attend, understand, and follow increasingly complex directions.	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	
			Follows simple, one step, oral directions (e.g., Teacher- "Put this toy in the basket please").	Follows oral directions of two or more related steps with adult modeling (e.g., washes and dries hands after seeing demonstration).	Follows oral directions of two or more related steps with verbal adult support (e.g., Teacher - "Remember to put the caps on the markers then put them in the basket").	Follows oral directions that involve two or more related steps independently, without prompting between steps (e.g., after you finish your drawing, please hang it on the wall").	Follows oral directions that involve two steps in a series of unrelated sequences of action with adult modeling (e.g., "After you clean up the blocks, walk to line up by the door").	Understanding/ Following oral directions
							The Language of Early Language Development and Literacy: Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy	

DOMAIN 2: LITERACY							
Domain	Outcome	Indicator	3-Year-Old Rubric			4-Year-Old Rubric	Example Topics
Literacy	Outcome 5: The child demonstrates the understanding and function of both receptive and expressive vocabulary	Indicator 5.3: Demonstrates increasing abilities to understand and use language by the number, variety and complexity of words across varied purposes.	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	<p>Communicating ideas</p> <p>WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy</p> <p>The Language of Early Language Development and Literacy: Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy</p>
			<p>With prompting and support, uses gestures, facial expressions and/or words to express meaning while participating in stories, songs, and fingerplays.</p>	<p>With prompting and support, names/ labels familiar words found in classroom objects, books, routines, home & family.</p>	<p>With verbal prompting and support, connects new vocabulary with known words and experiences (from stories, places, songs, fingerplays).</p>	<p>With verbal adult support, ask questions to gain a sense of why they identified and sorted common objects, pictures, colors, shapes, etc. into specific categories Displays interest in new/novel words heard in books and conversation.</p>	

DOMAIN 2: LITERACY						
Domain	Outcome	Indicator	3-Year-Old Rubric		4-Year-Old Rubric	
Literacy	Outcome 6: The child communicates experiences, ideas, and feelings through speaking or American Sign Language (ASL).	Indicator 6.1: Demonstrates the ability to effectively engage in a range of conversational skills in his or her home language (including ASL) for a variety of purposes relating to real experiences and different audiences.	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Accomplished for 4s (First Steps for K)
			Speaks or signs in familiar phrases with limited word choice related to an action or request (i.e., "Help me" "Me run" "more") Takes turns speaking in conversation.	Combines three words into a simple sentence to share or initiate an idea or thought that may or may not be meaningful to the situation (i.e., "My cat barks." "The boy cries.").	Uses four-word sentences to share or initiate an idea or thought meaningful to the situation or about themselves The sentence may omit some words or use some words incorrectly (i.e., "I played more gooder." "I like red bikes.").	
						WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy
						Example Topics
						Communicating ideas; Use of language
						The Language of Early Language Development and Literacy: Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy

DOMAIN 2: LITERACY						
Domain	Outcome	Indicator	3-Year-Old Rubric		4-Year-Old Rubric	
Literacy	Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.	Indicator 7.2: Demonstrates comprehension of a story "read aloud" by asking relevant questions and providing key details in literary texts.	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s
			Relates story content with their own experiences (i.e., "Look, my dog").	Connects their own experiences and the illustrations to gain meaning of the story. Their comments may or may not follow along the story line.	Listens to stories and responds to questions by pointing to pictures. Ask and answer simple questions about details they just heard.	With prompting and support, asks and answers basic factual questions (e.g., characters, setting, major events) about a story (e.g., What is happening on this page?) Makes comments that relate to the story but may sometimes get off topic.
						Example Topics
						Telling/Retelling stories; Story sense/Story elements; Social uses of language; Communicating ideas; Questioning and commenting; Literature awareness
						WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy
						The Language of Early Language Development and Literacy: Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy

DOMAIN 2: LITERACY							
Domain	Outcome	Indicator	3-Year-Old Rubric	4-Year-Old Rubric	Example Topics		
Literacy	Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.	Indicator 7.3: Demonstrates the knowledge to make sense of print.	<p>Shows interest in environmental print (pictures, symbols, logos, signs) (i.e., "That says stop.").</p> <p>Shows awareness of environmental print (pictures, symbols, signs) Recognizes a book by its cover.</p> <p>Holds a book and attempts to turn pages one at a time.</p>	<p>Recognizes print in everyday life (i.e., logos, numbers, words, their name and uses it as a cue to finding their possessions).</p> <p>Holds a book upright, attempts to turn pages, and begins to use pictures to tell the story.</p>	<p>Displays awareness between pictures and print (e.g., checking job chart, "exit" sign, children's work).</p> <p>Holds a book upright and turns pages. Identifies the first page to begin pretend reading using picture clues to tell the story (i.e., first page of text).</p>	<p>Handles a book and identifies various book elements (i.e., front cover, back cover, and title). Distinguishes pictures from letters & words on the pages.</p> <p>Recognizes that letters are grouped to form words and makes the connections between words they hear are words they see in print.</p>	<p>Concepts of print; Making meaning; Alphabet knowledge</p>
			<p>ELG Rubric Text 7.3a Shows an understanding of the basic concepts of print.</p>				
			<p>WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy</p> <p>The Language of Early Language Development and Literacy: Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy</p>				

DOMAIN 2: LITERACY						
Domain	Outcome	Indicator	3-Year-Old Rubric	4-Year-Old Rubric	Example Topics	
Literacy	Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.	Indicator 7.3: Demonstrates the knowledge to make sense of print.	Shows interest in an adult reading a story/text (not necessarily listening to the whole book) and/or looks at books. OR Shows interest in books during story time.	<p>ELG Rubric Text 7.3b Understands that print carries meaning.</p> <p>Begins to understand that the text is meaningful and asks an adult to read the same story again and again.</p> <p>Demonstrates interest in an adult reading a full story/text. Begins to recognize that all types of printed materials (e.g., books, magazines, signs) convey meaning and connects to real things.</p> <p>Demonstrates interest and enjoyment listening to an adult reading a full story/text. Chooses familiar / favorite books to look at and pretend read independently. Uses and interprets illustrations to gain meaning.</p> <p>Actively attends to stories/texts during a read aloud without being distracted. Begins to show interest in retelling or acting out the text, using the pictures and illustrations as a guide. Answers questions about details of a story just heard.</p>	<p>WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy</p> <p>The Language of Early Language Development and Literacy</p> <p>Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy</p>	<p>Literature awareness, Concepts of print; Story sense/Story elements; Telling/ Retelling stories; Role playing; Creative expression</p>

DOMAIN 2: LITERACY							
Domain	Outcome	Indicator	3-Year-Old Rubric	4-Year-Old Rubric	Example Topics		
Literacy	Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.	Indicator 7.4: Hears and discriminates the sounds of language in words to develop phonological awareness.	<p>ELG Rubric Text 7.4a Recognizes and generates rhyming sounds in spoken language.</p> <p>With prompting and support, participates in stories, songs, or fingerplays with rhyming words.</p> <p>With prompting and support, repeats rhyming words in songs, or poems, or stories.</p> <p>Recites simple and familiar chants or rhymes.</p> <p>Recognizes rhyming sounds in familiar songs or stories.</p> <p>Identifies words that rhyme when orally presented with matched pairs of words.</p>			Phonological and phonemic awareness	
			<p>ELG Rubric Text 7.4b Demonstrates understanding of spoken words, syllables and sounds (phonemes).</p> <p>With prompting and support, participates in stories, songs, or fingerplays with rhyming words.</p> <p>Begins to recognize the number of words in sentences.</p> <p>Hears and shows awareness of syllables (word parts) in simple words.</p> <p>Identify and separate syllables (word parts) in familiar words.</p> <p>Count, pronounce, blend and segment syllables in spoken words. Begins to recognize initial sounds in familiar spoken words (e.g., recognizes words that start with the same sound as own name).</p> <p>Identify and separate syllables in words and begin isolating initial sounds in spoken words. Repeats alliterative language (e.g., "cute cats can kiss," "Pepe pecas pica papas con un pico").</p>			<p>WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy</p> <p>The Language of Early Language Development and Literacy: Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy</p>	

DOMAIN 2: LITERACY															
Domain	Outcome	Indicator	3-Year-Old Rubric	4-Year-Old Rubric	WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy										
Literacy	Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.	Indicator 7.5: Demonstrates an understanding of alphabet principle and word recognition skills.	<p>ELG Rubric Text 7.5a Shows an understanding of alphabetic knowledge.</p> <table border="1"> <tr> <td>Identifies print in the environment (i.e., asking "What's that say?").</td> <td>Identifies own name as a whole.</td> <td>Recognizes that letters are a special category of visual graphics that can be individually named.</td> <td>Names and identifies some letters with personal significance (e.g., letters in own name).</td> <td>Names and identifies at least 18 capital letters and 15 lowercase letters.</td> </tr> <tr> <td></td> <td></td> <td>Differentiate and correctly identify some letters by their shapes.</td> <td>Identify capital letters as they sing the alphabet song.</td> <td></td> </tr> </table>			Identifies print in the environment (i.e., asking "What's that say?").	Identifies own name as a whole.	Recognizes that letters are a special category of visual graphics that can be individually named.	Names and identifies some letters with personal significance (e.g., letters in own name).	Names and identifies at least 18 capital letters and 15 lowercase letters.			Differentiate and correctly identify some letters by their shapes.	Identify capital letters as they sing the alphabet song.	
Identifies print in the environment (i.e., asking "What's that say?").	Identifies own name as a whole.	Recognizes that letters are a special category of visual graphics that can be individually named.	Names and identifies some letters with personal significance (e.g., letters in own name).	Names and identifies at least 18 capital letters and 15 lowercase letters.											
		Differentiate and correctly identify some letters by their shapes.	Identify capital letters as they sing the alphabet song.												
					<p>Concepts of print; Alphabet knowledge</p> <p>The Language of Early Language Development and Literacy: Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy</p>										

DOMAIN 2: LITERACY					
Domain	Outcome	Indicator	3-Year-Old Rubric	4-Year-Old Rubric	WIDA E-ELD Standard 2: The Language of Early Language Development and Literacy
Literacy	Outcome 7: The child engages in activities that promote the acquisition of foundational reading skills.	Indicator 7.5: Demonstrates an understanding of alphabet principle and word recognition skills.	<p>Not assessed at this stage.</p> <p>Recognizes environmental print without understanding that letters represent speech sounds.</p> <p>Shows awareness that letters of the alphabet are a special category and begins to associate sounds with written words (e.g., different words begin with the same sound).</p> <p>Attends to the beginning letters and sounds in familiar words (e.g., recognizes words that start with the same letter/sound as own name).</p> <p>Develops a simple understanding of the alphabetic principle: that letters represent speech sounds.</p> <p>Attempts to sound out first letters in environmental print, familiar words and within early stages of writing.</p>	<p>4-Year-Old Rubric</p>	<p>Example Topics</p> <p>Concepts of print; Phonological and phonemic awareness; Alphabet knowledge;</p> <p>The Language of Early Language Development and Literacy: Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Early Language Development and Literacy</p>

DOMAIN 3: MATHEMATICS							
Domain	Outcome	Indicator	3-Year-Old Rubric		4-Year-Old Rubric		
Mathematics	Outcome 9: The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.	Indicator 9.1: Uses numbers and counting as means for solving problems and determining quantity.	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	
			Imitates counting of objects by counting aloud with no relationship to the objects at hand.	Lines up or sorts objects one by one without assigning any number (i.e., setting the table, organizing several bears by putting each one on a block).	Counts objects with emerging 1:1 correspondence (e.g., may point to same object more than once, or skip objects).	Demonstrates one-to-one correspondence (e.g., pairs each object with one and only one number name and each with one and only one object) in counting 10 objects in a group when arranged in a line.	
		Indicator 9.3: Progresses in understanding of number words and numeral recognition skills.	<p style="text-align: center;">ELG Rubric Text 9.3a Rote counts in sequence.</p>				<p>States number names, not necessarily in sequence.</p> <p>States number names in sequence 1-5 with some adult guidance.</p> <p>States number names in sequence 1-5.</p> <p>States number names in sequence from 1 to 10 when counting by ones.</p> <p>States number names in sequence from 1 to 30 when counting by ones.</p>
			<p>Accomplished for 4s (First Steps for K)</p> <p>Demonstrates one-to-one correspondence in counting 15 objects in a group when arranged in a line, a rectangular array, or a circle.</p> <p>Recognizes that each successive number name refers to a quantity that is one larger.</p>		<p>The Language of Mathematics: Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics</p>		
					<p>Example Topics</p> <p>Number sense</p>		

DOMAIN 3: MATHEMATICS							
Domain	Outcome	Indicator	3-Year-Old Rubric	4-Year-Old Rubric	WIDA E-ELD Standard 3: The Language of Mathematics	Example Topics	
Mathematics	Outcome 9: The child understands numbers, ways of representing numbers, and relationships between quantities and numerals.	Indicator 9.3: Progresses in understanding of number words and numeral recognition skills.	<p>ELG Rubric Text 9.3b Names and identifies written numerals.</p>		<p>The Language of Mathematics: Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Mathematics</p>	Numeral recognition	
			<p>Begins to participate in counting rhymes, chants and songs.</p>	<p>Begins to understand that a written numeral represents a quantity.</p>			<p>Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.</p>
	Outcome 10: The child demonstrates understanding of geometrical and spatial concepts.	Indicator 10.1: Recognizes, names, describes, compares, and creates familiar shapes.	<p>Matches simple two-dimensional shapes in form boards and puzzles (e.g., circles, squares, triangles).</p>	<p>Sorts simple two-dimensional shapes in sorting boxes and other materials with adult help.</p>	<p>Distinguishes familiar shapes from one another.</p>	<p>Identifies 5 familiar two-dimensional shapes (e.g., circle, triangle, square, oval, rectangle) in various sizes, orientations, or circumstances.</p>	<p>Geometric Shapes; Classification/Sorting</p>
			<p>Sorts simple two-dimensional shapes in sorting boxes and other materials with adult help.</p>	<p>Distinguishes familiar shapes from one another.</p>	<p>Identifies 5 familiar two-dimensional shapes (e.g., circle, triangle, square, oval, rectangle) in various sizes, orientations, or circumstances.</p>	<p>Compares and sorts two-dimensional shapes by common attributes and states reasons for grouping (e.g., shape, size). Composes simple shapes using objects or by drawing.</p>	

DOMAIN 4: AESTHETIC CREATIVITY								
Domain	Outcome	Indicator	3-Year-Old Rubric			4-Year-Old Rubric	WIDA E-ELD Standards: Complementary Strand	Example Topics
Aesthetic Creativity	Outcome 13: The child demonstrates appreciation for the arts (movement, music, visual, and dramatic).	Indicator 13.1: Communicates ideas and/ or feelings through creative activities (for example, making up a song, acting out a story, creating a piece of artwork or a set of movements).	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)	
			Preschool: Document an example of the child's creativity.				Complementary Strand: The Language of Aesthetic Creativity	Creative expression; Creating art projects; Music and movement; Dramatization; Art appreciation; Imagination

DOMAIN 5: SCIENTIFIC CONCEPTUAL UNDERSTANDINGS						
Domain	Outcome	Indicator	3-Year-Old Rubric		4-Year-Old Rubric	
			First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s
Scientific Conceptual Understandings	Outcome 14: The child uses a process of inquiry to investigate the physical and natural worlds and to hypothesize and make predictions.	Indicator 14.1: Uses senses to investigate characteristics and behaviors in the physical and natural worlds and begins to form explanations of observations and explorations.	Plays with materials of different textures (e.g., sand, water, leaves) with adult encouragement.	Plays with materials of different textures (e.g., sand, water, leaves) and conditions (wet, dry, warm, cold, etc.) with adult encouragement	Uses obvious sensory information to explore the world, reacting more physically than verbally.	Demonstrates an interest in the surrounding world, using senses to observe, explore, and gather information making one or two simple comments (e.g., "gross").
			Plays with materials of different textures (e.g., sand, water, leaves) with adult encouragement.	Plays with materials of different textures (e.g., sand, water, leaves) and conditions (wet, dry, warm, cold, etc.) with adult encouragement	Uses obvious sensory information to explore the world, reacting more physically than verbally.	Demonstrates an interest in the surrounding world, using senses to observe, explore, and gather information making one or two simple comments (e.g., "gross").
		Indicator 14.3: Makes predictions and forms hypothesis.	Asks "why?" and other simple questions for adult explanations about things observed.	In a science or nature experience, guesses at what will happen next with no relation to the experience.	In a science or nature experience, makes one or more predictions and gives reasons for predicted result.	
			Asks "why?" and other simple questions for adult explanations about things observed and explored through additional senses.	In a science or nature experience, guesses at what will happen next with no relation to the experience.	In a science or nature experience, makes one or more predictions and gives reasons for predicted result.	
						Example Topics
						Scientific observation and inquiry; Our five senses; Data collection/ Analysis
						Questioning and commenting; Scientific observation and inquiry; Data collection/ Analysis

DOMAIN 5: SCIENTIFIC CONCEPTUAL UNDERSTANDINGS						
Domain	Outcome	Indicator	3-Year-Old Rubric		4-Year-Old Rubric	
Scientific Conceptual Understandings	Outcome 16: The child acquires scientific knowledge related to earth science.	Indicator 16.1: Investigates, compares, and contrasts seasonal and weather changes in the immediate environment.	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s
			Notices and/ or observes different types of weather (e.g., rainy, cold, sunny, windy).	Observes and identifies different types of weather (e.g., rainy, cold, sunny, windy) with some accuracy.	Observes and identifies different types of weather (e.g., rainy, cold, sunny, windy) with accuracy.	Observes how weather can change within a day or from day to day (e.g., "It was raining this morning, and now it is not raining," or, "It was colder yesterday than it is today").
			Accomplished for 4s (First Steps for K)	Accomplished for 4s (First Steps for K)	<p>The Language of Science: Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Science</p>	
					<p>Observes patterns regarding weather over an extended period of time (e.g., "It has been windy all week") and begins to understand how weather relates to seasons (e.g., understanding that snow comes in winter).</p>	
					<p>Scientific observation and inquiry; Seasons/ Climate; Weather; Data collection/ Analysis</p>	

DOMAIN 6: SELF, FAMILY, AND COMMUNITY

Domain	Outcome	Indicator	3-Year-Old Rubric				4-Year-Old Rubric				WIDA E-ELD Standards: Integrated Strands	Example Topics	
Self, Family, and Community	Outcome 18: The child develops self-control.	Indicator 18.1: Adapts behavior to fit different situations (for example, accepts transitions, follows daily routines, and/or incorporates cultural expectations).	First Steps for 3s	Shows awareness of different behavioral expectations in different settings with frequent adult prompting and support.	Shows awareness of different behavioral expectations in different setting, with some adult prompting and support.	Shows awareness of different behavioral expectations in different settings with minimal adult prompting and support.	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Follows basic routines for pre-K (e.g., transitioning between activities with one-step directions) and complies with basic expectations for behavior (e.g., "Keep your hands to yourself"), but may require frequent adult prompting and support.	Accomplished for 4s (First Steps for K)	Follows basic routines for preschool and K (e.g., transitioning between activities with one- or two-step directions) and complies with basic expectations for behavior (e.g., "Stay in your chair"), but sometimes requires adult prompting.	<p>Integrated Strands: The Language of Social and Emotional Development: Dual Language learners communicate information, ideas, and concepts necessary for success in the content area of Social and Emotional Development and The Language of Social Studies: Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies</p>	Classroom routines/ Rules; Adult relationships/ Interactions; Understanding/ Following rules; Daily routines

DOMAIN 6: SELF, FAMILY, AND COMMUNITY									
Domain	Outcome	Indicator	3-Year-Old Rubric			4-Year-Old Rubric		WIDA E-ELD Standards: Integrated Strands	Example Topics
			First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)		
Self, Family, and Community	Outcome 19: The child demonstrates personal responsibility.	Indicator 19.1: Cares for personal and group possessions.	Responds to directions from adults to put items away or to be careful with group possessions some of the time.	Responds to directions from adults to put items away or be careful with group possessions most of the time.	With adult assistance, places personal items (backpack, jacket, shoes, etc.) in designated space and participates in cleanup time.	Plays personal items in designated space without assistance (may need reminding) and participates in cleanup time (without adult help) almost every day.	Places personal items in designated space without assistance and participates in cleanup time independently (without adult help) almost every day.	Integrated Strands: The Language of Social and Emotional Development: Dual Language learners communicate information, ideas, and concepts necessary for success in the content area of Social and Emotional Development and The Language of Social Studies: Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies	Personal safety; Group belongings and safety; Classroom jobs; classroom routines/Rules
			Demonstrates preference for play with familiar or select peers. (e.g. consistently selects same center as a friend)	Interacts with a small group of preferred friends, sharing objects, conversation, and ideas to cooperate in play activities.	Maintains friendships with familiar or select children (e.g. uses friends names and begins to identify "best friends").	Plays cooperatively with a few peers for a sustained period of time (e.g. plays with unfamiliar peers). Makes decisions with other children with adult help.	Develops or extends themes in cooperative work and play activities.		
	Outcome 20: The child works cooperatively with other children and adults.	Indicator 20.1: Plays and interacts with various children, sharing experiences and ideas with others.							

DOMAIN 6: SELF, FAMILY, AND COMMUNITY									
Domain	Outcome	Indicator	3-Year-Old Rubric			4-Year-Old Rubric		WIDA E-ELD Standards: Integrated Strands	Example Topics
			First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s	Accomplished for 4s (First Steps for K)		
Self, Family, and Community	Outcome 20: The child works cooperatively with other children and adults.	Indicator 20.2: Uses negotiation, compromise, and discussion to resolve conflicts.	Waits for something he or she wants to have or do only with adult help.	Can wait for something he or she wants to have or do without adult help some of the time.	Uses and accepts negotiation, compromise, and discussion to resolve conflicts only when mediated by teacher talk and assistance.	Begins to develop strategies for dealing with conflict but may rely on teacher talk and assistance to initiate strategies effectively and reach resolution.	Making Progress for 4s (First Steps for K)	Integrated Strands: The Language of Social and Emotional Development: Dual Language learners communicate information, ideas, and concepts necessary for success in the content area of Social and Emotional Development and The Language of Social Studies: Dual Language learners communicate information, ideas, and concepts necessary for academic success in the content area of Social Studies	Self-regulation; Group cooperation/Interactions; Peer interactions; Making choices
	Outcome 21: The child develops relationships of mutual trust and respect with others.	Indicator 21.2: Accepts guidance from a variety of appropriate adults and seeks their support when needed.	Begins to trust and interact with familiar adults other than primary caregivers	Trusts and interacts with familiar adults other than primary caregivers.	Establishes relationship with consistent adults other than primary caregivers.	Accepts guidance and support from classroom personnel but may not actively seek support when needed (e.g., may abandon an activity when frustrated without asking for help).	Accepts guidance and support from classroom personnel when appropriate and seeks support when needed most of the time.		

DOMAIN 7: APPROACHES TO LEARNING								
Domain	Outcome	Indicator	3-Year-Old Rubric		4-Year-Old Rubric		WIDA E-ELD Standards: Complementary Strand	Example Topics
			First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s		
Approaches to Learning	Outcome 24: The child takes initiative.	Indicator 24.2: Develops increasing independence during activities, routines, and play.	First Steps for 3s Begins play activity only after adult prompting.	Making Progress for 3s Begins play activity but needs adult guidance and support during transitions and self-help activities most of the time.	Accomplished for 3s (First Steps for 4s) Begins play activity but needs adult guidance and support during transitions and self-help activities some of the time.	Making Progress for 4s Requires minimal adult guidance and support during activities, routines, and play, but shows interest in trying things independently.	Accomplished for 4s (First Steps for K) Self-initiates activities and play and shows increasing independence in routines, calling on adults when help is needed.	Complementary Strand: The Language of Learning Approaches to Learning Self-help/ Independence; Adult relationships/ Interactions; Transitioning between activities and places; Daily routines Self-regulation; Feelings/ Emotions; Role playing
	Outcome 25: The child exhibits imagination and creativity.	Indicator 25.3: Role-plays to express feelings to dramatize stories, to try out social behaviors observed in adults, and reenact real-life roles and experiences.	Interacts with dolls, stuffed animals, or props in pretend play.	Adds dress-up clothes or other items to pretend play.	Uses props in place of actual object (e.g. uses a block as a phone) in role-playing or real life or imaginary experiences.	Incorporates one or two social behaviors observed in adults and expression of one or two feelings in role-playing real-life roles and experiences.	Incorporates more than two social behaviors with increasing self- regulation in dramatic play situations with other children.	

DOMAIN 7: APPROACHES TO LEARNING						
Domain	Outcome	Indicator	3-Year-Old Rubric		4-Year-Old Rubric	
Approaches to Learning	Outcome 27: The child displays persistence and pursues challenges.	Indicator 27:1: Focuses and completes a variety of tasks, activities, projects, and experiences.	First Steps for 3s	Making Progress for 3s	Accomplished for 3s (First Steps for 4s)	Making Progress for 4s
			Begins to show interest in self-selected activities.	Shows interest by repeatedly selecting the same/similar activities over and over again.	Stays with a self-selected task for up to five minutes; may give up when problems arise.	Maintains focus on a self-selected task for 5 to 10 minutes and attempts to solve problems that arise but may be easily distracted.
			Accomplished for 4s (First Steps for K)	Complementary Strand: The Language of Learning		
			Maintains focus on a self-selected task for 10-15 minutes at a time and attempts to complete new tasks and activities but may get frustrated or distracted at times and abandon progress.		Making choices; Self-regulation; Problem solving; Attention	

Appendix: Selected References

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The Connection:
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