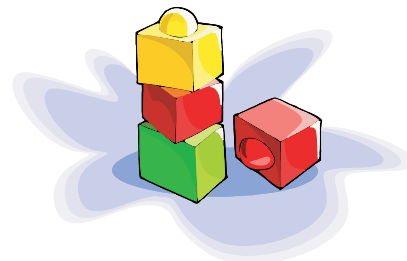


Example Topics and Genres: Content Related to WIDA's English Language Proficiency Standards

These examples, representative of state academic content standards, provide context for the English language development described in the strands of Model Performance Indicators.

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



ELP Standard 1: Social and Instructional Language, Formative Framework

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

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

Level 6 - Reaching

ELP Standard 2: The Language of Language Arts, Formative Framework

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

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

Level 6 - Reaching

ELP Standard 3: The Language of Mathematics, Formative Framework

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

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

Level 6 - Reaching

ELP Standard 4: The Language of Science, Formative Framework

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

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

Level 6 - Reaching

ELP Standard 5: The Language of Social Studies, Formative Framework

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

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

Level 6 - Reaching