

Observing and Documenting for the DRDP Measures by Level: English Language Development (ELD)

ELD 1: Comprehension of English (Receptive English)

Child shows increasing progress toward fluency in understanding English

Developmental Levels and Descriptors	Discovering Language	Discovering English	Exploring English	Developing English	Building English	Integrating English
Discovering Language Recognizes a few frequently used words or gestures in the home language and culture in familiar situations	Discovering English Shows understanding of words and phrases in conversations, stories, and interactions in home language (may show little understanding of common words and phrases in English)	Exploring English Attends to interactions in English and sometimes participates in activities conducted in English; and Shows understanding of a few common English words in familiar contexts or routines	Developing English Shows understanding of some common words and phrases in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both	Building English Shows understanding of many words, phrases, and concepts in English during interactions and activities conducted in English, occasionally with support of home language, nonverbal cues, or both	Integrating English Shows understanding of most information and concepts communicated in English for both instructional and social purposes	
Examples from the DRDP	Waves good-bye after an adult communicates, “Good-bye,” in the child’s home language and culture.	Adds a block to the top of a tower in response to a question in the child’s home language, “Can you make it taller?”	Nods head when an adult at the snack table asks in English, “Do you want more apples?” while holding up a plate of apple slices.	Points to the ball when a peer says in English, “Where is the ball?” during outdoor play time.	Adds more blocks to a road when a peer communicates in English, “We need a longer road.”	Brings a bigger block to a peer in response to a question in English by the peer, “Could you bring me the bigger block?”
Could look like this in virtual interaction	Learn and use frequent words in the child’s home language.	Tell or listen to stories in children’s home language.	Music and Movement! Play music that provides children directions (e.g., Listen and Move, Animal Action).	Scavenger Hunt! Ask children to find household items and bring them to the screen (e.g., crayon, book, stuffed animal). If need support children with activity by using their home language or with nonverbal cues (e.g., picture of item).	Play an animal action game (e.g., gallop like a horse, jump like a kangaroo).	Play Simon Says!
Support learning and development: Ideas to share with families	Speak to child using their home language. Honor and encourage oral language skills (e.g., storytelling, singing).	Invite families to share stories and songs in their home language.	Tell children stories in their home language.	Engage in dress up play with children.	Cooking Time! Provide children directions while cooking (e.g., Put the flour in the green bowl).	Go for a walk and take turns saying something you are happy about or grateful for.

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How to support learning and development at this level: Ideas for teachers	Talk about the here and now to help children understand the context of communication.	Encourage adults to continue household traditions (e.g., storytelling, family celebrations) in their home language.	Use language and literacy activities that have repetitive phrases (e.g., Brown Bear, Brown Bear, What Do You See?).	Keep messages and directions short. Directions should be broken down into short, sequential steps and supported by pictures, visual cues, and graphic prompts whenever possible.	Highlight the many ways families are involved in their children’s education.	Help children understand the words and sentences in a story. While reading a book, explain the meanings of some new words and concepts.

ELD 2: Self-Expression in English (Expressive English)

Child shows increasing progress toward fluency in speaking English

Developmental Levels and Descriptors	Discovering Language Uses a few “first words” or word-like sounds or gestures to communicate in home language	Discovering English Communicates in home language or nonverbally, or both	Exploring English Communicates most competently in home language, occasionally using single words or short memorized sequences of words in English	Developing English Communicates in English, using single words and common phrases (may mix English with home language)	Building English Communicates in English, using sentences that may be incomplete (may contain grammatical errors and may mix English with home language)	Integrating English Communicates in English, often using complete sentences, about a variety of social and instructional concepts and topics (may contain grammatical errors and may mix English with home language)
Examples from the DRDP	Reaches for or gestures for an object.	Nods, “Yes,” and responds in home language in response to a routine question such as, “Do you want more milk?” while an adult holds up a pitcher of milk.	Chimes in with, “The end!” in English when an adult finishes reading a story to a small group of children.	Communicates in English, “I do a house,” [“I made a house,”] while painting.	Communicates to a peer, “My dad ride a ngựa,” [“My dad rides a” in English; “horse” in Vietnamese] while attempting to draw a horse.	Communicates to a peer, “I ate huevitos [“little eggs” in Spanish]. The huevitos were really yummy! My papi [“daddy” in Spanish] and me, we get them at la tiendita [“the little store” in Spanish].”
Could look like this in virtual interaction	Use child’s home language.	Learn and use key words or phrases in the child’s home language.	Have a virtual mealtime together.	Invite children to retell a part of their day (e.g., What did you do when you wake up this morning?).	Show and Tell! Invite children to share an object from home with the class.	Invite children to make up their own words to their favorite song.
Support learning and development: Ideas to share with families	Communicate with child using home language.	Communicate with child using home language.	Read or tell stories in home language.	Invite children to draw a picture and ask child to tell you about their drawing.	Bedtime Story! Invite child to tell you a story about their day.	Look through family photos with child and take turns telling stories about the pictures.
How to support learning and development at this level: Ideas for teachers	Provide multiple literacy practices, such as reading books, singing songs, and reciting poetry.	Allow for wait time to provide children time to process information and respond verbally or non-verbally.	Use repetitive phrases (e.g., “It’s time to _____ sing, dance, stretch).	Expand and extend the child’s language. For example, if the child says “truck,” the teacher could say, “Oh, you want the blue truck”.	Act as a total language model. Refrain from correcting children in their attempts to communicate in their new language. Provide time for peers to communicate with each other.	Ask open-ended questions and engage in the conversation over a number of turns. Provide opportunities for the child to practice English (e.g., ask the child what she did over the weekend or for their birthday).

ELD 3: Understanding and Response to English Literacy Activities

Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English

Developmental Levels and Descriptors	Discovering Language Attends briefly to a familiar adult looking at books, singing songs, or saying rhymes in home language	Discovering English Participates in literacy activities in home language; and Attends to simple literacy activities in English with some support	Exploring English Uses home language, gestures, or single words in English to show understanding of literacy activities in English	Developing English Uses frequently used words and short phrases in English to communicate understanding about a book, story, song, or poem told, read, or sung in English (often uses actions; may mix English with home language)	Building English Uses a variety of words and phrases in English to communicate understanding about key ideas of a book, story, song, or poem told, read, or sung in English (sometimes uses actions; may mix English with home language)	Integrating English Uses elaborated English phrases with a variety of vocabulary and grammatical structures to communicate understanding of the content of a book, story, song, or poem (may mix English with home language)
Examples from the DRDP	Uses simple hand movements to participate during a familiar song or rhyme in the home language.	Joins in with peers who are singing a song or chanting in child's home language.	Comments in home language about a picture in a book, after hearing other children making comments.	Repeats the first line of "Five Little Monkeys Jumping on the Bed," with accompanying hand motions.	Communicates, "Baby bear mad! The girl, she eat it all. Lahat ito!" ["The baby bear is mad! The girl, she ate it all," in English; "All of it!" in Tagalog] during a teacher-guided discussion in English about The Three Little Bears, which has been read aloud and retold on several occasions with props.	Communicates to a peer, "Sharks have sharp teeth to bite, and they swim fast," while paging through a book about the ocean.
Could look like this in virtual interaction	Create consistent routines/schedule.	Use child's name to invite them to participate in activities. Make stories come alive. When reading stories use your voice, signs, facial expressions, and pacing to engage children.	Read picture books. Wordless picture books give the child an opportunity to make up his own stories (e.g., <i>Flashlight</i> , <i>Flora and the Flamingo</i> , <i>Museum Trip</i>).	Provide print materials based on children's interests (e.g., trucks, dinosaurs, insects, dancing).	Sing songs, recite poems, clap rhythms, and do finger plays.	Character Puppet! Children can use materials from home (e.g., paper bags, socks, paper) to create a puppet of their favorite character.
Support learning and development:	Sing and listen to music in home language.	Read or tell stories in home language.	Take a picture walk. Look through books and talk about the pictures.	Draw favorite part of a familiar story and talk about the drawing.	Read for FUN! Encourage children to talk about and ask	Story Circle! Start a story and provide take turns adding to the story with the child (e.g., The

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Ideas to share with families					questions about the story.	funniest thing that happened to me was...)
How to support learning and development at this level: Ideas for teachers	Ask families about literacy practices and goals for their children.	Encouraged families to read stories in their home language, if they are not able to read their home language encourage families to tell stories orally or read wordless picture books.	Incorporate children's home language when possible (e.g., books, songs, videos, poems).	Read books several times over a few days.	Use read-alouds to provide explanations for targeted vocabulary.	Invite children to discuss and react to story narratives (e.g., Who was your favorite character? Has anything like this ever happened to you?).

ELD 4: Symbol, Letter, and Print Knowledge in English

Child shows an increasing understanding of and response to books, stories, songs, and poems presented in English

Developmental Levels and Descriptors	Discovering Language Demonstrates awareness that pictures or objects can represent people or things	Discovering English Demonstrates awareness that symbols carry meaning or that print in home language carries meaning	Exploring English Demonstrates awareness that print in English carries meaning	Developing English Demonstrates understanding that English print consists of distinct letters with names in English	Building English Identifies several English letters; and Recognizes own name in English print	Integrating English Identifies at least ten English letters; and Identifies a few printed words frequently used in English
Examples from the DRDP	Sees a photo of mother and communicates in home language, “Mama.”	Shows an adult a book and requests, “Mẹ có thể đọc cho con nghe quyển sách này không?” [“Can you read me this book?” in Vietnamese].	Points to the printed word “flower” under a picture of a flower and says, in home language, “That says ‘flower.’”	Asks, in home language or in English mixed with home language, “What letter is this?” while pointing to the first letter of own name on cubby label.	Names four English letters correctly while playing with magnetic letters with a peer.	Communicates to a peer, “Mira, este dice [“Look, this says” in Spanish] ‘s-t-o-p’ [using English letter names],” while pointing to a stop sign to a Spanish-speaking peer.
Could look like this in virtual interaction	Play Red Light, Green Light using objects or pictures (e.g., stop sign).	Label items in the virtual classroom.	Read books with large text providing children the opportunity to see letters.	Sing greeting song using children’s names in print.	Play letter bingo using child’s name. Invite child to write their name then put a dot on the letter in their name when called.	Letter Bingo! Invite families to make a letter bingo board and play letter bingo with the class.
Support learning and development: Ideas to share with families	Take a walk down memory lane and look at baby pictures together.	Label items in the child’s environment.	Label It! Work together to label child’s materials with their name.	Create an All About Me and My Family book. Child can illustrate and dictate their story to an adult.	Name Puzzle! On paper write name and decorate, next cut paper into puzzle shapes, then put your name puzzle together.	Using recyclable materials (e.g., magazines, newspaper, old mail) make a letters collage.
How to support learning and development at this level: Ideas for teachers	Make sure that your speech matches what you are referring to.	Encourage adults to read stories or poems in their home language to strengthen the child’s home language.	Use everyday opportunities to model attending to letters. Gesture specifically to the print in the environment (e.g., point to each word and to the first letter in each word)	Provide access to alphabet letters in a variety of contexts (e.g., alphabet puzzles, magnetic letters, letter tiles, magazines, homemade alphabet cards).	Point out letter in the environment. Hunt for letters around your house, neighborhood or on a drive.	Have clear print in multiple languages in the environment (e.g., posters, pictures, and signs with print).