

AGES: 4.5 – 5.5

E-ELD STANDARD 6: The Language of Physical Development

EXAMPLE TOPIC: Control and Coordination – Fine Motor

**CONNECTION TO KEI INDICATOR AND PA EARLY LEARNING STANDARDS:**

*KEI Indicator 29: Control and Coordination*

*PA Early Learning Standard: 10.5.PK.A – Use hands, fingers, and wrists to manipulate objects.*

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Student demonstrates coordination, strength, and muscle control when manipulating small objects or tools.

**COGNITIVE FUNCTION:** Children at all levels of English language development ANALYZE descriptive language.

|                                      | <b>Level 1<br/>Entering</b>                                                                                                                                                                  | <b>Level 3<br/>Developing</b>                                                                                                                                          | <b>Level 5<br/>Bridging</b>                                                                                  |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <b>Language Domain(s): Receptive</b> | Follow one-step oral commands to manipulate small objects through adult prompting and peer models.<br><br>Ex. Cut out a circle                                                               | Follow simple oral commands to manipulate small objects through adult prompting and peer models.<br><br>Ex. Cut out a circle and then glue it onto the piece of paper. | Follow multiple oral commands to manipulate small objects and tools through adult prompting and peer models. |
|                                      | <b>TOPIC-RELATED LANGUAGE:</b> Children at all levels of language development interact with developmentally appropriate words and expressions such as: cut, paste, manipulate, button, move. |                                                                                                                                                                        |                                                                                                              |