

Kindergarten

An EL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. **K.1**

- 1** with prompting and supports, use a very limited set of strategies to: identify a few key words/attributes from read-alouds and oral presentations of information or stories **LEVEL 1**

- 2** with prompting and supports, use an emerging set of strategies to: identify some key words, attributes, and phrases from read-alouds and oral presentations **LEVEL 2**

- 3** with prompting and supports, use a developing set of strategies to: identify main topics and ask and answer questions about key details from read-alouds and oral presentations **LEVEL 3**

- 4** with prompting and supports, use an increasing range of strategies to: identify main topics, answer questions about key details or parts of stories or events, and retell events from read-alouds, picture books, and oral presentations **LEVEL 4**

- 5** with prompting and supports, use a wide range of strategies to: identify main topics, answer questions about key details, and retell stories and events from read-alouds, picture books, and oral presentations **LEVEL 5**

An EL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. **K.2**

- 1** with prompting and supports, listen with occasional participation in short conversations using a limited number of words and phrases acquired in conversations and being read to and respond verbally and nonverbally to simple yes/no and some whquestions about familiar topics **LEVEL .1**

- 2** with prompting and supports, participate in short conversations using words and phrases acquired in conversations, reading, and being read to and respond to simple yes/no and wh- questions about familiar topics **LEVEL .2**

- 3** with prompting and supports, participate in short conversations using words and phrases acquired in conversations, reading, and being read to and follow some rules for discussion and respond to yes/no and wh- questions and make comments of his or her own about familiar topics **LEVEL .3**

- 4** with prompting and supports, participate in conversations and discussions using words and phrases acquired in conversations, reading, and being read to and ask and answer simple questions and follow increasing number of rules for discussion and make comments of his or her own about a variety of topics **LEVEL .4**

5 with prompting and supports, participate in conversations and discussions using words and phrases acquired in conversations, reading, and being read to and ask and answer questions and follow rules for discussion and contribute his or her own relevant comments about a variety of topics **LEVEL . 5**

An EL can speak and write about grade-appropriate complex literary and informational texts and topics. **K. 3**

1 with prompting and supports, communicate basic information or feelings nonverbally or using words and phrases acquired in conversations, reading, and being read to about familiar texts, topics, experiences, events, or objects in the environment **LEVEL . 1**

2 with prompting and supports, communicate basic information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events **LEVEL . 2**

3 with prompting and supports, communicate information or feelings using words and phrases acquired in conversations, reading, and being read to about familiar topics, experiences, or events **LEVEL . 3**

4 with prompting and supports, tell or dictate messages and compose short written texts including drawings or illustrations and use words and phrases acquired in conversations, reading, and being read to about a variety of topics, experiences, or events **LEVEL . 4**

5 with prompting and supports, make oral presentations and compose short written texts including drawings or illustrations and use words and phrases acquired in conversations, reading, and being read to about a variety of topics, experiences, or events **LEVEL . 5**

An EL can construct grade-appropriate oral and written claims and support them with reasoning and evidence. **K. 4**

1 with prompting and supports, verbally or nonverbally express a feeling or opinion using a limited number of words and phrases acquired in conversations, reading, and being read to about familiar topic or objects in the environment **LEVEL . 1**

2 with prompting and supports, express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a familiar topic or experience **LEVEL . 2**

3 with prompting and supports, express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a familiar topic, text, or experience **LEVEL . 3**

4 with prompting and supports, introduce the topic and express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a variety of topics, texts, or experiences **LEVEL . 4**

5 with prompting and supports, introduce the topic and express an opinion or preference using words and phrases acquired in conversations, reading, and being read to about a variety of topics, texts, experiences, or events **LEVEL . 5**

An EL can conduct research and evaluate and communicate findings to answer questions or solve problems. **K.5**

- 1** with prompting and supports, participate in shared research projects to answer a question and recall information from experience or from a provided source **LEVEL .1**

- 2** with prompting and supports, participate in shared research projects to answer a question recall information from experience or use information from a provided source and label information **LEVEL .2**

- 3** with prompting and supports, participate in shared research projects to answer a question and recall information from experience or use information from provided sources and label information and present findings to a peer or small group using drawings or illustrations, when useful **LEVEL .3**

- 4** with prompting and supports, participate in shared research projects to answer a question and recall information from experience or use information from provided sources and label and sort information into provided categories and present findings to a small or large group using drawings or illustrations, when useful **LEVEL .4**

- 5** with prompting and supports, participate in shared research projects to answer a question and recall information from experience or use information from a variety of provided sources and label and sort information and present findings to a small or large group using drawings or illustrations, when useful **LEVEL .5**

An EL can analyze and critique the arguments of others orally and in writing. **K.6**

- 1** with prompting and supports, orally or nonverbally identify the opinion or preference of others **LEVEL .1**

- 2** with prompting and supports, orally identify the opinion or preference of others **LEVEL .2**

- 3** with prompting and supports, identify the main point of an author or speaker **LEVEL .3**

- 4** with prompting and supports, identify the main point of an author or speaker and identify a reason an author or speaker gives to support a point **LEVEL .4**

- 5** with prompting and supports, identify the main point of an author or speaker and identify the reasons an author or speaker gives to support main point **LEVEL .5**

An EL can adapt language choices to purpose, task, and audience when speaking and writing. **K.7**

- 1** with prompting and supports, repeat and use frequently occurring words and phrases and recognize the meaning of high frequency words learned through conversations, reading, and being read to **LEVEL .1**

- 2** with prompting and supports, recognize and use some words learned through conversations, reading, and being read to and recognize the meaning of some words learned through conversations, reading, and being read to **LEVEL .2**

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- 3** with prompting and supports, use some words learned through conversations, reading, and being read to and recognize the meaning and the context of some words learned through conversations, reading, and being read to **LEVEL . 3**

 - 4** with prompting and supports, use words learned through conversations, reading, and being read to and demonstrate a developing awareness of the difference social language and language for the classroom **LEVEL . 4**

 - 5** with prompting and supports, use words learned through conversations, reading, and being read to and demonstrate an awareness of differences between social language and language appropriate to the classroom **LEVEL . 5**
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An EL can determine the meaning of words and phrases in oral presentations and literary and informational text. **K . 8**

- 1** relying on prompting, context, visual aids, and knowledge of morphology in the native language, recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events **LEVEL . 1**

 - 2** using prompting, context, visual aids, and knowledge of morphology in the native language, recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events **LEVEL . 2**

 - 3** using prompting, context, visual aids, reference materials, and a developing knowledge of English morphology, answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events **LEVEL . 3**

 - 4** using prompting, context, visual aids, and some knowledge of English morphology (e.g. frequently occurring root words and their inflectional forms), answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events **LEVEL . 4**

 - 5** using prompting, context, some visual aids, and knowledge of morphology (e.g., simple inflectional endings such as -ed, -s, and some common prefixes and suffixes), answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events **LEVEL . 5**
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An EL can create clear and coherent grade-appropriate speech and text. **K . 9**

- 1** with prompting and supports, put events in order from an experience or familiar story and point to or match attributes of objects in the environment **LEVEL . 1**

- 2** with prompting and supports, orally retell several events from an experience or a familiar story and describe objects in the environment using visual supports and use some frequently occurring linking words (e.g., and, so) **LEVEL . 2**

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- 3** with prompting and supports, orally retell a simple sequence of events from an experience or a familiar story and describe objects in the environment and use frequently occurring linking words (e.g. and, so then) **LEVEL . 3**
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- 4** with prompting and supports, orally retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end and describe objects in the environment and use frequently occurring linking words (e.g. and, so, then) **LEVEL . 4**
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- 5** with prompting and supports, retell a short sequence of events from an experience or a familiar story, including key details and describe the attributes and positions of objects in the environment and use frequently occurring linking words (e.g. and, so, then) and positional words (e.g., above, beside) **LEVEL . 5**
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An EL can make accurate use of Standard English to communicate in gradeappropriate speech and writing. **K . 10**

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- 1** with prompting and supports, recognize and use a small number of frequently occurring nouns and verbs and understand and respond to simple yes/no questions in familiar shared language activities **LEVEL . 1**
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- 2** with prompting and supports, recognize and use frequently occurring nouns and verbs and respond to simple whquestions and produce a few simple sentences in familiar shared language activities **LEVEL . 2**
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- 3** with prompting and supports, recognize and use frequently occurring regular plural nouns, verbs, and prepositions and use and respond to question words and produce simple sentences in shared language activities **LEVEL . 3**
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- 4** with prompting and supports, recognize and use frequently occurring regular plural nouns, verbs, and prepositions and use and respond to question words and produce and expand simple sentences in shared language activities **LEVEL . 4**
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- 5** with prompting and supports, use frequently occurring regular plural nouns, verbs, prepositions, and question words and ask and answer questions and produce and expand simple sentences in shared language activities **LEVEL . 5**