

Standard Two – Grades 1-2					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Language Arts					
	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Follow modeled, one-step oral directions (e.g., “Find a pencil.”) 2. Identify pictures of everyday objects as stated orally (e.g., in books) 3. Point to real-life objects reflective of content related vocabulary or oral statements 4. Mimic gestures or movement associated with statements (e.g., “This is my left hand.”) 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Match oral reading of stories to illustrations 2. Carry out two- to three step oral commands (e.g., “Take out your reading book. Now turn to page 25.”) 3. Sequence a series of oral statements using real objects or pictures 4. Locate objects described orally 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Follow modeled multi-step oral directions 2. Sequence pictures of stories read aloud (e.g., beginning, middle, and end) 3. Match people with jobs or objects with functions based on oral descriptions 4. Classify objects according to descriptive oral statements 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Compare/contrast objects according to physical attributes (e.g., size, shape, color) based on oral information 2. Find details in illustrated, narrative, or expository text read aloud 3. Identify illustrated activities from oral descriptions 4. Locate objects, figures, places based on visuals and detailed oral descriptions 	<ol style="list-style-type: none"> 1. Use context clues to gain meaning from grade-level text read orally 2. Apply ideas from oral discussions to new situations 3. Interpret information from oral reading of narrative or expository text 4. Identify ideas/concepts expressed with grade-level content-specific language
Speaking	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Repeat simple words, phrases, and memorized chunks of language 2. Respond to visually supported (e.g., calendar) questions of academic content with one word or phrase 3. Identify and name everyday objects 4. Participate in whole group chants and songs 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Use first language to fill in gaps in oral English (code switch) 2. Repeat facts or statements 3. Describe what people do from action pictures (e.g., jobs of community workers) 4. Compare real-life objects (e.g., “smaller,” “biggest”) 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Ask questions of a social nature 2. Express feelings (e.g., “I’m happy because...”) 3. Retell simple stories from picture cues 4. Sort and explain grouping of objects (e.g., sink v. float) 5. Make predictions or hypotheses 6. Distinguish features of content-based phenomena (e.g., prose, poetry) 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Ask questions for social and academic purposes 2. Participate in class discussions on familiar social and academic topics 3. Retell stories with details 4. Sequence stories with transitions 	<ol style="list-style-type: none"> 1. Use academic vocabulary in class discussions 2. Express and support ideas with examples 3. Give oral presentations on content-based topics approaching grade level 4. Initiate conversation with peers and teachers
Reading	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Identify symbols, icons, and environmental print 2. Connect print to visuals 3. Match real-life familiar objects to labels 4. Follow directions using diagrams or pictures 	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> 1. Search for pictures associated with word patterns 2. Identify and interpret pretaught labeled diagrams 3. Match voice to print by pointing to icons, letters, or illustrated words 4. Sort words into word families 	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> 1. Make text-to-self connections with prompting 2. Select titles to match a series of pictures 3. Sort illustrated content words into categories 4. Match phrases and sentences to pictures 	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> 1. Put words in order to form sentences 2. Identify basic elements of fictional stories (e.g., title, setting, characters) 3. Follow sentence-level directions 4. Distinguish between general and specific language (e.g., flower v. rose) in context 	<ol style="list-style-type: none"> 1. Begin using features of non-fiction text to aid comprehension 2. Use learning strategies (e.g., context clues) 3. Identify main ideas 4. Match figurative language to illustrations (e.g., “as big as a house”)