

### Standard Five – Kindergarten

#### Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Social Studies

|                  | <b>Level 1<br/>Entering</b>   | <b>Level 2<br/>Beginning</b>  | <b>Level 3<br/>Developing</b>   | <b>Level 4<br/>Expanding</b>  | <b>Level 5<br/>Bridging</b>  |
|------------------|---|---|---|---|--|
| <b>Listening</b> | With visual, graphic or interactive support students can<br>1. Match oral language to classroom and everyday objects<br>2. Point to stated pictures in context<br>3. Respond non-verbally to oral directions (e.g., through physical movement)<br>4. Find familiar people and places named orally | With appropriate visual, graphic or interactive support students can<br>1. Sort pictures/objects given oral instructions<br>2. Match pictures/objects to oral description<br>3. Follow oral one-step directions (stand-up, sit down)<br>4. Identify simple patterns described orally<br>5. Respond orally to gestures, songs, or stories modeled by teacher                             | With visual, graphic or interactive support, as necessary, students can<br>1. Follow two-step oral directions<br>2. Draw pictures in response to oral directions<br>3. Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)<br>4. Act out songs or stories using body movements                           | With visual, graphic or interactive support, if necessary, students can<br>1. Find pictures that match oral descriptions<br>2. Follow oral directions and compare with visual models (e.g., Draw a house under the line.)<br>3. Distinguish between what happens first or next in oral activities or reading<br>4. Role play in response to stories read aloud    | 1. Order pictures of events according to sequential language<br>2. Arrange pictures or objects according to descriptive oral discourse<br>3. Identify pictures/realia associated with grade level social studies concepts from oral descriptions<br>4. Make pictures from real objects based on detailed oral descriptions |
| <b>Speaking</b>  | With visual, graphic or interactive support students can<br>1. Identify people or objects in illustrated text<br>2. Repeat words, simple phrases<br>3. Answer yes/no questions about personal information<br>4. Name classroom and everyday objects   | With appropriate visual, graphic or interactive support students can<br>1. Restate some facts from illustrated text<br>2. Describe pictures, classroom objects or familiar people using simple phrases<br>3. Answer questions with one or two words (e.g., “Where is the globe?”)<br>4. Complete phrases in rhymes, songs, and chants   | With visual, graphic or interactive support, as necessary, students can<br>1. Retell short events through pictures<br>2. Repeat sentences from rhymes and patterned stories<br>3. Make predictions (e.g. “What will happen next?”)<br>4. Answer explicit questions from text read aloud (e.g., who, what, or where)               | With visual, graphic or interactive support, if necessary, students can<br>1. Retell historical events through pictures with emerging detail<br>2. Sing repetitive songs and chants independently<br>3. Compare attributes of real objects (e.g., size, shape, age, color)<br>4. Indicate spatial relations of real-life objects using phrases or short sentences | 1. Tell original stories with emerging detail<br>2. Explain situations<br>3. Offer personal opinions<br>4. Express likes, dislikes, or preferences with reasons  |
| <b>Reading</b>   | With visual, graphic or interactive support students can<br>1. Match icons and symbols to corresponding pictures<br>2. Identify name in print<br>3. Find matching words or pictures<br>4. Find labeled real-life classroom objects  | With appropriate visual, graphic or interactive support students can<br>1. Match examples of the same form of print<br>2. Distinguish between same and different forms of print (e.g., single letters and symbols)<br>3. Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page)<br>4. Match labeled pictures to those in illustrated scenes | With visual, graphic or interactive support, as necessary, students can<br>1. Use pictures to identify words<br>2. Classify visuals according to labels or icons (e.g., store v. hospital)<br>3. Demonstrate concepts of print (e.g., title, author, illustrator)<br>4. Sort labeled pictures by attribute (e.g., location, time) | With visual, graphic or interactive support, if necessary, students can<br>1. Identify some high frequency words in context<br>2. Order a series of labeled pictures described orally to explain an event<br>3. Match pictures to phrases/ short sentences<br>4. Classify labeled pictures by two attributes (e.g., location and distance)                        | 1. Find social studies vocabulary items<br>2. Differentiate between letters, words, and sentences<br>3. String words together to make short sentences<br>4. Indicate features of words, phrases, or sentences that are the same and different  |