

## Standard Two – Kindergarten

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

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