

- fluency,
- reading comprehension, and
- comprehending text structure

Writing – production of written language, including

- focus,
- organization,
- support and elaboration,
- style, and
- conventions (spelling, punctuation, capitalization, grammar, paragraphing)

Although a student's expressive (speaking and writing) and receptive (listening and reading) language may be limited by his/her current ELP level, the teacher should instruct beyond a student's independent ELP level; that is, teach to a student's potential, not to his/her current level of language proficiency in a particular domain. Students must be exposed to the richness and complexity of the English language in order to acquire academic language skills. Appropriate supports and scaffolding allow the rigorous engagement necessary to move students beyond their independent levels, through the ELP continuum, toward the goal of attaining English language proficiency. Language proficiency level does not restrict a student's ability to participate in appropriately scaffolded, higher-order thinking activities.

Standard Four – Kindergarten

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

	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	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