

Standard Three – Kindergarten					
Essential Standard: English language learners communicate information, ideas and concepts necessary for academic success in the content area of Mathematics					
	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"> <li>1. Match oral language to classroom and everyday objects</li> <li>2. Point to stated pictures in context</li> <li>3. Respond non-verbally to oral directions (e.g., through physical movement)</li> <li>4. Find familiar people and places named orally</li> </ol>	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Sort pictures/objects given oral instructions</li> <li>2. Match pictures/objects to oral description</li> <li>3. Follow oral one-step directions (stand-up, sit down)</li> <li>4. Identify simple patterns described orally</li> <li>5. Respond orally to gestures, songs, or stories modeled by teacher</li> </ol>	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> <li>1. Follow two-step oral directions</li> <li>2. Draw pictures in response to oral directions</li> <li>3. Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)</li> <li>4. Act out songs or stories using body movements</li> </ol>	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> <li>1. Find pictures that match oral descriptions</li> <li>2. Follow oral directions and compare with visual models (e.g., Draw a circle under the line.)</li> <li>3. Distinguish between what happens first or next in oral activities or reading</li> <li>4. Role play in response to stories read aloud</li> </ol>	<ol style="list-style-type: none"> <li>1. Order pictures of events according to sequential language</li> <li>2. Arrange pictures or objects according to descriptive oral discourse</li> <li>3. Identify pictures/realia associated with grade level academic concepts from oral descriptions</li> <li>4. Make pictures from real objects based on detailed oral descriptions</li> </ol>
Speaking	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Identify people or objects in illustrated story problems</li> <li>2. Repeat words, simple phrases</li> <li>3. Answer yes/no questions about personal information</li> <li>4. Name classroom and everyday objects</li> </ol>	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Restate some facts from illustrated story problems</li> <li>2. Describe pictures, classroom objects or familiar people using simple phrases</li> <li>3. Answer questions with one or two words (e.g., “Where is the circle?”)</li> <li>4. Complete phrases in rhymes, songs, and chants</li> </ol>	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> <li>1. Retell short story problems through pictures</li> <li>2. Repeat sentences from rhymes and patterned stories</li> <li>3. Make predictions (e.g. “What will happen next?”)</li> <li>4. Answer explicit questions from story problems read aloud (e.g., who, what, or where)</li> </ol>	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> <li>1. Retell story problems through pictures with emerging detail</li> <li>2. Sing repetitive songs and chants independently</li> <li>3. Compare attributes of real objects (e.g., size, shape, color)</li> <li>4. Indicate spatial relations of real-life objects using phrases or short sentences</li> </ol>	<ol style="list-style-type: none"> <li>1. Tell original story problems with emerging detail</li> <li>2. Explain situations (e.g., involving feelings)</li> <li>3. Offer personal opinions</li> <li>4. Express likes, dislikes, or preferences with reasons</li> </ol>
Reading	<p>With visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Match icons and symbols to corresponding pictures</li> <li>2. Identify name in print</li> <li>3. Find matching words or pictures</li> <li>4. Find labeled real-life classroom objects</li> </ol>	<p>With appropriate visual, graphic or interactive support students can</p> <ol style="list-style-type: none"> <li>1. Match examples of the same form of print</li> <li>2. Distinguish between same and different forms of print (e.g., single letters and symbols)</li> <li>3. Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page)</li> <li>4. Match labeled pictures to those in illustrated scenes</li> </ol>	<p>With visual, graphic or interactive support, as necessary, students can</p> <ol style="list-style-type: none"> <li>1. Use pictures to identify words</li> <li>2. Classify visuals according to labels or icons (e.g., animals v. plants)</li> <li>3. Demonstrate concepts of print (e.g., symbols, numbers)</li> <li>4. Sort labeled pictures by attribute (e.g., number, size, initial sound)</li> </ol>	<p>With visual, graphic or interactive support, if necessary, students can</p> <ol style="list-style-type: none"> <li>1. Identify some high frequency words in context</li> <li>2. Order a series of labeled pictures described orally to tell a word problem</li> <li>3. Match pictures to phrases/short sentences</li> <li>4. Classify labeled pictures by two attributes (e.g., size and color)</li> </ol>	<ol style="list-style-type: none"> <li>1. Find school-related vocabulary items</li> <li>2. Differentiate between letters, words, and sentences</li> <li>3. String words together to make short sentences</li> <li>4. Indicate features of words, phrases, or sentences that are the same and different</li> </ol>