

Kindergarten

An English Language Learner can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. [K.1](#)

1 with prompting and support (including context and visual aids), use a very limited set of strategies to: [K.1.1](#)

- a identify a few key words [K.1.1.A](#)

2 with prompting and support (including context and visual aids), use an emerging set of strategies to: [K.1.2](#)

- a identify some key words and phrases [K.1.2.A](#)

3 with prompting and support (including context and visual aids), use an increasing range of strategies to: [K.1.3](#)

- a • identify main topics [K.1.3.A](#)
- b answer questions about key details or parts of stories [K.1.3.B](#)
- c retell events [K.1.3.C](#)

4 with prompting and support (including context and visual aids), use a developing set of strategies to: [K.1.4](#)

- a identify main topics [K.1.4.A](#)
- b ask and answer questions about key details [K.1.4.B](#)

5 with prompting and support (including context and visual aids), use a wide range of strategies to: [K.1.5](#)

- a identify main topics [K.1.5.A](#)
- b answer questions about key details [K.1.5.B](#)
- c retell familiar stories [K.1.5.C](#)

An English Language Learner can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. [K.2](#)

1 with prompting and support (including context and visual aids), use a very limited set of strategies to: [K.2.1](#)

- a listen with limited participation in short conversations [K.2.1.A](#)
- b respond to simple yes/no and some wh- questions [K.2.1.B](#)

2 with prompting and support (including context and visual aids), use an emerging set of strategies to: [K.2.2](#)

- a participate in short conversations [K.2.2.A](#)
- b respond to simple yes/no and wh- questions [K.2.2.B](#)

3 with prompting and support (including context and visual aids), use an increasing range of strategies to: K.2.3

- a participate in short conversations K.2.3.A
- b follow some rules for discussion K.2.3.B
- c respond to simple yes/ no and wh- questions K.2.3.C

4 with prompting and support (including context and visual aids), use a developing set of strategies to: K.2.4

- a participate in conversations and discussions K.2.4.A
- b ask and answer simple questions K.2.4.B
- c follow increasing number of rules for discussion K.2.4.C

5 with prompting and support (including context and visual aids), use a wide range of strategies to: K.2.5

- a participate in conversations and discussions K.2.5.A
- b ask and answer questions K.2.5.B
- c follow rules for discussion K.2.5.C

An English Language Learner can speak and write about grade-appropriate complex literary and informational texts and topics. K.3

1 with prompting and support (including context and visual aids), use a very limited set of strategies to: K.3.1

- a communicate simple information or feelings about familiar topics or experiences. K.3.1.A

2 with prompting and support (including context and visual aids), use an emerging set of strategies to: K.3.2

- a communicate simple information or feelings about familiar topics, experiences, or events. K.3.2.A

3 with prompting and support (including context and visual aids), use an increasing range of strategies to: K.3.3

- a communicate information or feelings about familiar topics, experiences, or events. K.3.3.A

4 with prompting and support (including context and visual aids), use a developing set of strategies to: K.3.4

- a tell or dictate simple messages about a variety of topics, experiences, or events. K.3.4.A

5 with prompting and support (including context and visual aids), use a wide range of strategies to: K.3.5

- a make simple oral presentations. K.3.5.A
 - b compose short written texts K.3.5.B
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An English Language Learner can construct grade-appropriate oral and written claims and support them with reasoning and evidence. K.4

1 with prompting and support (including context and visual aids), use a very limited set of strategies to: K.4.1

a express a feeling or opinion about a familiar topic showing limited control. K.4.1.A

2 with prompting and support (including context and visual aids), use an emerging set of strategies to: K.4.2

a express an opinion or preference about a familiar topic showing emerging control. K.4.2.A

3 with prompting and support (including context and visual aids), use an increasing range of strategies to: K.4.3

a express an opinion or preference about a familiar topic or story showing developing control. K.4.3.A

4 with prompting and support (including context and visual aids), use a developing set of strategies to: K.4.4

a express an opinion or preference about a variety of topics or stories showing increasing control. K.4.4.A

5 with prompting and support (including context and visual aids), use a wide range of strategies to: K.4.5

a express an opinion or preference about a variety of topics or stories showing increasing control. K.4.5.A

conduct research and evaluate and communicate findings to answer questions or solve problems. K.5

1 with prompting and support from adults, K.5.1

a recall information from experience or from a provided source. K.5.1.A

2 with prompting and support from adults, K.5.2

a recall information from experience or use information from a provided source to answer a question. K.5.2.A

3 with prompting and support from adults, K.5.3

a recall information from experience or use information from provided sources to answer a question showing developing control. K.5.3.A

4 with prompting and support from adults, K.5.4

a recall information from experience or use information from provided sources to answer a question showing increasing control. K.5.4.A

5 with prompting and support from adults, K.5.5

a recall information from experience or use information from provided sources to answer a question showing increasing control. K.5.5.A

An English Language Learner can analyze and

1 [Standard introduced at Level 4.] K.6.1

critique the arguments of others orally and in writing. K.6

2 [Standard introduced at Level 4.] K.6.2

3 [Standard introduced at Level 4.] K.6.3

4 with prompting and support, K.6.4

a identify a reason an author or speaker gives to support a point. K.6.4.A

5 with prompting and support, K.6.5

a identify appropriate reasons an author or speaker gives to support main points. K.6.5.A

An English Language Learner can adapt language choices to purpose, task, and audience when speaking and writing. K.7

1 [Standard introduced at Level 4.] K.7.1

2 [Standard introduced at Level 4.] K.7.2

3 [Standard introduced at Level 4.] K.7.3

4 with prompting and support, K.7.4

a show a developing awareness of the difference between appropriate language for the playground and language for the classroom. K.7.4.A

5 with prompting and support, K.7.5

a show awareness of differences between informal (“playground speech”) and language appropriate to the classroom K.7.5.A

b use some words learned through conversations, reading, and being read to. K.7.5.B

determine the meaning of words and phrases in oral presentations and literary and informational text. K.8

1 with prompting and support (including context and visual aids), K.8.1

a recognize the meaning of a few frequently occurring words K.8.1.A

2 with prompting and support (including context and visual aids), K.8.2

a recognize the meaning of some frequently occurring words and phrases K.8.2.A

3 with prompting and support (including context and visual aids), K.8.3

a answer questions to help determine the meaning of some words and phrases K.8.3.A

4 with prompting and support (including context and visual aids), K.8.4

a answer and sometimes ask questions about the meaning of words and phrases K.8.4.A

5 with prompting and support (including context and visual aids), K.8.5

a answer and ask questions about the meaning of words and phrases K.8.5.A

An English Language Learner can create clear and coherent grade-appropriate speech and text. K.9

1 [Standard introduced at Level 3.] K.9.1

2 [Standard introduced at Level 3.] K.9.2

3 with support (including visual aids, context), K.9.3

- a retell several events from experience or a familiar story with developing control of some frequently occurring linking words (e.g., and, then). K.9.3.A
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4 with support (including visual aids, context) K.9.4

- a retell a simple sequence of events from experience or a familiar story with increasingly independent control of frequently occurring linking words. K.9.4.A
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5 with support (including visual aids), K.9.5

- a retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end using frequently occurring linking words. K.9.5.A
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An English Language Learner can make accurate use of standard English to communicate in grade-appropriate speech and writing. K.10

1 with support (including context and visual aids), K.10.1

- a recognize and use a small number of frequently occurring nouns and verbs K.10.1.A
 - b understand and respond to simple questions. K.10.1.B
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2 with support (including context and visual aids), K.10.2

- a recognize and use frequently occurring nouns, verbs, and short phrases K.10.2.A
 - b respond to yes/no and whquestions K.10.2.B
 - c produce a few simple sentences K.10.2.C
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3 with support (including context and visual aids), K.10.3

- a recognize and use frequently occurring regular plural nouns, verbs, and prepositions K.10.3.A
 - b use and respond to question words K.10.3.B
 - c produce simple sentences K.10.3.C
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4 with support (context and visual aids), K.10.4

- a recognize and use frequently occurring regular plural nouns, verbs, and prepositions K.10.4.A
- b use and respond to question words; K.10.4.B
- c produce and expand simple sentences K.10.4.C

5 with increasing independence, K.10.5

- a use frequently occurring regular plural nouns, verbs, prepositions, and question words **K.10.5.A**
- b ask and answer interrogatives (wh- questions) **K.10.5.B**
- c produce and expand simple sentences **K.10.5.C**