

# ELL Stage I: Kindergarten

## Listening and Speaking

### PROFICIENCY LEVEL DESCRIPTORS

#### Pre-Emergent

A student at this level has no ability or a very limited ability to communicate in English.

#### Emergent

A student at this level is able to respond using isolated words, strings of nouns and verbs, and functional phrases with linguistic support.

#### Basic

A student at this level consistently responds using grammatically correct phrases and simple sentences in social and academic settings with linguistic support.

#### Low Intermediate

A student at this level consistently expresses and responds using grammatically correct simple sentences in social and academic settings.

#### High Intermediate

A student at this level consistently expresses and responds using grammatically correct simple sentences, including details, in social and academic settings.

# ELL Stage I: Kindergarten

## Listening and Speaking

**Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.**

	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
Comprehension of Oral Communications	<b>The student will demonstrate understanding of oral communications by:</b>				
	PE-1: distinguishing between individual phonemes dictated by the teacher.	E-1: distinguishing between similar individual phonemes dictated by the teacher.	B-1: distinguishing between similar sounding words dictated by the teacher.	LI-1: distinguishing between similar sounding phrases dictated by the teacher.	HI-1: distinguishing between similar sounding sentences dictated by the teacher.
	PE-2: counting the number of words dictated by the teacher with assistance.  (math)	E-2: counting the number of words in a short phrase dictated by the teacher.  (math)	B-2: counting the number of words said in a repetitive sentence dictated by the teacher.  (math)	LI-2: counting the number of words said in complete sentences dictated by the teacher.  (math)	HI-2: counting the number of words said in complete sentences dictated by the teacher.  (math)
	PE-3: responding to read-alouds, using a variety of physical actions (e.g., <i>matching objects, pointing to an answer</i> ) or by drawing pictures.  (math, science, social studies)	E-3: identifying information/details from read-alouds using key words and phrases.  (math, science, social studies)	B-3: responding to read-alouds by identifying main ideas/concepts and details using complete sentences.  (math, science, social studies)	LI-3: responding to read-alouds by identifying main ideas/concepts and details using key words in complete sentences.  (math, science, social studies)	HI-3: responding to read-alouds by identifying main ideas/concepts and details using key words in complete sentences.  (math, science, social studies)

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## Listening and Speaking

Comprehension of Oral Communications	<b>Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.</b>				
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	<b>The student will demonstrate understanding of oral communications by:</b>				
	<p>PE-4: sequencing a series of pictures from information shared in read-alouds, presentations, and conversations.</p> <p>(math, science, social studies)</p>	<p>E-4: using pictures and key words to sequence a series of events from information shared in read-alouds, presentations, and conversations.</p> <p>(math, science, social studies)</p>	<p>B-4: using pictures and key words to sequence a series of events from information shared in read-alouds, presentations, and conversations.</p> <p>(math, science, social studies)</p>	<p>LI-4: using sentence frames to sequence events from read-alouds, presentations, and conversations.</p> <p>(math, science, social studies)</p>	<p>HI-4: sequencing events from read-alouds, presentations, and conversations.</p> <p>(math, science, social studies)</p>
<p>PE-5: following one-word commands for classroom activities that are accompanied by picture cues.</p> <p>(math, science)</p>	<p>E-5: following one-step directions for classroom activities that are accompanied by picture cues.</p> <p>(math, science)</p>	<p>B-5: following two-step directions for classroom activities that are accompanied by picture cues.</p> <p>(math, science)</p>	<p>LI-5: following multiple-step directions which include prepositions.</p> <p>(math, science)</p>	<p>HI-5: following multiple-step directions which include prepositions.</p> <p>(math, science)</p>	

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<b>Standard 1: The student will listen actively to the ideas of others in order to acquire new knowledge.</b>					
Comprehension of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
	<b>The student will demonstrate understanding of oral communications by:</b>				
	PE-6: responding to conversations using memorized responses. (e.g., <i>introductions, requests, courtesies</i> )  <small>(science, social studies)</small>	E-6: responding to comments and questions in social conversations.  <small>(science, social studies)</small>	B-6: responding to comments and questions in social conversations by sharing one's experiences and expressing one's thoughts.  <small>(science, social studies)</small>	LI-6: responding to comments and questions in social conversations by asking questions, sharing one's experiences, and expressing one's thoughts.  <small>(science, social studies)</small>	HI-6: responding to comments and questions in social conversations by asking questions, sharing one's experiences, and expressing one's thoughts.  <small>(science, social studies)</small>

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## Listening and Speaking

<b>Standard 2: The student will express orally his or her own thinking and ideas.</b>										
						Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
						<b>The student will communicate orally by:</b>				
<b>Delivery of Oral Communications</b>	PE-1: repeating the names of upper and lower case alphabet letters in order with accurate pronunciation.	E-1: repeating the names of upper and lower case alphabet letters in random order with accurate pronunciation.	B-1: naming upper and lower case alphabet letters in random order with accurate pronunciation.	LI-1: naming upper and lower case alphabet letters in random order with accurate pronunciation.	HI-1: naming upper and lower case alphabet letters in random order with accurate pronunciation.					
	PE-2: repeating individual phonemes in sequential order using accurate articulation.	E-2: repeating individual phonemes in random order using accurate articulation.	B-2: producing individual phonemes in random order, using accurate articulation with instructional support.	LI-2: producing individual phonemes of his or her name and the names of others using accurate articulation.	HI-2: producing all individual phonemes in words from print using accurate articulation.					
	PE-3: repeating the initial sounds (not letters) of his or her name and the names of others using accurate articulation.	E-3: repeating initial and final sounds (not letters) of his or her name and the names of others using accurate articulation.	B-3: producing initial and final sounds of words with instructional support using accurate articulation.	LI-3: producing initial and final sounds of words using accurate articulation.	HI-3: producing initial and final sounds of words using accurate articulation.					

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## Listening and Speaking

<b>Standard 2: The student will express orally his or her own thinking and ideas.</b>					
	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
<b>Delivery of Oral Communications</b>	<b>The student will communicate orally by:</b>				
	PE-4: repeating short vowel sounds using accurate articulation.	E-4: producing short vowel sounds using accurate articulation with instructional support.	B-4: producing short vowel sounds using accurate articulation.	LI-4: producing and blending the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation with instructional support.	HI-4: producing and blending the initial, medial, and final sounds of CVC words using accurate articulation and pronunciation.
	PE-5: N/A	E-5: repeating long vowel sounds using accurate articulation.	B-5: producing long vowel sounds using accurate articulation with instructional support.	LI-5: producing and blending the initial, medial, and final sounds of grade-appropriate words using accurate articulation and pronunciation with instructional support.	HI-5: producing and blending the initial, medial, and final sounds of grade-appropriate words using accurate articulation and pronunciation.
	PE-6: repeating cardinal numbers in order with accurate pronunciation.  (math)	E-6: naming all cardinal numbers in random order with accurate pronunciation.  (math)	B-6: naming ordinal numbers sequentially with accurate pronunciation with instructional support.  (math)	LI-6: naming cardinal and ordinal numbers randomly with accurate pronunciation.  (math)	HI-6: naming and distinguishing between cardinal and ordinal numbers with accurate pronunciation.  (math)

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<b>Standard 2: The student will express orally his or her own thinking and ideas.</b>										
						Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate
						<b>The student will communicate orally by:</b>				
<b>Delivery of Oral Communications</b>	PE-7: repeating one- or two-word social greetings and farewells.  <small>(social studies)</small>	E-7: responding to social greetings and farewells using words or phrases with instructional support.  <small>(social studies)</small>	B-7: responding to social interactions, courtesies, and personal information questions using complete sentences with instructional support.  <small>(social studies)</small>	LI-7: initiating conversations and responding to social interactions, courtesies, and personal information questions using complete sentences with instructional support.  <small>(social studies)</small>	HI-7: initiating conversations and responding to social interactions using complete sentences.  <small>(social studies)</small>					
	PE-8: using isolated words accompanied by gestures to communicate basic needs.	E-8: using isolated words or strings of two to three words accompanied by gestures to communicate basic needs.	B-8: using key words, phrases, and complete sentences to communicate basic needs with instructional support.	LI-8: using complete sentences, and rephrasing when necessary, to communicate immediate and future needs with instructional support.	HI-8: using complete sentences, and rephrasing when necessary, to communicate immediate and future needs.					

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## Listening and Speaking

<b>Standard 2: The student will express orally his or her own thinking and ideas.</b>						
Delivery of Oral Communications	Pre-Emergent	Emergent	Basic	Low Intermediate	High Intermediate	
	<b>The student will communicate orally by:</b>					
	PE-9: repeating familiar objects, people, and events with instructional support.  <small>(math, science, social studies)</small>	E-9: naming familiar objects, people, and events with instructional support.  <small>(math, science, social studies)</small>	B-9: naming objects, people, and events with instructional support.  <small>(math, science, social studies)</small>	LI-9: naming and organizing objects, people, and events, into predetermined categories in context.  <small>(math, science, social studies)</small>	HI-9: naming objects, people, and events, into self-generated categories.  <small>(math, science, social studies)</small>	
PE-10: repeating rhyming words and short familiar rhymes and songs using accurate pronunciation as well as expressive phrasing and intonation.	E-10: reciting rhyming words and short familiar rhymes and songs using accurate pronunciation as well as expressive phrasing and intonation, with instructional support.	B-10: producing rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation with instructional support.	LI-10: producing rhyming words and short, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.	HI-10: producing rhyming words and short, simple, rhyming phrases and songs using accurate pronunciation as well as expressive phrasing and intonation.		