

# 1. Listening

# Pre-Kindergarten

	Beginning	Intermediate	Advanced
<b>Vocabulary</b>			
1.	Demonstrate comprehension of age-appropriate vocabulary within familiar, basic questions and simple academic directions, supported by simplified speech, repetition, and visual or non-verbal cues.	Demonstrate comprehension of age-appropriate vocabulary within familiar, basic questions and simple academic directions, supported by simplified speech, repetition, and visual or non-verbal cues.	Demonstrate comprehension of age-appropriate vocabulary, with minimal support.
2.	Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, supported by simplified language, repetition, and visual or non-verbal cues.	Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
<b>Pronunciation and Intonation Patterns</b>			
3.	Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial, and final positions.
4.	Distinguish intonation patterns in familiar questions and statements.	Distinguish intonation patterns that affect meaning in less familiar questions, statements, and exclamations.	Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.
<b>Comprehension of Oral Instructions, Questions, and Prompts</b>			
5.	Respond appropriately to classroom commands and instructions to complete age-appropriate tasks containing modeled one-step directions, supported by visual and/or non-verbal cues.	Respond appropriately to classroom commands and instructions to complete age-appropriate tasks containing modeled directions, with repetition and visual or non-verbal support.	Respond appropriately to classroom commands and instructions to complete age-appropriate tasks, with minimal support.
6.	Respond appropriately to short, simply-phrased questions about familiar topics, with support including repetition and visual cues.	Respond appropriately to a variety of age-appropriate questions that have simple language structures, with support including repetition and visual cues.	Respond appropriately to a variety of questions that contain age-appropriate vocabulary and language structures, with minimal support.
<b>Comprehension of Information Presented Orally</b>			
7.	Demonstrate listening comprehension of content-related vocabulary about familiar information presented with simplified speech and visual support.	Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
<b>Conversations and Discussions</b>			
8.	Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact, and using appropriate gestures.	Demonstrate active listening strategies in social and age-appropriate academic settings by asking on-topic questions, with support.	Demonstrate active listening strategies by attending to the speaker and responding appropriately to deepen understanding, with minimal support.

## 2. Speaking

## Pre-Kindergarten

	Beginning	Intermediate	Advanced
<b>Vocabulary</b>			
1.	Use basic, concrete age-appropriate content-specific vocabulary, about familiar information, within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use age-appropriate content specific vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use age-appropriate content specific vocabulary within academic discussions, with minimal support.
2.	Use general vocabulary terms from all parts of speech about familiar topics, with visual, non-verbal and text support.	2. Use general vocabulary terms from all parts of speech within scaffolded academic discussions, with visual, non-verbal and text support.	2. Use expressive age-appropriate vocabulary within academic discussions, with minimal support.
<b>Grammar</b>			
3.	Repeat correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual or non-verbal cues.	3. Use correct word order in simple statements and questions, with visual or non-verbal support.	3. Use correct word order in varied simple statements and questions, with minimal support.
4.	Use subject-verb agreement in highly patterned simple statements, with visual support.	4. Use simple sentences and questions with subject-verb agreement, with support.	4. Use subject-verb agreement and personal noun and pronoun agreement, with minimal support.
5.	Use noun-pronoun agreement in simple statements, with visual support.	5. Use noun-pronoun agreement in simple statements and questions, with support.	5. Use personal noun and pronoun agreement, with minimal support.
6.	Use present progressive tense of common verbs within short phrases, highly patterned statements, and learned questions, with modeling and visual support.	6. Use verb tenses within simple statements and questions to indicate present, past, and future events, with modeling and visual support.	6. Use verb tenses to indicate present, past, and future events, with minimal support.
<b>Pronunciation, Intonation</b>			
7.	Use comprehensible pronunciation, enunciation, intonation, and fluency in age-appropriate oral language tasks, using words, phrases, and simple sentences when repeating after a model.	7. Use comprehensible pronunciation, enunciation, intonation, and fluency in age-appropriate oral language tasks and presentations, with modeling and support.	7. Speak clearly enough to be heard and understood in a variety of settings, using verbal and non-verbal techniques useful in communication.
<b>Personal Information</b>			
8.	Express personal information and ideas, using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	8. Express personal information and ideas, using sentences that include details, with support such as sentence frames and modeled presentations.	8. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
9.	Express opinions and feelings, using words, with support such as modeled vocabulary, props, and visual cues.	9. Express opinions and feelings, using simple modeled sentences, with support such as props and visual cues.	9. Express opinions and feelings using sentences that include reasons and/or details, with minimal support.
10.	Express needs and wants, using words, with support such as modeled language, props, and visual cues.	10. Express needs and wants, using simple modeled sentences, with support such as props and visual cues.	10. Express needs and wants in a variety of situations, providing reasons and/or details, and using verbal and non-verbal techniques, with minimal support.

## 2. Speaking

## Pre-Kindergarten

Beginning	Intermediate	Advanced
<b>Academic Information</b>		
11. Explain age-appropriate academic procedures, using gestures, pictures, single words, and modeled phrases.	11. Explain age-appropriate two-step academic procedures, using simple sentences.	11. Explain multi-step academic procedures, using age-appropriate language and structures, with minimal support.
12. Retell events, stories, and experiences, using gestures, pictures, single words, and modeled phrases.	12. Retell events, stories, and experiences, using simple sentences with support.	12. Retell main ideas and details of events, stories, and experiences, using age-appropriate language and structures, with minimal support.
13. Describe attributes of people, places, and things, using gestures, pictures, and basic adjectives.	13. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with support.	13. Describe and compare attributes and characteristics of people, places, and things, using age-appropriate language and structures, with minimal support.
14. Express predictions of future events, using gestures, pictures, single words, and modeled phrases.	14. Express predictions, probability, and future events, using simple sentences, with support.	14. Express predictions, probability, and future events, using age-appropriate language and structures, with minimal support.
15. Express cause-effect relationships using gestures, pictures, single words, and modeled phrases.	15. Express cause-effect relationships, using simple sentences including <i>because</i> and <i>if/then</i> statements, with support.	15. Express cause-effect relationships, using appropriate signal words, with minimal support.
<b>Conversations and Discussions</b>		
16. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, in short conversations and simple discussions.	16. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in age-appropriate academic discourse and small-group discussions.	16. Use organization and delivery strategies to participate in conversations and age-appropriate academic discussions.
17. Repeat and ask modeled questions to gain basic information.	17. Ask simple questions to gain information and clarify academic content.	17. Ask a variety of questions to gain information and clarify academic content.

### 3. Reading

### Pre-Kindergarten

Beginning	Intermediate	Advanced
<b>Connect Written Text and Spoken Language</b>		
1. Match identical letters, with support.	1. Identify some letters of the alphabet, with support.	1. Identify some letters of the alphabet in known and unknown words, with support.
2. Repeat consonant sounds, with modeling.	2. Recognize consonant sounds, with visual support.	2. Identify some letter sounds including initial and final consonants, with support.
3. Repeat rhyming words, with support.	3. Identify rhyming words in a sentence, with support.	3. Produce sentences with rhyming and alliteration, with support.
<b>Vocabulary and Symbols</b>		
4. Recognize environmental print, with support of illustrations.	4. Recognize environmental print and symbols, with support of illustrations.	4. Recognize signs, symbols, labels, and environmental print, with support of illustrations, charts, and visuals.
5. Identify pictures of common words, with support of gestures, actions, and modeling.	5. Identify and categorize pictures of common words such as colors, numbers, and letters, with modeling.	5. Identify and categorize age-appropriate words with pictures into categories, with modeling.
<b>Comprehension of Informational and Literary Texts</b>		
6. Repeat a fact in informational texts, with support.	6. Identify a fact in informational texts, with support.	6. Identify the topic in informational texts, with support.
7. Identify an event in literary texts, with support.	7. Identify events in literary texts, with support.	7. Identify the events in sequence (beginning, middle and end) in literary texts, with support.
8. Identify the characters of a story, with support.	8. Identify the characters and setting of a story, with support.	8. Identify elements of literary texts including characters and setting, with minimal support.
<b>Fluency</b>		
9. Demonstrate understanding of correct book position, with support.	9. Demonstrate understanding of basic concepts of print including looking at pages left to right and top to bottom, with support.	9. Point to words in and runs finger along text pretending to read.
<b>Strategies</b>		
10. Prepare for reading by demonstrating connections to the text using non-verbal and simple verbal responses, with support.	10. Prepare for reading by demonstrating connections to the text and making predictions, using non-verbal, simple verbal responses and phrases, with support.	10. Prepare for reading by demonstrating connections to the text and making predictions using a variety of responses, with minimal support.
11. During reading, demonstrate connections to the text using non-verbal and simple verbal responses, with support.	11. During reading, demonstrate connections to the text using non-verbal, simple verbal responses and phrases, with support.	11. During reading, demonstrate connections to the text using a variety of responses, with minimal support.
12. After reading, demonstrate understanding of the text using non-verbal and simple verbal responses, with support.	12. After reading, demonstrate understanding of the text using non-verbal, simple verbal responses and phrases, with support.	12. After reading, demonstrate understanding of the text using a variety of responses, with minimal support.

## 4. Writing

## Pre-Kindergarten

	Beginning	Intermediate	Advanced
<b>Vocabulary</b>			
1.	Illustrate and labels concrete nouns and plural nouns, with support.	1. Use concrete age-appropriate singular and plural nouns and subject pronouns in student-dictated or shared writing, with support.	1. Use age-appropriate vocabulary in student-dictated or shared writing, with support.
2.	Illustrate and labels verbs to express action by drawing and labeling, with support.	2. Use verbs to express action or state of being in student-dictated or shared writing, with support.	2. Use age-appropriate verbs to express action or state of being in student-dictated or shared writing, with support.
<b>Grammar</b>			
3.	Repeat correct word order in modeled short phrases and highly patterned statements and basic questions, with support.	3. Repeat correct word order in modeled simple statements and basic questions, with support.	3. Use correct word order in simple statements and basic questions within sentence stems and sentence frames and student-dictated or shared writing, with support.
4.	Repeat correct subject-verb agreement in highly patterned simple statements, with support.	4. Repeat subject-verb agreement in highly patterned simple sentence and sentence frames, with support.	4. Use subject-verb agreement correctly in student-dictated or shared writing, with support.
5.	Repeat verb tense to indicate present events in highly patterned simple statements, with support.	5. Repeat developmentally appropriate verb tenses to indicate present, future, and past events in simple statements and phrases, with support.	5. Use developmentally appropriate verb tenses to indicate present, future, and past events in statements, with support.
<b>Writing Conventions</b>			
6.	Demonstrate beginning control of drawing and writing tools.	6. Use curved, straight, and diagonal lines, and recognize the difference between writing and drawing, with support.	6. Copy or write familiar words, with support.
7.	Write some recognizable letters, with support.	7. Demonstrate an understanding that letters are combined to make words and knows how print is written (i.e., left to right, top to bottom, front to back), with support.	7. Demonstrate an understanding that once an oral message is written, it read the same every time, and that words are separated by spaces, with support.
<b>Personal Information</b>			
8.	Dictate or draw to express personal information using drawings, symbols, letters, or words, with support.	8. Dictate, draw, or write to express personal information using drawings, symbols, letters, or words, with support.	8. Write to express personal information and ideas using drawings, symbols, letters, and words, with support.
9.	Dictate or draw to express opinions and feelings using drawings, symbols, letters, and words, with support.	9. Dictate, draw, or write to express opinions and feelings using drawings, symbols, letters, or words, with support.	9. Write to express opinions and feelings using drawings, symbols, letters, or words, with support.