

Grades K, 1, 2

Adopted 2004

Listening

L.1 Follow simple and complex directions

- a. Demonstrate understanding through non-verbal gestures or with single words or learned phrases [L.1.1.A](#)
- b. Follow simple two-step oral directions to complete a task in English [L.1.1.B](#)
- c. Interpret gestures and visual cues used in instruction [L.1.1.C](#)
- d. Perform basic classroom tasks when prompted [L.1.1.D](#)
- a. Follow simple three or four-step oral directions to complete a classroom task [L.1.2.A](#)
- c. Respond appropriately and courteously to directions and questions [L.1.2.C](#)
- a. Perform most uncomplicated classroom tasks when prompted [L.1.3.A](#)
- a. Clarify classroom assignments with teacher and/or peers [L.1.4.A](#)

L.2 Understand spoken English to participate in social contexts

- a. Understand highly contextualized simple speech with frequent repetition and rephrasing [L.2.1.A](#)
- b. Understand basic language such as, greetings, leave-taking, questions, and directions [L.2.1.B](#)
- a. Understand simple speech produced by peers and adults on familiar topics with repetition and rephrasing [L.2.2.A](#)
- a. Understand age-appropriate social discourse with occasional repetition and rephrasing [L.2.3.A](#)
- a. Understand ageappropriate social discourse [L.2.4.A](#)

L.3 Identify main ideas and supporting details from spoken English

- a. Use active listening comprehension in a variety of situations such as following directions, responding to requests, and listening for specific purposes **L.3.1.A**
- b. Listen attentively to stories and information read aloud **L.3.1.B**
- c. Demonstrate comprehension of oral presentations and instructions through nonverbal responses **L.3.1.C**
- a. Listen and respond to stories and other texts read aloud, including classic and contemporary works **L.3.2.A**
- b. Orally identify main points of simple conversations and stories read aloud **L.3.2.B**
- e. Listen attentively to stories/information and identify key details and concepts using both verbal and non-verbal responses **L.3.2.E**

L.4 Identify meaning of vocabulary in the content areas

- a. Understand limited key content area vocabulary supported by visual representations and realia (real-life objects) **L.4.1.A**
- a. Understand key content area vocabulary supported by visuals and written text provided during classroom instruction **L.4.2.A**
- a. Understand vocabulary and discourse features of content areas **L.4.3.A**

L.5 Identify speaker attitude and point of view

- a. Demonstrate understanding of speaker's feelings and attitudes toward a topic **L.5.1.A**
- a. Use age-appropriate social conventions that characterize the new culture while listening, such as eye contact, physical proximity, and turn-taking **L.5.2.A**
- b. Listen critically to interpret and evaluate **L.5.3.B**

L.6 Make inferences and predictions

- a. Respond to the implications of tones of voice **L.6.1.A**
- a. Infer speaker's implied meaning **L.6.2.A**

Speaking**S.1 Use spoken language for daily activities within and beyond the school setting**

- a. Use learned phrases to respond to questions and directions **S.1.1.A**
- a. Make requests and obtain information from the community **S.1.2.A**
- a. Participate in conversations on social topics by asking and requesting information **S.1.3.A**
- b. Acquire goods, services, or information by spoken request **S.1.3.B**

S.2 Engage in conversations for personal expression and enjoyment

- a. Communicate basic wants and needs in English [S.2.1.A](#)
- b. Use common social greetings and simple repetitive phrases [S.2.1.B](#)
- a. Participate in social conversations with peers and adults on familiar topics by asking and answering questions and requesting information [S.2.2.A](#)
- a. Participate in social conversations with peers and adults on unfamiliar topics by asking and answering questions and restating and requesting information [S.2.3.A](#)

S.3 Use spoken English and nonverbal communication in socially and culturally appropriate ways

- a. Maintain eye contact when communicating in person [S.3.1.A](#)
- a. Recognize some gestures, facial expressions and body language [S.3.2.A](#)

S.4 Use English to interact in the classroom

- a. Recite rhymes, songs and simple stories [S.4.1.A](#)
- b. Respond orally to factual questions [S.4.1.B](#)
- a. Ask and respond to questions using phrases or simple sentences [S.4.2.A](#)
- b. Participate in classroom discussions [S.4.2.B](#)
- c. Restate in basic terms the main idea of oral presentations using subject area content [S.4.2.C](#)
- d. Ask and answer instructional questions using simple sentences [S.4.2.D](#)
- e. Give directions or instructions to classmates [S.4.2.E](#)
- f. Participate in guided discussions [S.4.2.F](#)
- g. Give simple oral reports [S.4.2.G](#)
- a. Participate actively in cooperative group activities and projects [S.4.3.A](#)
- b. Participate actively in content area discussions with peers and teachers [S.4.3.B](#)

S.5 Provide and obtain information; express and exchange opinions

- a. Answer instructional questions by using simple sentences [S.5.1.A](#)
- a. Answer instructional questions with supporting details [S.5.2.A](#)
- a. Respond to messages by asking questions, challenging statements, or offering examples that affirm the message [S.5.3.A](#)
- a. Talk about experiences using expanded vocabulary, descriptive words and paraphrasing [S.5.4.A](#)

S.6 Demonstrate comprehensible pronunciation and intonation for clarity in oral communication

- a. Use clearly spoken single words and learned phrases to be understood by a native speaker **S.6.1.A**
- a. Speak understandably with awareness of English intonation and phonological patterns **S.6.2.A**
- a. Speak clearly and comprehensibly by using standard English grammatical forms, pronunciation, phrasing and intonation **S.6.3.A**

S.7 Present information, concepts, and ideas to an audience of listeners on a variety of topics

- a. Describe a concrete object or concept with prepared text **S.7.1.A**
- a. Prepare and deliver short oral presentations **S.7.2.A**
- b. Retell stories and participate in short conversations **S.7.2.B**

S.8 Use strategies to extend communicative competence

- a. Ask for clarification and repetition **S.8.2.A**
- c. Make requests relevant to the teaching learning process (homework instructions) **S.8.2.C**
- a. Formulate and pose questions during classroom discussions **S.8.3.A**
- a. Respond to messages by asking questions or by challenging statements **S.8.4.A**
- b. Summarize orally with accurate representation of the content of the conversation **S.8.4.B**

Reading and Comprehending**R.1 Recognize concepts of print literacy**

- a. Demonstrate initial print awareness that print carries message **R.1.1.A**
- b. Know the order of the alphabet; name and identify each letter of the alphabet **R.1.1.B**
- c. Know the difference between capital and lower case letters **R.1.1.C**
- d. Distinguish letters from words **R.1.1.D**
- e. Demonstrate directionality by tracking print from left to right, and using return sweep **R.1.1.E**
- f. Recognize that sentences in print are made up of separate words **R.1.1.F**
- g. Recognize that words have correct spelling **R.1.1.G**
- h. Identify the front cover, back cover, and title page of a book **R.1.1.H**
- a. Understand that printed materials provide information **R.1.2.A**
- b. Use knowledge of simple spelling patterns when reading **R.1.2.B**
- c. Recognize capitalization and punctuation to convey meaning **R.1.2.C**

R.2 Demonstrate phonological awareness and the relationship of listening/speaking to decoding

- a. Demonstrate that print represents spoken language [R.2.1.A](#)
 - b. Understand that as letters change, so do sounds [R.2.1.B](#)
 - c. Use knowledge of consonants and vowels sounds to match sounds to letters [R.2.1.C](#)
 - d. Use knowledge of consonants, consonant blends, and vowel sounds in decoding words [R.2.1.D](#)
 - e. Read common word families and rhyming words [R.2.1.E](#)
 - f. Use decoding skills to read known and unfamiliar words [R.2.1.F](#)
 - g. Match oral words to printed words [R.2.1.G](#)
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R.3 Build vocabulary to develop concepts

- a. Recognize high frequency words [R.3.1.A](#)
 - b. Develop basic sight words [R.3.1.B](#)
 - d. Identify simple words with multiple meanings [R.3.2.D](#)
 - e. Identify simple literary terms (title, author, illustrator) [R.3.2.E](#)
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R.5 Read and demonstrate comprehension of main idea and supporting details

- a. Name characters and identify setting of story [R.5.1.A](#)
 - b. Recognize the beginning, middle and end of narratives [R.5.1.B](#)
 - c. Answer factual, simple questions about content of text [R.5.1.C](#)
 - a. Participate in discussions describing characters, setting, events and plot [R.5.2.A](#)
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R.6 Apply reading skills in social and academic contexts

- a. Identify common signs and logos [R.6.1.A](#)
 - b. Use prior background knowledge to approach text [R.6.1.B](#)
 - c. Use print from the environment to derive and reinforce meaning [R.6.1.C](#)
 - d. Read and follow simple written directions [R.6.1.D](#)
 - e. Use simple reference materials (such as picture dictionaries) to acquire concepts [R.6.1.E](#)
 - a. Read and follow sequential or multiple step written directions to complete tasks and assignments [R.6.2.A](#)
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R.8 Make inferences, predictions, and conclusions from reading

- a. Use pictures/graphics to make predictions about text, and discuss conclusions [R.8.1.A](#)
- a. Use pictures to make predictions about stories and informational text [R.8.2.A](#)
- b. Make and confirm predictions about the subject/story from text clues [R.8.2.B](#)

R.9 Analyze style and form of various genre

- a. Identify elements of a story, including character, setting, and sequence of events **R.9.1.A**
 - b. Recognize format differences between poetry and prose **R.9.1.B**
 - c. Recognize differences between expository and narrative text **R.9.1.C**
 - d. Use graphic displays (photos, art, pictures, icons, symbols) and textual aides (sub-heading, graphs, charts) to understand stories and informational text **R.9.1.D**
 - b. Differentiate between fiction and non-fiction **R.9.2.B**
 - c. Understand literary forms by recognizing and distinguishing among stories, poems, and information books **R.9.2.C**
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Writing

W.1 Use conventions and formats of written English

- a. Write the English alphabet legibly in manuscript (printing) using upper and lower case **W.1.1.A**
 - b. Write messages from left to right and top to bottom of the page **W.1.1.B**
 - c. Use word and letter spacing to make messages readable **W.1.1.C**
 - d. Write personal information (name, address, phone number) **W.1.1.D**
 - e. Write labels, notes and captions for illustrations, charts, and objects **W.1.1.E**
 - f. Write words and short sentences from dictation with developmental spelling **W.1.1.F**
 - g. Copy from a model text with attention to using lines, margins, and spacing **W.1.1.G**
 - h. Write several sentences on a topic related to a visual prompt **W.1.1.H**
 - a. Write the English alphabet legibly in cursive using upper and lower case **W.1.2.A**
 - c. Write simple sentences using key words available in the classroom environment **W.1.2.C**
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W.2 Use grammatical conventions of English

- a. Use capitalization and punctuation to begin and end sentences **W.2.1.A**
- b. Use nouns (singulars and plurals), verbs (singular and plural), pronouns, adjectives, adverbs in writing **W.2.1.B**
- c. Use basic grammatical constructions in simple sentences **W.2.1.C**
- a. Capitalize and punctuate correctly to clarify and enhance meaning (such as capitalizing titles, using possessives, commas in a series, apostrophes and contractions, and abbreviations) **W.2.2.A**
- b. Identify and correctly use subject verb agreement and past, present, and future tenses in writing simple sentences **W.2.2.B**
- c. Demonstrate knowledge of negatives and contractions **W.2.2.C**

W.3 Write using appropriate vocabulary choice and variation

- a. Use descriptive vocabulary to clarify details [W.3.1.A](#)

W.4 Construct sentences and develop paragraphs to organize writing supporting a central idea

- a. Compose simple declarative, interrogative, imperative, and exclamatory sentences appropriate for language arts and other content areas based on a classroom model [W.4.1.A](#)
- b. Compose multiple sentences around a topic [W.4.1.B](#)
- a. Support a central idea with relevant details and examples [W.4.2.A](#)

W.5 Use the writing process to produce writing

- a. Prewriting: Generate ideas for writing by using prewriting techniques such as drawing and teacher assisted listing of key thoughts [W.5.1.A](#)
- c. Editing: Edit writing for punctuation, capitalization and spelling with teacher assistance; create legible final copy [W.5.1.C](#)
- a. Prewriting: Use graphic organizers as a prewriting activity to demonstrate prior knowledge, add information and prepare to write [W.5.2.A](#)
- e. Editing: Edit draft for basic grammatical constructions; expand use of adjectives and adverbs; check for singular and plural agreement [W.5.2.E](#)
- a. Prewriting: Plan ideas through independent organizing activities such as listing, webbing, clustering, sequencing, and classifying in English [W.5.3.A](#)

W.6 Use various types of writing for specific purposes

- a. Write basic information on classroom assignments, such as, name, date, class subject, teacher [W.6.1.A](#)
- b. Write to communicate basic personal information such as filling out forms, autobiographical sketches, home-culture descriptions [W.6.1.B](#)
- c. List, label, or summarize content area information [W.6.1.C](#)
- d. Write a few words or phrases about an event or character from a story read by the teacher [W.6.1.D](#)
- e. Write a short narrative story that includes elements of setting and character [W.6.1.E](#)
- f. Write in different forms for different purposes including lists to inform, letters to invite or thank, and stories to entertain [W.6.1.F](#)
- a. Write brief responses to selected literature with factual understanding of the text using simple sentences [W.6.2.A](#)
- b. Write a brief narrative include elements of setting, character, and events [W.6.2.B](#)
- c. Narrate a sequence of events with some detail [W.6.2.C](#)

W.7 Use multiple sources to extend writing

- a. Record or dictate knowledge of a topic in a variety of ways, such as by drawing pictures, making lists, or using graphic organizers to show connections among ideas **W.7.1.A**
- a. Identify questions for investigating a given topic **W.7.2.A**

W.8 Use tone and voice to engage specific audiences

- a. Identify an audience for writing in English **W.8.1.A**