

Kindergarten–Grade 2 English Language Development

Progress Report Indicators

Beginning

Intermediate

Advanced

Standard 1—Listening: English language learners listen for information and understanding, using a variety of sources, for academic and social purposes.

1. Follow clear one-step directions in one-to-one situations.
2. Respond nonverbally or in one- or two-word phrases to greetings and requests in one-to-one situations.
3. Respond to simple questions with one or two words in one-to-one situations (e.g., yes/no, personal information, either/or).
4. Demonstrate comprehension of stories and information by responding nonverbally (e.g., listening, pointing, moving, matching, drawing gesturing or with simple word responses).
5. Understand key words and familiar phrases.
6. Recognize sound patterns in oral language (e.g., rhyming).
7. Listen for specific purposes and main ideas.
8. Hear and discriminate among a number of phonemes representing sounds specific to the English language.

1. Follow clear two or three-step directions in one-to-one situations.
2. Respond to familiar social language.
3. Respond to simple and some complex questions with words or phrases (e.g., either/or, who/how).
4. Comprehend stories, key concepts of content area information and oral presentations with contextual support (e.g., graphic organizers, posters, diagrams, charts).
5. Identify characters and sequence in stories.

1. Follow multiple-step directions.
2. Follow meaning when working in pairs, small group, or whole class discussions on personal, social, or grade-level academic topics.
3. Demonstrate comprehension of read-aloud stories, content area information, and oral presentations with contextual support by paraphrasing, explaining, and expressing opinions.
4. Respond to complex and content-related questions about newly learned information (e.g., compare and contrast).
5. Identify main ideas and details in stories.
6. Demonstrate understanding of some idiomatic expressions by responding appropriately to expressions, such as “hit the road.”

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Standard 2—Speaking: English language learners speak for information and understanding, using a variety of sources, for academic and social purposes.

1. Use gestures, single words, and simple phrases in greetings and routine conversations and to communicate needs.
2. Use both social and academic learned vocabulary in context.
3. State basic personal information (e.g., age, name, family members).
4. Participate in classroom group activities (e.g., chants, songs, choral readings).
5. Retell simple stories and personal experiences using key words and phrases.
6. Respond to simple questions related to immediate context with single words (e.g., yes/no, either/or, basic personal information).
7. Approximate pronunciation of a number of phonemes representing sounds particular to the English language and single words.

1. Imitate appropriate language in formal and informal settings.
2. Use vocabulary learned in content area lessons.
3. Use simple sentences to express needs and ideas about familiar topics in social and academic contexts.
4. Retell familiar stories and experiences using simple sentences.
5. Initiate conversation in social and academic settings using simple sentences.
6. Retell familiar stories and experiences using simple sentences.
7. Approximate pronunciation, rhythm, stress, and intonation of English.

1. Communicate information and feelings clearly in conversations.
2. Contribute to classroom discussions by asking and answering questions, giving opinions, disagreeing, and sharing experiences.
3. Retell, narrate and paraphrase stories with descriptive detail, including characters and settings.
4. Use both formal and informal language (e.g., interviewing, persuasive speech), with attention to grammar, vocabulary, intonation, and pronunciation.
5. Use expanded and descriptive vocabulary related to content areas.

