

## Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

<b>Phases of language acquisition</b>	
<b>Reaching 4</b>	<ul style="list-style-type: none"><li>● Specialized or technical language on the target language.</li><li>● Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse approaching grade level</li><li>● Oral or written communication comparable to native speakers of the target language</li></ul>
<b>Bridging/Expanding 3</b>	<ul style="list-style-type: none"><li>● Specific and some technical vocabulary in the target language</li><li>● Variety of sentence lengths of varying linguistic complexity in extended oral or written discourse</li><li>● Errors that do not impede meaning</li></ul>
<b>Developing/Emerging 2</b>	<ul style="list-style-type: none"><li>● General and specific vocabulary in the target language</li><li>● Phrases expanded into simple sentences</li><li>● Errors that may impede the meaning when presented with basic oral commands, direct questions, or simple statements</li></ul>
<b>Entering 1</b>	<ul style="list-style-type: none"><li>● Silent period</li><li>● Pictorial or graphic representation of the target language</li><li>● Words, phrases or chunks of language</li><li>● Errors that often impede meaning when presented with basic oral commands, direct questions, or simple statements</li></ul>

Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

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Kindergarten

	<b>Reaching 4</b>	<b>Bridging/Expanding 3</b>	<b>Developing/Emerging 2</b>	<b>Entering 1</b>	<b>Instructional Tools to assess the indicators</b>
<b>Listening Escuchar</b>	<p>Recognize and respond to language related to classroom routines and academic vocabulary.</p> <p>Demonstrate comprehension of detailed information from oral discourse</p> <p>Show comprehension of songs, chants, or stories by associating gestures.</p>	<p>Follow two-step oral directions, one step at a time.</p> <p>Match extended oral description of content related topics to illustrations or graphics.</p> <p>Respond with gestures to songs, chants, or stories.</p>	<p>Follow simple directions with visual support.</p> <p>Identify language associated with features of objects or print (e.g., "Point to something blue")</p> <p>Respond with gestures to songs, chants, or stories modeled by teachers.</p>	<p>Respond non-verbally to oral commands or statements (e.g., through physical movement).</p> <p>Match oral language to classroom and everyday objects/people.</p> <p>Imitate gestures related to songs, chants, or stories modeled by teachers.</p>	
	<b>Reaching 4</b>	<b>Bridging/Expanding 3</b>	<b>Developing/Emerging 2</b>	<b>Entering 1</b>	<b>Instructional Tools to assess the indicators</b>

Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

<p><b>Speaking Hablar</b></p>	<p>Speaks <b>only</b> in target language.</p> <p>Rephrase events from stories or oral discourse (e.g., class rules or routines)</p> <p>Agree or disagree and then give personal preference with reasons (eg. I don't like pizza, but I like hamburgers because ...)</p> <p>Describe uses of everyday objects or roles of familiar people using detail. (e.g., "The blue pencil is in the cup on the table.")</p> <p>Ask and answer questions in both academic and social contexts.</p>	<p>Speaks <b>mostly</b> in target language with occasional code-switching.</p> <p>Retell main events in short narrative stories using pictures</p> <p>Express likes, dislikes, or preferences with reasons (e.g., "I like ___ because___.")</p> <p>Describe uses of everyday objects or roles of familiar people (e.g., "We use a pencil to write.")</p> <p>Ask questions of social nature and use simple sentences to respond to questions in both academic and social contexts.</p>	<p><b>Switches</b> between languages frequently.</p> <p>Repeat words, simple phrases or expressions from familiar stories as a whole class</p> <p>State personal preferences (e.g., "I like....")</p> <p>Describe uses of everyday objects or roles of familiar people <i>with support</i>. (e.g., "We use a pencil to write.")</p> <p>Use words or simple phrases to respond to common questions in both academic and social contexts.</p>	<p><b>Mostly</b> uses first language; silent period.</p> <p>Participate in group songs, chants, poems or stories using gestures or physical movement</p> <p>Express personal preference using gestures (thumbs up, down, etc.)</p> <p>Name everyday objects or roles of familiar people.</p> <p>Point or use gestures to respond to common questions in both academic and social contexts.</p>	<p>Daily classroom observations</p>
	<p><b>Reaching 4</b></p>	<p><b>Bridging/Expanding 3</b></p>	<p><b>Developing/Emerging 2</b></p>	<p><b>Entering 1</b></p>	<p><b>Instructional Tools to assess the indicators</b></p>

Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

<p>Reading <b>Leer</b></p>	<p>Apply knowledge of word structure to predict meaning of new words.</p> <p>Retell the story/restate the information read.</p> <p>Read simple sentences and/or short texts with fluency after practice.</p>	<p>Use context clues to understand new vocabulary encountered in text.</p> <p>Use visuals to show understanding of the plot or the main idea in literary/ informational texts.</p> <p>Read words and simple phrases with fluency.</p>	<p>Match written words or phrases to illustrations.</p> <p>Use visuals to show understanding of story elements or non-fiction topics.</p> <p>Blend syllables to read words.</p>	<p>Match icons, symbols and pictures to corresponding words.</p> <p>Use visuals to show understanding of simple sentences.</p> <p>Match vowels sounds with written letter and blend syllables.</p>	<p>Daily classroom observations</p>
<p>Writing <b>Escribir</b></p>	<p>Write a complete sentence with proper syntax based on modeled or patterned text. Incorporate words and phrases acquired through oral language in short illustrated sentences.</p>	<p>Write phrases or simple sentences using proper syntax (subject/verb agreement, gender agreement, etc.) based on modeled or patterned text.</p>	<p>Write words/phrases based on patterned language/text. (ex. sentence starters, Sentence Patterning Chart, etc. )</p>	<p>Copy environmental print and label familiar people, objects, or events from models.</p>	<p>Daily classroom observations</p>

Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

1st Grade

	<b>Reaching 4</b>	<b>Bridging/Expanding 3</b>	<b>Developing/Emerging 2</b>	<b>Entering 1</b>	<b>Instructional Tools to assess the indicators</b>
<b>Listening Escuchar</b>	<p>Recognize and respond to language related to classroom routines and academic vocabulary.</p> <p>Demonstrate comprehension of detailed information from oral discourse.</p> <p>Show comprehension of songs, chants, or stories by associating gestures.</p>	<p>Follow two-step oral directions, one step at a time.</p> <p>Match extended oral description of content related topics to illustrations or graphics.</p> <p>Respond with gestures to songs, chants, or stories.</p>	<p>Follow simple directions with visual support.</p> <p>Identify language associated with features of objects or print (e.g., "Point to something blue").</p> <p>Respond with gestures to songs, chants, or stories modeled by teachers.</p>	<p>Respond non-verbally to oral commands or statements (e.g., through physical movement).</p> <p>Match oral language to classroom and everyday objects/people.</p> <p>Imitate gestures related to songs, chants, or stories modeled by teachers.</p>	
<b>Speaking Hablar</b>	<p>Speaks <b>only</b> in target language.</p> <p>Rephrase events from stories or oral discourse (e.g., class rules or routines)</p> <p>Agree or disagree</p>	<p>Speaks <b>mostly</b> in target language with occasional code-switching.</p> <p>Retell main events in short narrative stories using pictures</p> <p>Express likes, dislikes,</p>	<p><b>Switches</b> between languages frequently.</p> <p>Repeat words, simple phrases or expressions from familiar stories as a whole class</p> <p>State personal</p>	<p><b>Mostly</b> uses first language; silent period.</p> <p>Participate in group songs, chants, poems or stories using gestures or physical movement</p> <p>Express personal</p>	

Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

	<p>and then give personal preference with reasons (eg. I don't like pizza, but I like hamburgers because ...)</p> <p>Describe uses of everyday objects or roles of familiar people using detail. (e.g., "The blue pencil is in the cup on the table.")</p> <p>Ask and answer questions in both academic and social contexts; including follow up questions and oral presentations.</p>	<p>preferences, or feelings with reasons (e.g., "I like ___ because ___.")</p> <p>Describe uses of everyday objects or roles of familiar people (e.g., "We use a pencil to write.")</p> <p>Ask questions of social nature and use simple sentences to respond to questions in both academic and social contexts.</p>	<p>preferences and feelings in simple sentences. (e.g., "I like....")</p> <p>Describe uses of everyday objects or roles of familiar people <i>with support</i>. (e.g., "We use a pencil to write.")</p> <p>Uses words or simple phrases to respond to common questions in both academic and social contexts.</p>	<p>preference and feelings using gestures (thumbs up, down, etc.)</p> <p>Name everyday objects or roles of familiar people.</p> <p>Points or uses gestures to respond to common questions in both academic and social contexts.</p>	
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Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

<p>Reading <b>Leer</b></p>	<p>Apply knowledge of word structure to predict meaning of new words.</p> <p>Retell the story/restate the information read.</p> <p>Read simple sentences and/or short texts with fluency after practice.</p>	<p>Use context clues to understand new vocabulary encountered in text.</p> <p>Use visuals to show understanding of the plot or the main idea in literary/ informational texts.</p> <p>Read words and simple phrases with fluency.</p>	<p>Match written words or phrases to illustrations.</p> <p>Use visuals to show understanding of story elements or non-fiction topics.</p> <p>Blend syllables to read words.</p>	<p>Match icons, symbols and pictures to corresponding words.</p> <p>Use visuals to show understanding of simple sentences.</p> <p>Match vowels sounds with written letter and blend syllables.</p>	
<p>Writing <b>Escribir</b></p>	<p>Write a complete sentence with proper syntax based on modeled or patterned text. Incorporate words and phrases acquired through oral language in short illustrated sentences.</p>	<p>Write phrases or simple sentences using proper syntax (subject/verb agreement, gender agreement, etc.) based on modeled or patterned text.</p>	<p>Write words/phrases based on patterned language/text. (ex. sentence starters, Sentence Patterning Chart, etc. )</p>	<p>Copy environmental print and label familiar people, objects, or events from models.</p>	

Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

2nd Grade

	<b>Reaching 4</b>	<b>Bridging/Expanding 3</b>	<b>Developing/Emerging 2</b>	<b>Entering 1</b>	<b>Instructional Tools to assess the indicators</b>
<b>Listening Escuchar</b>	<p>Use context clues to demonstrate comprehension of detailed information from oral discourse.</p> <p>Recognize and respond to language related to classroom routines and academic vocabulary.</p> <p>Show comprehension of songs, chants, or stories by associating gestures.</p>	<p>Use context clues and details to find meaning from oral language.</p> <p>Follow two-step oral directions, one step at a time.</p> <p>Respond with gestures to songs, chants, or stories.</p>	<p>Use context clues and details to find meaning from oral language only after frontloading/building background.</p> <p>Follow simple directions with visual support.</p> <p>Respond with gestures to songs, chants, or stories modeled by teachers.</p>	<p>Use context clues and details to find meaning from oral language only after frontloading and with support provided throughout the discourse.</p> <p>Identify language associated with features of objects or print (e.g., "Point to something blue").</p> <p>Respond non-verbally to oral commands or statements (e.g., through physical movement).</p> <p>Imitate gestures related to songs, chants, or stories modeled by teachers.</p>	
<b>Speaking Hablar</b>	Speak only in target language	Speak mostly in target language with	Switch between languages frequently	Mostly use first language; silent period.	



Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

	<p>Use academic vocabulary and 2nd grade appropriate syntax in class interactions.</p> <p>Ask questions to gain understanding and follow up with further questions.</p> <p>Agree or disagree and then give personal preference with reasons (eg. I don't like pizza, but I like hamburgers because ...)</p>	<p>occasional code-switching.</p> <p>Spontaneously use academic and general vocabulary; limited errors in syntax.</p> <p>Ask questions for social AND academic purposes.</p> <p>Express likes, dislikes, preferences, or feelings with reasons (e.g., "I like ___ because___.")</p>	<p>Use academic and general vocabulary with practice or guidance; some errors in syntax.</p> <p>Ask questions for social OR academic purposes. (interaction)</p> <p>State personal preferences and feelings in simple sentences. (e.g., "I like....")</p>	<p>Repeat academic and simple vocabulary; rely on provided sentence structures.</p> <p>Ask questions related to daily routine. (Ex. ¿Puedo ir al baño?)</p> <p>Express personal preference and feelings using gestures (thumbs up, down, etc.)</p>	
<p><b>Reading</b> <b>Leer</b></p>	<p>Independently and consistently utilize metalinguistic strategies to gain understanding of text (cognates, morphology, etc.)</p> <p>Apply knowledge</p>	<p>Utilize metalinguistic strategies to gain understanding of text (cognates, morphology, etc.) with prompting/ guidance.</p> <p>Use context clues to understand new</p>	<p>Utilize metalinguistic strategies to gain understanding of text after direct instruction (cognates, morphology, etc.)</p> <p>Match written words or phrases to illustrations.</p>	<p>Awareness of metalinguistic strategies to gain understanding of text after direct instruction (cognates, morphology, etc.)</p> <p>Match icons, symbols</p>	

Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

	<p>of word structure to predict meaning of new words.</p> <p>Retell the story/restate the information read.</p> <p>Read simple sentences and/or short texts with fluency after practice.</p>	<p>vocabulary encountered in text.</p> <p>Use visuals to show understanding of the plot or the main idea in literary/ informational texts.</p> <p>Read words and simple phrases with fluency.</p>	<p>Use visuals to show understanding of story elements or non-fiction topics.</p> <p>Blend syllables to read words.</p>	<p>and pictures to corresponding words.</p> <p>Use visuals to show understanding of simple sentences.</p> <p>Match vowels sounds with written letter and blend syllables.</p>	
<p><b>Writing</b> <b>Escribir</b></p>	<p>Writes consistently in target language.</p> <p>Write a complete sentence with proper syntax based on modeled or patterned text. Incorporate words and phrases acquired through oral language in short illustrated sentences.</p>	<p>Writes mostly in target language with occasional code-switching.</p> <p>Write phrases or simple sentences using proper syntax (subject/verb agreement, gender agreement, etc.) based on modeled or patterned text.</p>	<p>Switches between languages frequently when writing.</p> <p>Write words/phrases based on patterned language/text. (ex. sentence starters, Sentence Patterning Chart, etc. )</p>	<p>Mostly uses first language.</p> <p>Copy environmental print and label familiar people, objects, or events from models.</p>	

## Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

3rd Grade

	<b>Reaching 4</b>	<b>Bridging/Expanding 3</b>	<b>Developing/Emerging 2</b>	<b>Entering 1</b>	<b>Instructional Tools to assess the indicators</b>
<b>Listening Escuchar</b>	<p>Use context clues to demonstrate comprehension of detailed information from oral discourse.</p> <p>Recognize and respond to language related to classroom routines and academic vocabulary.</p> <p>Show comprehension of songs, chants, or stories by associating gestures.</p>	<p>Use context clues and details to find meaning from oral language.</p> <p>Follow two-step oral directions, one step at a time.</p> <p>Respond with gestures to songs, chants, or stories.</p>	<p>Use context clues and details to find meaning from oral language only after frontloading/building background.</p> <p>Follow simple directions with visual support.</p> <p>Respond with gestures to songs, chants, or stories modeled by teachers.</p>	<p>Use context clues and details to find meaning from oral language only after frontloading and with support provided throughout the discourse.</p> <p>Respond non-verbally to oral commands or statements (e.g., through physical movement).</p> <p>Imitate gestures related to songs, chants, or stories modeled by teachers.</p>	<p>Informal observation notes.</p> <p>Apuntes de observación informal.</p>
<b>Speaking Hablar</b>	<p>Justify/defend opinions or feelings using explanations or evidence.</p> <p>Oral discourse with minimal or no</p>	<p>Express opinions or feelings with reasons (e.g., "I like ___ because ___.")</p> <p>Oral discourse with some phonological,</p>	<p>State opinions and feelings in simple sentences. (e.g., "I like....")</p> <p>Oral discourse with phonological, syntactic</p>	<p>Communicate basic needs, feelings or opinions using gestures (thumbs up, down, etc.).</p> <p>No oral discourse or unintelligible overall</p>	

Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

	<p>errors. Communication flows naturally. El discurso oral no tiene ningun error o muy pocos. La comunicaci3n fluye naturalmente.</p>	<p>syntactic, or semantic errors that do not impede the communication. El discurso oral tiene m3nimos errores fonol3gicos, sint3cticos o sem3nticos que no impiden la comunicaci3n .</p>	<p>or semantic errors that may impede the communication, but retains much of its meaning when presented with supports. El discurso oral tiene errores fonol3gicos, sint3cticos o sem3nticos que impiden la comunicaci3n pero tiene sentido cuando usan apoyos.</p>	<p>oral discourse. No hay discurso oral o es ininteligible.</p>	
<p>Reading <b>Leer</b></p>	<p>Independently and consistently utilize metalinguistic strategies to gain understanding of text (cognates, morphology, etc.)</p> <p>Apply knowledge of word structure to predict meaning of new words.</p> <p>Retell the story/restate the information read.</p> <p>Read simple sentences and/or short texts with</p>	<p>Utilize metalinguistic strategies to gain understanding of text (cognates, morphology, etc.) with prompting/ guidance.</p> <p>Use context clues to understand new vocabulary encountered in text.</p> <p>Use visuals to show understanding of the plot or the main idea in literary/ informational texts.</p> <p>Read words and simple phrases with fluency.</p>	<p>Utilize metalinguistic strategies to gain understanding of text after direct instruction (cognates, morphology, etc.)</p> <p>Match written words or phrases to illustrations.</p> <p>Use visuals to show understanding of story elements or non-fiction topics.</p> <p>Blend syllables to read words.</p>	<p>Awareness of metalinguistic strategies to gain understanding of text after direct instruction (cognates, morphology, etc.)</p> <p>Match icons, symbols and pictures to corresponding words.</p> <p>Use visuals to show understanding of simple sentences.</p> <p>Match vowels sounds with written letter and blend syllables.</p>	

Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

	fluency after practice.				
<b>Writing</b> <b>Escribir</b>	Writes consistently in target language.  Write grade level text with proper syntax based on modeled or patterned text. Incorporate words and phrases acquired through oral language.	Writes mostly in target language with occasional code-switching.  Write phrases or simple sentences using proper syntax (subject/verb agreement, gender agreement, etc.) based on modeled or patterned text.	Switches between languages frequently when writing.  Write words/phrases based on patterned language/text. (ex. sentence starters, Sentence Patterning Chart, etc. )	Mostly uses first language.  Copy environmental print and label familiar people, objects, or events from models.	

Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

4th Grade

	<b>Reaching 4</b>	<b>Bridging/Expanding 3</b>	<b>Developing/Emerging 2</b>	<b>Entering 1</b>	<b>Instructional Tools to assess the indicators</b>
<b>Listening Escuchar</b>	<p>Use context clues to demonstrate comprehension of detailed information from oral discourse.</p> <p>Recognize and respond to language related to classroom routines and academic vocabulary.</p> <p>Actively participate in oral language activities.</p>	<p>Use context clues and details to find meaning from oral language.</p> <p>Follow two-step oral directions, one step at a time.</p> <p>Respond with gestures to show understanding songs, chants, or stories.</p>	<p>Use context clues and details to find meaning from oral language only after frontloading/building background.</p> <p>Follow simple directions with visual support.</p> <p>Respond with gestures to songs, chants, or stories modeled by teachers.</p>	<p>Use context clues and details to find meaning from oral language only after frontloading and with support provided throughout the discourse.</p> <p>Respond non-verbally to oral commands or statements (e.g., through physical movement).</p> <p>Imitate gestures related to songs, chants, or stories modeled by teachers.</p>	<p>-Rúbrica para las presentaciones orales.</p>
<b>Speaking Hablar</b>	<p>Mantiene una conversación informal con compañeros y/o adultos</p> <p>Justify/defend opinions or feelings using explanations or</p>	<p>Mantiene una conversación informal con compañeros y/o adultos con errores que no afectan a la comunicación</p> <p>Express opinions or feelings with reasons (e.g., "I like ____</p>	<p>Se comunica con compañeros y/o adultos aunque cometiendo errores que pueden afectar a la comunicación.</p> <p>State opinions and feelings in simple sentences. (e.g., "I like....")</p>	<p>Usa palabras y/o frases sencillas para expresar necesidades básicas.</p> <p>Communicate feelings or opinions using gestures (thumbs up, down, etc.).</p>	<p>-Si pueden interactuar en una conversación.</p> <p>-Rúbrica de una presentación.</p> <p>-Cuando les hacemos preguntas.</p> <p>-Presentaciones de su trabajo.</p>

Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

	<p>evidence.</p> <p>Oral discourse with minimal or no errors. Communication flows naturally. El discurso oral no tiene ningun error o muy pocos. La comunicaci3n fluye naturalmente.</p>	<p>because____.”)</p> <p>Oral discourse with some phonological, syntactic, or semantic errors that do not impede the communication. El discurso oral tiene m3nimos errores fonol3gicos, sint3cticos o sem3nticos que no impiden la comunicaci3n.</p>	<p>Oral discourse with phonological, syntactic or semantic errors that may impede the communication, but retains much of its meaning when presented with supports. El discurso oral tiene errores fonol3gicos, sint3cticos o sem3nticos que impiden la comunicaci3n pero tiene sentido cuando usan apoyos.</p>	<p>State key words in context.</p>	
<p><b>Reading</b> <b>Leer</b></p>	<p>Independently and consistently utilize metalinguistic strategies to gain understanding of text (cognates, morphology, etc.)</p> <p>Apply knowledge of word structure to predict meaning of new words.</p> <p>Retell the story/restate the information read.</p>	<p>Utilize metalinguistic strategies to gain understanding of text (cognates, morphology, etc.) with prompting/ guidance.</p> <p>Use context clues to understand new vocabulary encountered in text.</p> <p>Use visuals to show understanding of the</p>	<p>Utilize metalinguistic strategies to gain understanding of text after direct instruction (cognates, morphology, etc.)</p> <p>Match written words or phrases to illustrations.</p> <p>Use visuals to show understanding of story elements or non-fiction</p>	<p>Awareness of metalinguistic strategies to gain understanding of text after direct instruction (cognates, morphology, etc.)</p> <p>Match icons, symbols and pictures to corresponding words.</p> <p>Use visuals to show understanding of simple sentences.</p>	<p>-A trav3s de los organizadores gr3ficos.</p> <p>-Mezcla de muestras orales y escritas.</p>



Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

	Read simple sentences and/or short texts with fluency after practice.	plot or the main idea in literary/informational texts.  Read simple phrases with fluency after practice.	topics.  Read practiced word with fluency.	Match vowel sounds with written letter and blend syllables.	
<b>Writing Escribir</b>	Write grade level text with proper syntax based on modeled or patterned text. Incorporate words and phrases acquired through oral language.  Writes consistently in target language.	Write phrases or simple sentences using proper syntax (subject/verb agreement, gender agreement, etc.) based on modeled or patterned text.  Writes mostly in target language with occasional code-switching.	Write words/phrases based on patterned language/text. (ex. sentence starters, Sentence Patterning Chart, etc. )  Switches between languages frequently when writing.	Copy environmental print and label familiar people, objects, or events from models.  Mostly uses first language.	-A través de sus trabajos escritos.

Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

5th Grade

	<b>Reaching 4</b>	<b>Bridging/Expanding 3</b>	<b>Developing/Emerging 2</b>	<b>Entering 1</b>	<b>Instructional Tools to assess the indicators</b>
<b>Listening Escuchar</b>	<p>Use context clues to demonstrate comprehension of detailed information from oral discourse.</p> <p>Recognize and respond to language related to classroom routines and academic vocabulary.</p> <p>Actively participate in oral language activities.</p>	<p>Use context clues and details to find meaning from oral language.</p> <p>Follow two-step oral directions, one step at a time.</p> <p>Respond with gestures to show understanding songs, chants, or stories.</p>	<p>Use context clues and details to find meaning from oral language only after frontloading/building background.</p> <p>Follow simple directions with visual support.</p> <p>Respond with gestures to songs, chants, or stories modeled by teachers.</p>	<p>Use context clues and details to find meaning from oral language only after frontloading and with support provided throughout the discourse.</p> <p>Respond non-verbally to oral commands or statements (e.g., through physical movement).</p> <p>Imitate gestures related to songs, chants, or stories modeled by teachers.</p>	
<b>Speaking Hablar</b>	<p>Oral discourse with minimal or no errors. Communication flows naturally.</p> <p><i>El discurso oral no tiene ningun error o muy pocos. La comunicación fluye naturalmente.</i></p> <p>Present a dynamic and fluent oral report using</p>	<p>Oral discourse with some phonological, syntactic, or semantic errors that do not impede the communication.</p> <p><i>El discurso oral tiene mínimos errores fonológicos, sintácticos o semánticos que no impiden la</i></p>	<p>Oral discourse with phonological, syntactic or semantic errors that may impede the communication, but retains much of its meaning when presented with supports.</p> <p><i>El discurso oral tiene errores fonológicos, sintácticos o semánticos</i></p>	<p>State key words in context.</p>	

Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

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	keywords for support  Communicate personal experiences through extended discourse.	<b>comunicación.</b>  Communicate personal experiences with detail.	<b>que impiden la comunicación pero tiene sentido cuando usan apoyos.</b>  Communicate personal experiences in complete sentences.	Communicate personal experiences using words or phrases	
<b>Reading Leer</b>	Independently and consistently utilize metalinguistic strategies to gain understanding of text (cognates, morphology, etc.)  Apply knowledge of word structure to predict meaning of new words.  Retell the story/restate the information read.  Read simple sentences and/or short texts with fluency after practice.	Utilize metalinguistic strategies to gain understanding of text (cognates, morphology, etc.) with prompting/guidance.  Use context clues to understand new vocabulary encountered in text.  Use visuals to show understanding of the plot or the main idea in literary/ informational texts.  Read simple phrases with fluency after practice.	Utilize metalinguistic strategies to gain understanding of text after direct instruction (cognates, morphology, etc.)  Match written words or phrases to illustrations.  Use visuals to show understanding of story elements or non-fiction topics.  Read practiced word with fluency.	Awareness of metalinguistic strategies to gain understanding of text after direct instruction (cognates, morphology, etc.)  Match icons, symbols and pictures to corresponding words.  Use visuals to show understanding of simple sentences.  Match vowels sounds with written letter and blend syllables.	
<b>Writing Escribir</b>	Write grade level text with proper syntax based on modeled or patterned text. Incorporate words	Write phrases or simple sentences using proper syntax (subject/verb agreement, gender	Write words/phrases based on patterned language/text. (ex. sentence starters,	Copy environmental print and label familiar people, objects, or events from models.	

Language Development - **Desarrollo del Lenguaje**

[K](#) [1st](#) [2nd](#) [3rd](#) [4th](#) [5th](#)

When supported with gestures, visuals, graphic organizers, illustrations, realia, interaction, sentence frames, word banks, etc. the student can:

	and phrases acquired through oral language.  Write consistently in target language.	agreement, etc.) based on modeled or patterned text.  Write mostly in target language with occasional code-switching.	Sentence Patterning Chart, etc. )  Switch between languages frequently when writing.	Mostly use first language.	
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