

# Kindergarten

An ELL can construct meaning from oral presentations and literary and informational text through grade-appropriate listening, reading, and viewing. [ELP.K.1](#)

**Level 1** Level 1: with prompting and support (including context and visual aids), use a very limited set of strategies to: • identify a few key words from read-alouds and oral presentations of information or stories. [ELP.K.1.L1](#)

---

**Level 2** Level 2: with prompting and support (including context and visual aids), use an emerging set of strategies to: • identify some key words and phrases from read-alouds and oral presentations. [ELP.K.1.L2](#)

---

**Level 3** Level 3: with prompting and support (including context and visual aids), use a developing set of strategies to: • identify main topics • ask and answer questions about key details from read-alouds and oral presentations. [ELP.K.1.L3](#)

---

**Level 4** Level 4: with prompting and support (including context and visual aids), use an increasing range of strategies to: • identify main topics • answer questions about key details or parts of stories • retell events from read-alouds, picture books, and oral presentations. [ELP.K.1.L4](#)

---

**Level 5** Level 5: with prompting and support (including context and visual aids), use a wide range of strategies to: • identify main topics • answer questions about key details • retell familiar stories from read-alouds, picture books, and oral presentations. [ELP.K.1.L5](#)

---

An ELL can participate in grade-appropriate oral and written exchanges of information, ideas, and analyses, responding to peer, audience, or reader comments and questions. [ELP.K.2](#)

**Level 1** Level 1: • listen with limited participation in short conversations • respond to simple yes/no and some wh- questions about familiar topics. [ELP.K.2.L1](#)

---

**Level 2** Level 2: • participate in short conversations • respond to simple yes/no and wh- questions about familiar topics. [ELP.K.2.L2](#)

---

**Level 3** Level 3: • participate in short conversations • follow some rules for discussion • respond to simple yes/no and wh- questions about familiar topics. [ELP.K.2.L3](#)

---

**Level 4** Level 4: • participate in conversations and discussions • ask and answer simple questions • follow increasing number of rules for discussion about a variety of topics. [ELP.K.2.L4](#)

---

**Level 5** Level 5: • participate in conversations and discussions • ask and answer questions • follow rules for discussion about a variety of topics. [ELP.K.2.L5](#)

---

An ELL can speak and write about grade-appropriate complex literary and informational texts and topics. [ELP.K.3](#)

**Level 1** Level 1: • communicate simple information or feelings about familiar topics or experiences. [ELP.K.3.L1](#)

---

**Level 2** Level 2: • communicate simple information or feelings about familiar topics, experiences, or events. [ELP.K.3.L2](#)

---

**Level 3** Level 3: • communicate information or feelings about familiar topics, experiences, or events. [ELP.K.3.L3](#)

---

**Level 4** Level 4: • tell or dictate simple messages about a variety of topics, experiences, or events. [ELP.K.3.L4](#)

---

**Level 5** Level 5: • make simple oral presentations • compose short written texts about a variety of topics, experiences, or events. [ELP.K.3.L5](#)

---

An ELL can construct grade-appropriate oral and written claims and support them with reasoning and evidence. [ELP.K.4](#)

**Level 1** Level 1: • express a feeling or opinion about a familiar topic showing limited control. [ELP.K.4.L1](#)

---

**Level 2** Level 2: • express an opinion or preference about a familiar topic showing emerging control. [ELP.K.4.L2](#)

---

**Level 3** Level 3: • express an opinion or preference about a familiar topic or story showing developing control. [ELP.K.4.L3](#)

---

**Level 4** Level 4: • express an opinion or preference about a variety of topics or stories showing increasing control. [ELP.K.4.L4](#)

---

**Level 5** Level 5: • express an opinion or preference about a variety of topics or stories showing increasing control. [ELP.K.4.L5](#)

---

An ELL can conduct research and evaluate and communicate findings to answer questions or solve problems. [ELP.K.5](#)

**Level 1** Level 1: with prompting and support from adults, • recall information from experience or from a provided source. [ELP.K.5.L1](#)

---

**Level 2** Level 2: with prompting and support from adults, • recall information from experience or use information from a provided source to answer a question. [ELP.K.5.L2](#)

---

**Level 3** Level 3: with prompting and support from adults, • recall information from experience or use information from provided sources to answer a question showing developing control. [ELP.K.5.L3](#)

---

**Level 4** Level 4: with prompting and support from adults, • recall information from experience or use information from provided sources to answer a question showing increasing control. [ELP.K.5.L4](#)

---

**Level 5** Level 5: with prompting and support from adults, • recall information from experience or use information from provided sources to answer a question showing increasing control. [ELP.K.5.L5](#)

---

An ELL can analyze and critique the arguments of others orally and in writing. [ELP.K.6](#)

**Level 1** Level 1: [Standard introduced at Level 4.] [ELP.K.6.L1](#)

---

**Level 2** Level 2: [Standard introduced at Level 4.] [ELP.K.6.L2](#)

---

**Level 3** Level 3: [Standard introduced at Level 4.] [ELP.K.6.L3](#)

---

**Level 4** Level 4: with prompting and support, • identify a reason an author or speaker gives to support a point. [ELP.K.6.L4](#)

---

**Level 5** Level 5: with prompting and support, • identify appropriate reasons an author or speaker gives to support main points. [ELP.K.6.L5](#)

---

An ELL can adapt language choices to purpose, task, and audience when speaking and writing. [ELP.K.7](#)

**Level 1** Level 1: [Standard introduced at Level 4.] [ELP.K.7.L1](#)

---

**Level 2** Level 2: [Standard introduced at Level 4.] [ELP.K.7.L2](#)

---

**Level 3** Level 3: [Standard introduced at Level 4.] [ELP.K.7.L3](#)

---

**Level 4** Level 4: • show a developing awareness of the difference between appropriate language for the playground and language for the classroom. [ELP.K.7.L4](#)

---

**Level 5** Level 5: • show awareness of differences between informal (“playground speech”) and language appropriate to the classroom • use some words learned through conversations, reading, and being read to. [ELP.K.7.L5](#)

---

An ELL can determine the meaning of words and phrases in oral presentations and literary and informational text. [ELP.K.8](#)

**Level 1** Level 1: with prompting and support (including context and visual aids), • recognize the meaning of a few frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events. [ELP.K.8.L1](#)

---

**Level 2** Level 2: with prompting and support (including context and visual aids), • recognize the meaning of some frequently occurring words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events. [ELP.K.8.L2](#)

---

**Level 3** Level 3: with prompting and support (including context and visual aids), • answer questions to help determine the meaning of some words and phrases in simple oral presentations and read-alouds about familiar topics, experiences, or events. [ELP.K.8.L3](#)

---

**Level 4** Level 4: with prompting and support (including context and visual aids), • answer and sometimes ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events. [ELP.K.8.L4](#)

|                                                                                                                                   |                                                                                                                                                                                                                                                                                                        |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                   | <p><b>Level 5</b> Level 5: with prompting and support (including context and visual aids), • answer and ask questions about the meaning of words and phrases in simple oral presentations and read-alouds about a variety of topics, experiences, or events. <a href="#">ELP.K.8.L5</a></p>            |
| An ELL can create clear and coherent grade-appropriate speech and text. <a href="#">ELP.K.9</a>                                   | <p><b>Level 1</b> Level 1: [Standard introduced at Level 3.] <a href="#">ELP.K.9.L1</a></p>                                                                                                                                                                                                            |
|                                                                                                                                   | <p><b>Level 2</b> Level 2: [Standard introduced at Level 3.] <a href="#">ELP.K.9.L2</a></p>                                                                                                                                                                                                            |
|                                                                                                                                   | <p><b>Level 3</b> Level 3: with support (including visual aids, context), • retell several events from experience or a familiar story with developing control of some frequently occurring linking words (e.g., and, then). <a href="#">ELP.K.9.L3</a></p>                                             |
|                                                                                                                                   | <p><b>Level 4</b> Level 4: with support (including visual aids, context), • retell a simple sequence of events from experience or a familiar story with increasingly independent control of frequently occurring linking words. <a href="#">ELP.K.9.L4</a></p>                                         |
|                                                                                                                                   | <p><b>Level 5</b> Level 5: with support (including visual aids), • retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end using frequently occurring linking words. <a href="#">ELP.K.9.L5</a></p>                                                   |
| An ELL can make accurate use of standard English to communicate in grade-appropriate speech and writing. <a href="#">ELP.K.10</a> | <p><b>Level 1</b> Level 1: with support (including context and visual aids), • recognize and use a small number of frequently occurring nouns and verbs • understand and respond to simple questions. <a href="#">ELP.K.10.L1</a></p>                                                                  |
|                                                                                                                                   | <p><b>Level 2</b> Level 2: with support (including context and visual aids), • recognize and use frequently occurring nouns, verbs, and short phrases • respond to yes/no and wh- questions • produce a few simple sentences in shared language activities. <a href="#">ELP.K.10.L2</a></p>            |
|                                                                                                                                   | <p><b>Level 3</b> Level 3: with support (including context and visual aids), • recognize and use frequently occurring regular plural nouns, verbs, and prepositions • use and respond to question words • produce simple sentences in shared language activities. <a href="#">ELP.K.10.L3</a></p>      |
|                                                                                                                                   | <p><b>Level 4</b> Level 4: with support (context and visual aids), • recognize and use frequently occurring regular plural nouns, verbs, and prepositions • use and respond to question words; • produce and expand simple sentences in shared language activities. <a href="#">ELP.K.10.L4</a></p>    |
|                                                                                                                                   | <p><b>Level 5</b> Level 5: with increasing independence, • use frequently occurring regular plural nouns, verbs, prepositions, and question words • ask and answer interrogatives (wh- questions) • produce and expand simple sentences in shared language activities. <a href="#">ELP.K.10.L5</a></p> |