**Grade: Kindergarten**

**WIDA Level:**

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|  | **Level 1 Entering** | **Level 2****Beginning** | **Level 3 Developing** | **Level 4****Expanding** | **Level 5****Bridging**  |  |
| **L****I****S****T****E****N****I****N****G** | ***The student can:**** Match oral language to classroom and everyday objects
* Point to stated pictures in context
* Respond non-verbally to oral commands or statements (e.g., through physical movement)
* Find familiar people and places named orally
 | ***The student can:**** Sort pictures or objects according to oral instructions
* Match pictures, objects or movements to oral descriptions
* Follow one-step oral directions (e.g., “stand up”; “sit down”)
* • Identify simple patterns described orally
* • Respond with gestures to songs, chants, or stories modeled by teachers
 | ***The student can:**** Follow two-step oral directions, one step at a time
* Draw pictures in response to oral instructions
* Respond non-verbally to confirm or deny facts (e.g., thumbs up, thumbs down)
* Act out songs and stories using gestures
 | ***The student can:**** Find pictures that match oral descriptions
* Follow oral directions and compare with visual or nonverbal models (e.g., “Draw a circle under the line.”)
* Distinguish between what happens first and next in oral activities or readings
* Role play in response to stories read aloud
 | ***The student can:*** * Order pictures of events according to sequential language
* Arrange objects or pictures according to descriptive oral discourse
* Identify pictures/realia associated with grade-level academic concepts from oral descriptions
* Make patterns from real objects or pictures based on detailed oral descriptions
 | **L****E****V****E****L****6****R****E****A****C****H****I****N****G** |
| **S****P****E****A****K****I****N****G** | ***The student can:**** Identify people or objects in illustrated short stories
* Repeat words, simple phases
* Answer yes/no questions about personal information
* Name classroom and everyday objects
 | ***The student can:*** * Restate some facts from illustrated short stories
* Describe pictures,classroom objects or familiar people using simple phrases
* Answer questions with one or two words (e.g., “Where is Sonia?”)
* Complete phrases in rhymes, songs, and chants
 | ***The student can:*** * Retell short narrative stories through pictures
* Repeat sentences from rhymes and patterned stories
* Make predictions (e.g.“What will happen next?”)
* Answer explicit questions from stories read aloud (e.g., who, what, or where)
 | ***The student can:**** Retell narrative stories through pictures with emerging detail
* Sing repetitive songs and chants independently
* Compare attributes of real objects (e.g., size, shape, color)
* Indicate spatial relations of real-life objects using phrases or short sentences
 | ***The student can:**** Tell original stories with emerging detail
* Explain situations (e.g., involving feelings)
* Offer personal opinions
* Express likes, dislikes, or preferences with reasons
 | **L****E****V****E****L****6****R****E****A****C****H****I****N****G** |
|  | **Level 1 Entering** | **Level 2****Beginning** | **Level 3 Developing** | **Level 4****Expanding** | **Level 5****Bridging**  |  |
| **R****E****A****D****I****N****G** | ***The student can:**** Match icons and symbols to corresponding pictures
* Identify name in print
* Find matching words or pictures
* Find labeled real-life classroom objects
 | ***The student can:*** * Match examples of the same form of print
* Distinguish between same and different forms of print (e.g., single letters and symbols)
* Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page)
* Match labeled pictures to those in illustrated scenes
 | ***The student can:*** * Use pictures to identify words
* Classify visuals according to labels or icons (e.g., animals vs. plants)
* Demonstrate concepts of print (e.g., title, author, illustrator)
* Sort labeled pictures by attribute (e.g., number, initial sound)
 | ***The student can:*** * Identify some high frequency words in context
* Order a series of labeled pictures described orally to tell stories
* Match pictures to phrases/short sentences
* Classify labeled pictures by two attributes (e.g., size and color)
 | ***The student can:**** Find school-related vocabulary items
* Differentiate between letters, words, and sentences
* String words together to make short sentences
* Indicate features of words, phrases, or sentences that are the same and different
 | **L****E****V****E****L****6****R****E****A****C****H****I****N****G** |
| **W****R****I****T****I****N****G** | ***The student can:**** Draw pictures and scribble
* Circle or underline pictures, symbols, and numbers
* Trace figures and letters
* Make symbols, figures or letters from models and realia (e.g., straws, clay)
 | ***The student can:**** Connect oral language to print (e.g., language experience)
* Reproduce letters, symbols, and numbers from models in context
* Copy icons of familiar environmental print
* Draw objects from models and label with letters
 | ***The student can:**** Communicate using letters, symbols, and numbers in context
* Make illustrated “notes” and cards with distinct letter combinations
* Make connections between speech and writing
* Reproduce familiar words from labeled models or illustrations
 | ***The student can:**** Produce symbols and strings of letters associated with pictures
* Draw pictures and use words to tell a story
* Label familiar people and objects from models
* Produce familiar words/phrases from environmental print and illustrated text
 | ***The student can:**** Create content based representations through pictures and words
* Make “story books” with drawings and words
* Produce words/phrases independently
* Relate everyday experiences using phrases/short sentences
 | **L****E****V****E****L****6****R****E****A****C****H****I****N****G** |