Part I: Interacting in Meaningful Ways

A. Collaborative (engagement in dialogue with others)

1. Exchanging information and ideas:
   - Exchanging Information and ideas with others through oral collaborative conversations on a range of social and academic topics. - SLK.1.E; LK.1, 6
   1. Contribute to conversations and express ideas by asking and answering yes-no and wh-questions and responding using gestures, words, and simple phrases.
   2. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
   3. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.

2. Interacting via written English:
   - Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) - W.K.6; LK.1, 6
   1. Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology where appropriate for publishing, graphics, etc.
   2. Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology where appropriate for publishing, graphics, etc.
   3. Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology where appropriate for publishing, graphics, etc.

3. Offering opinions:
   - Offering and supporting opinions and negotiating with others in communicative exchanges - SLK.1; LK.1, 6
   1. Offer opinions and ideas in conversations using a small set of learned phrases (e.g., I think X.), as well as open responses.
   2. Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don’t think X.), as well as open responses, in order to gain and/or hold the floor.
   3. Offer opinions in conversations using an expanded set of learned phrases (e.g., I think/don’t think X.), as well as open responses, in order to gain and/or hold the floor.

4. Adapting language choices:
   - Adapting language choices to various contexts (based on task, purpose, audience, and text type) - N/A at K
   1. No standard for kindergarten.
   2. No standard for kindergarten.
   3. No standard for kindergarten.

B. Interpretive (comprehension and analysis of written and spoken texts)

5. Listening actively:
   - Listening actively to spoken English in a range of social and academic contexts - SLK.1-3
   1. Demonstrate active listening to read alouds and oral presentations by asking and answering yes-no and wh-questions with oral sentence frames and substantial prompting and support.
   2. Demonstrate active listening to read alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.
   3. Demonstrate active listening to read alouds and oral presentations by asking and answering detailed questions with minimal prompting and light support.

6. Reading/viewing closely:
   - Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language - RLK.1-7, 9.10; RI.K.1-7; SLK.2-3; LK.4, 6
   1. Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support.
   2. Describe ideas, phenomena (e.g., butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support.
   3. Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support.

7. Evaluating language choices:
   - Evaluating how well writers and speakers use language to support ideas and opinions with details or reasons depending on modality, text type, purpose, audience, topic, and content area - RLK.3.4,6; RLK.2-6.8; LK.4-6
   1. Describe the language an author uses to present an idea (e.g., the words are used when a character is introduced) with prompting and substantial support.
   2. Describe the language an author uses to present an idea (e.g., the adjectives used to describe a character) with prompting and moderate support.
   3. Describe the language an author uses to present an idea (e.g., the vocabulary used to describe a character) with prompting and light support.

8. Analyzing language choices:
   - Analyzing how writers and speakers use vocabulary and other language resources for specific purposes (to explain, persuade, entertain, etc.) depending on modality, text type, purpose, audience, topic, and content area - RLK.4-5; RLK.4; LK.4-6
   1. Distinguish how different frequently used words (e.g., describing an action with the verb walk versus run) produce a different effect.
   2. Distinguish how different two different words with similar meaning (e.g., describing an action as work versus march) produce shades of meaning and a different effect.
   3. Distinguish how different two different words with similar meaning (e.g., walk, march, strut, prance) produce shades of meaning and a different effect.

9. Presenting:
   - Presenting information and ideas in formal oral presentations on academic topics - SLK.4-6; LK.1, 6
   1. Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).
   2. Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author’s chair, recounting an experience, describing an animal).
   3. Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).

10. Composing/Writing:
    - Composing/Writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology - W.K.1-3.5-8; LK.1-2.6
    1. Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.
    2. Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of a dog), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.
    3. Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.

11. Supporting opinions:
    - Supporting own opinions and evaluating others’ opinions in speaking and writing - W.K.1; SLK.4, 6; LK.1-2, 6
    1. Offer opinions and provide good reasons (e.g., My favorite book is X because X refers to the text or to relevant background knowledge).
    2. Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).
    3. Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).

12. Selecting language resources:
    - Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas - W.K.5; SLK.4, 6; LK.1-5, 6
    1. Select a set of key words.
    2. Use a select number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word scurry versus run) while speaking and composing.
    3. Select a set of key words.
    4. Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word scurry versus run) while speaking and composing.
Part II: Learning About How English Works

A. Structuring Cohesive Texts

1. Understanding text structure and organization based on purpose, text type, and discipline-
   RL.K.5; RL.K.5; W.K.1-3,5; SL.K.4; L.K.1
   1. Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehend and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.

2. Understanding cohesion and how language resources across a text contribute to the way a text unfolds and flows-
   RL.K.5; RL.K.5; W.K.1-3,5; SL.K.4; L.K.1
   2. Apply basic understanding of how ideas, events, or reasons are linked (e.g., using conjunctions everyday connecting words or phrases (e.g., one time, then) to comprehending texts and composing texts in shared language activities guided by the teacher, with peers, and sometimes independently.

3. Using verbs and verb phrases to create precision and clarity in different text types-
   W.K.5; SL.K.6; L.K.1,6
   3. a) Use frequently used verbs (e.g., go, eat, run) and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b) Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.

4. Using nouns and noun phrases to expand ideas and provide more detail-
   W.K.5; SL.K.6; L.K.1,6
   4. Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and sometimes independently.

5. Modifying to add details to provide more information and create precision-
   W.K.5; SL.K.4; L.K.1,6
   5. Expand sentences with frequently used prepositional phrases (such as in the house, on the boat) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.

6. Connecting ideas within sentences by combining clauses-
   W.K.1-3,5; SL.K.4; 6; L.K.1,6
   6. Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so) in shared language activities guided by the teacher and sometimes independently.

C. Connecting and Condensing Ideas

7. Condensing ideas within sentences using a variety of language resources- N/A at K
   7. No standard for kindergarten.

B. Expanding & Enriching Ideas

3. Using verbs and verb phrases to create precision and clarity in different text types-
   W.K.5; SL.K.6; L.K.1,6
   3. a) Use a growing number of verbs and verb types (e.g., doing, saying, being/having, thinking/feeling) in shared language activities guided by the teacher and with increasing independence. b) Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.

4. Modifying to add details to provide more information and create precision-
   W.K.5; SL.K.6; L.K.1,6
   4. Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc., in shared language activities guided by the teacher and independently.

5. Modifying to add details to provide more information and create precision-
   W.K.5; SL.K.4; 6; L.K.1,6
   5. Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.

6. Connecting ideas within sentences by combining clauses-
   W.K.1-3,5; SL.K.4; 6; L.K.1,6
   6. Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., She jumped because the dog barked.) in shared language activities guided by the teacher and with increasing independence.

C. Connecting and Condensing Ideas

7. Condensing ideas within sentences using a variety of language resources- N/A at K
   7. No standard for kindergarten.

LAUSD - Adapted from the 2012 CA ELD Standards