

## Kindergarten PLDs by Domain

<b>Listening</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) listen with limited participation in short conversations on familiar topics to respond to simple yes/no questions and some wh-questions</li> <li>• (1) with prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds &amp; oral presentations</li> <li>• (5) with prompting and support, recall information from experience or from a provided source</li> <li>• (8) with prompting and support (including context and visual aids), recognize the meaning of a few frequently occurring words in simple oral presentations &amp; read-alouds about familiar</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in short conversations familiar topics and texts to respond to simple yes/no questions and wh-questions</li> <li>• (1) with prompting and support (including context and visual aids), use an emerging set of strategies to identify some key words in read-alouds &amp; oral presentations</li> <li>• (5) with prompting and support, recall information from experience or use information from a provided source to answer a question</li> <li>• (8) with prompting and support (including context and visual aids), recognize the meaning of some frequently occurring words and phrases in simple oral presentations &amp; read-alouds about familiar</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in short conversations on familiar topics and texts to respond to simple yes/no questions &amp; wh-questions, and follow some rules for discussion</li> <li>• (1) with prompting and support (including context and visual aids), use a developing set of strategies to identify the main topics and answer questions about key details in read-alouds &amp; oral presentations</li> <li>• (5) with prompting and support, recall information from experience or use information from a provided source to answer a question</li> <li>• (8) with prompting and support (including context and visual aids), answer questions to help determine the</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in conversations and discussions on a variety of topics and texts to ask/answer simple questions; follow increasing number of rules for discussion</li> <li>• (1) with prompting and support (including context and visual aids), use an increasing range of strategies to identify main topics and answer questions about key details or parts of stories; retell events from read-alouds, picture books, &amp; oral presentations</li> <li>• (6) with prompting and support, identify a reason an author/speaker gives to support a point</li> <li>• (5) with prompting and support, recall information from experience or use information from a</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) participate in conversations and discussions on a variety of topics and texts to ask &amp; answer questions; follow rules for discussion</li> <li>• (1) with prompting and support (including context and visual aids), use a wide range of strategies to identify main topics and answer questions about key details; retell familiar stories from read-alouds, picture books &amp; oral presentations</li> <li>• (6) with prompting and support, identify appropriate reasons an author/speaker gives to support main points</li> <li>• (5) with prompting and support, recall information from experience or use information from a provided source to answer a question</li> </ul>

topics, experiences, or events	topics, experiences, or events	meaning of some words and phrases in simple oral presentations & read-alouds about familiar topics, experiences, or events	provided source to answer a question <ul style="list-style-type: none"> <li>(8) 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 &amp; read-alouds about a variety of topics, experiences, or events</li> </ul>	<ul style="list-style-type: none"> <li>(8) with prompting and support (including context and visual aids), answer and ask questions about the meaning of words and phrases in simple oral presentations &amp; read-alouds about a variety of topics, experiences, or events</li> </ul>
--------------------------------	--------------------------------	--	--	--

Reading				
Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) listen with limited participation in short conversations to respond to simple yes/no and some wh-question about familiar topics</li> <li>(1) with prompting and support (including context and visual aids), use a very limited set of strategies to identify a few key words in read-alouds and oral presentations of information/stories</li> <li>(5) with prompting and support from adults, recall information from</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) participate in short conversations to respond to simple yes/no and wh-question about familiar topics</li> <li>(1) with prompting and support (including context and visual aids), use an emerging set of strategies to identify some key words and phrases in read-alouds and oral presentations</li> <li>(5) with prompting and support from adults, recall information from experience or from a</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) participate in short conversations to take turns and respond to simple yes/no &amp; wh-question about familiar topics</li> <li>(1) with prompting and support (including context and visual aids), use a developing set of strategies to identify main topics and ask and answer questions about key details in read-alouds and oral presentations</li> <li>(2) with prompting and support from adults, recall information from</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) participate in conversations and discussions to ask and answer simple questions and follow increasing number of rules for discussion about a variety of topics</li> <li>(1) with prompting and support (including context and visual aids), use an increasing range of strategies to identify main topics and answer questions about key details or parts of stories; (1) retell events from read-alouds,</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>(2) participate in written exchanges to ask and answer questions; follow rules for discussion about a variety of topics</li> <li>(1) with prompting and support (including context and visual aids), use a wide range of strategies to identify main topics and answer questions about key details; retell familiar stories from read-alouds, picture books, and oral presentations</li> <li>(6) with prompting and support, identify</li> </ul>

<p>experience or from a provided source</p> <ul style="list-style-type: none"> <li>• (8) 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</li> </ul>	<p>provided source to answer a question</p> <ul style="list-style-type: none"> <li>• (8) with prompting and support (including context and visual aids), recognize the meaning of some frequently occurring words in simple oral presentations and read-alouds about familiar topics, experiences, or events</li> </ul>	<p>experience or from a provided source to answer a question</p> <ul style="list-style-type: none"> <li>• (8) 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</li> </ul>	<p>picture books, and oral presentations</p> <ul style="list-style-type: none"> <li>• (6) with prompting and support, identify a reason an author or speaker gives to support a point</li> <li>• (5) with prompting and support from adults, recall information from experience or from a provided source to answer a question</li> <li>• (8) 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</li> </ul>	<p>appropriate reasons an author or speaker gives to support main points</p> <ul style="list-style-type: none"> <li>• (5) with prompting and support from adults, recall information from experience or from a provided source to answer a question</li> <li>• (8) 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</li> </ul>
--	---	--	---	--

## Writing

Level 1	Level 2	Level 3	Level 4	Level 5
<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) with support, respond to simple yes/no questions and some wh- questions about familiar topics</li> <li>• (3) express a feeling or opinion about a familiar topic</li> <li>• (4) with support, recall information from experience or from a provided source</li> <li>• (10) recognize and use a small number of frequently used nouns and verbs</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) with support, respond to simple yes/no questions and wh-questions about familiar topics</li> <li>• (3) express an opinion or preference about a familiar topic</li> <li>• (4) with support, recall information from experience or use information from a provided source to answer a question</li> <li>• (10) with support, produce a few simple sentences in shared language activities; recognize and use frequently occurring nouns, verbs, and short phrases</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) with support, respond to simple yes/no questions and wh- questions about familiar topics; (9) retell several events from experience or a familiar story with developing control of some linking words</li> <li>• (3) express an opinion or preference about a familiar topic or story</li> <li>• (4) with support, recall information from experience or use information from a provided source to answer a question</li> <li>• (10) with support, produce simple sentences in shared language activities; recognize and use frequently occurring regular plural nouns, verbs and prepositions</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) with support, ask and answer simple questions, tell or dictate simple messages about a variety of topics or experiences, and (9) retell a simple sequence of events from experience or a familiar story with increasingly independent control of frequently occurring linking words</li> <li>• (3) express an opinion or preference about a variety of topics or stories</li> <li>• (4) with support, recall information from experience or use information from a provided source to answer a question</li> <li>• (6) with prompting and support, identify a reason an author/speaker gives to support a point</li> <li>• (10) with support, produce and expand simple sentences in shared language activities; recognize and</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) with increasing independence, ask and answer questions and wh- questions; compose short written texts about a variety of topics, experiences, or events; (9) retell a short sequence of events from experience or a familiar story, with a beginning, middle and end using frequently occurring linking words</li> <li>• (3) express an opinion or preference about a variety of topics or stories</li> <li>• (4) with support, recall information from experience or use information from a provided source to answer a question</li> <li>• (6) with prompting and support, identify appropriate reasons an author or speaker gives to support main points</li> <li>• (10) with increasing independence, produce and expand simple sentences in shared</li> </ul>

			use frequently occurring regular plural nouns, verbs and prepositions; (7) show a developing awareness of the difference between appropriate playground language and language of the classroom	language activities; use frequently occurring regular plural nouns, verbs, prepositions, and question words along with some newly learned words; (7) show awareness of differences between informal language and the language of the classroom
--	--	--	--	--

<b>Speaking</b>				
<b>Level 1</b>	<b>Level 2</b>	<b>Level 3</b>	<b>Level 4</b>	<b>Level 5</b>
<p>The learner can</p> <ul style="list-style-type: none"> <li>• (3) communicate simple information or feelings about familiar topics or experiences to (2) respond to simple yes/no and some wh-questions and express a feeling or opinion</li> <li>• (4) with support, recall information from experience or from a provided source</li> <li>• (10) with support, recognize and use a small number of frequently occurring nouns and verbs</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (3) communicate simple information or feelings about familiar topics, experiences, events, or objects in the environment to participate in short conversations, (2) respond to simple yes/no and wh-questions, and (4) express an opinion or preference</li> <li>• (3) with support, recall information from experience or use information from a provided source to answer a question</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (3) communicate information or feelings about familiar topics, experiences, or events to participate in short conversations following some rules for discussion; (2) respond to simple yes/no and wh- questions; (4) express an opinion or preference; (9) and with support, retell several events from experience or a familiar story with developing control of some linking words</li> <li>• (10) with support, recall information from experience or use</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (2) tell or dictate simple messages about a variety of topics or experiences to participate in conversations and discussions, following increasing number of rules for discussion: ask and answer simple questions; (4) express an opinion or preference; (9) and with support, retell a simple sequence of events from experience or a familiar story with increasingly independent control of some linking words</li> </ul>	<p>The learner can</p> <ul style="list-style-type: none"> <li>• (3) make simple oral presentations about a variety of topics, experiences, or events to participate in conversations and discussions; (2) following rules for discussion, ask and answer questions; express an opinion or preference; (9) and with support, retell a short sequence of events from experience or a familiar story, with a beginning, middle, and end using common linking words</li> </ul>

	<ul style="list-style-type: none"> <li>• (10) with support, produce a few simple sentences in shared language activities while recognizing and using frequently occurring nouns, verbs, and short phrases</li> </ul>	<p>information from provided sources to answer a question</p> <ul style="list-style-type: none"> <li>• (10) with support, produce simple sentences in shared language activities while recognizing and using common regular plural nouns, verbs, and prepositions</li> </ul>	<ul style="list-style-type: none"> <li>• (6) with support, identifying a reason an author or speaker gives to support a point</li> <li>• (5) with support, recall information from experience or use information from provided sources to answer a question</li> <li>• (10) with support, produce and expand simple sentences in shared language activities while recognizing and using common regular plural nouns, verbs, and prepositions, showing a developing awareness of the difference between appropriate playground language and language appropriate to the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• (6) with support, identify appropriate reasons an author or speaker gives to support main points</li> <li>• (5) with support, recall information from experience or use information from provided sources to answer a question</li> <li>• (10) with increasing independence, produce and expand simple sentences in shared language activities while using common regular plural nouns, verbs, prepositions, and question words, using newly learned vocabulary and showing an awareness of informal “playground” speech and awareness of language appropriate to the classroom</li> </ul>
--	--	--	---	---