

Standard 1: English language learners communicate in English for **SOCIAL AND INSTRUCTIONAL** purposes within the school setting.

Domains	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> identify symbols found in classrooms and schools from pictures and oral statements (such as "Office" or "Exit") <input checked="" type="checkbox"/> LG I (1-2) VC position manipulatives or realia according to oral commands such as to show spatial relations (e.g., "Put the book on the table.") <input checked="" type="checkbox"/> LG I (6) GR, GM <input checked="" type="checkbox"/> LG III (1) <input checked="" type="checkbox"/> LG II (3) 	<ul style="list-style-type: none"> identify or locate areas of the classroom and school described orally with visual support (such as corner, library, or hallway) <input checked="" type="checkbox"/> LG III (1) position manipulatives or realia according to multiple oral commands such as to show spatial relations (e.g., "Put the cubes in a row across the paper.") <input checked="" type="checkbox"/> LG I (6) <input checked="" type="checkbox"/> LG III (1) <input checked="" type="checkbox"/> LG II (3) 	<ul style="list-style-type: none"> match school personnel with oral descriptions of their job functions (such as answer the phone in the office or serve food) <input checked="" type="checkbox"/> LG IV (2) follow verbal directions by comparing them with visual or nonverbal cues from teachers or peers (e.g., "Fold the paper in half and place it on your table the long way.") <input checked="" type="checkbox"/> LG IV (7) 	<ul style="list-style-type: none"> identify school-related activities from oral descriptions (such as field trips or assemblies) <input checked="" type="checkbox"/> LG V (3) follow verbal directions without visual or nonverbal support (e.g., "Put your name on the top line of the paper.") <input checked="" type="checkbox"/> LG VI (8) 	<ul style="list-style-type: none"> match oral descriptions of school personnel with individual needs or situations (e.g., "If...then;" "Suppose...") <input checked="" type="checkbox"/> LG VI (6) follow sequence from verbal directions without visual or nonverbal support (e.g., "Put your name on the left-hand side of the paper, then put the date on the right-hand side.") <input checked="" type="checkbox"/> LG VI (8)
Speaking	<ul style="list-style-type: none"> identify and name everyday objects described orally with visual support (such as classroom supplies or household items) <input checked="" type="checkbox"/> LG I give and ask for permission or make requests <input checked="" type="checkbox"/> LG I <input checked="" type="checkbox"/> LG VI (2) 	<ul style="list-style-type: none"> tell the uses of everyday objects depicted visually <input checked="" type="checkbox"/> LG I (7) <input checked="" type="checkbox"/> LG II (4, 6) <input checked="" type="checkbox"/> LG III (8) share feelings and emotions, likes or dislikes <input checked="" type="checkbox"/> LG I (8) <input checked="" type="checkbox"/> LG II (5) 	<ul style="list-style-type: none"> sort everyday objects depicted visually and explain their uses <input checked="" type="checkbox"/> LG I (7) <input checked="" type="checkbox"/> LG II (4, 6) <input checked="" type="checkbox"/> LG III (8) indicate interests, opinions, or preferences <input checked="" type="checkbox"/> LG III (5) <input checked="" type="checkbox"/> LG V (5) <input checked="" type="checkbox"/> LG VI (5) 	<ul style="list-style-type: none"> compare/contrast the uses of everyday objects <input checked="" type="checkbox"/> LG VI (2) persuade peers to join in activities or games <input checked="" type="checkbox"/> LG III (8) <input checked="" type="checkbox"/> LG V (2) <input checked="" type="checkbox"/> LG VI (5) 	<ul style="list-style-type: none"> judge and justify the effectiveness of the uses of everyday objects <input checked="" type="checkbox"/> LG IV (5) <input checked="" type="checkbox"/> LG 5 (5) negotiate solutions to problems, interpersonal misunderstandings, or disputes <input checked="" type="checkbox"/> LG VI (5)

FRAMEWORK FOR **LARGE-SCALE & CLASSROOM** INSTRUCTION AND ASSESSMENT

DynEd Course: Let's Go

Grade Level Cluster: K-2

<p>Reading</p>	<ul style="list-style-type: none"> • identify environmental print (such as signs around school or the community) ☑ LG I (3) PH • respond to icons or pictures on board games or in activities ☑ LG I-VI, GM 	<ul style="list-style-type: none"> • extract information from environmental print (such as signs, bulletin boards, or menus) • respond to pictures with words or phrases on board games or in activities ☑ LG I-VI, PH 	<ul style="list-style-type: none"> • restate information found in visually supported print (such as school schedules, field trips, or celebrations) • respond to words or phrases on board games or in activities ☑ LG I-VI, PH 	<ul style="list-style-type: none"> • summarize information found in visually supported print on classroom or school activities • follow written directions with peer or teacher assistance 	<ul style="list-style-type: none"> • interpret rules and procedures (such as from the classroom or school) • follow written directions independently
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Grade Level Cluster: K-2

Domains	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
<p>Writing</p>	<ul style="list-style-type: none"> • trace, copy, or produce words about self ☑ LG I • draw or orally dictate personal experiences ☑ LG I-VI 	<ul style="list-style-type: none"> • make lists for varying purposes related to self ☑ LG I-VI • draw or label personal experiences ☑ LG I-VI 	<ul style="list-style-type: none"> • relate personal facts ☑ LG I-VI • produce phrases or sentences about personal experiences ☑ LG I-VI 	<ul style="list-style-type: none"> • compose friendly notes or personal messages • maintain diaries or journals of personal experiences 	<ul style="list-style-type: none"> • narrate or compose personal stories with illustrations • produce illustrated stories based on personal experiences

Standard 2: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **LANGUAGE ARTS**.

Domains	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> match pictures to sentences read aloud <input checked="" type="checkbox"/> LG I-VI follow along in role play activities described orally <input checked="" type="checkbox"/> LG I-VI 	<ul style="list-style-type: none"> order pictures of related sentences read aloud using ordinal numerals (such as first, second, last) <input checked="" type="checkbox"/> LG I (2,7) <input checked="" type="checkbox"/> LG IV (3) role play familiar, everyday activities described orally <input checked="" type="checkbox"/> LG I-VI 	<ul style="list-style-type: none"> sequence pictures of stories read aloud by beginning, middle, and end role play characters seen in plays, TV shows, or videos 	<ul style="list-style-type: none"> reproduce stories read aloud through a series of pictures reenact scenes seen in plays, TV shows, or videos 	<ul style="list-style-type: none"> sequence a series of pictures of incomplete stories read aloud and select logical outcomes or endings reenact, role play, or dramatize grade level stories that are read or seen
Speaking	<ul style="list-style-type: none"> name characters or settings of stories from (wordless) picture books or short stories <input checked="" type="checkbox"/> LG I (4) identify features of illustrations and photographs <input checked="" type="checkbox"/> LG V (2) take risks with new language (such as participate in choral recitation, songs, chants, nursery rhymes) <input checked="" type="checkbox"/> LG I-VI 	<ul style="list-style-type: none"> describe characters or settings of stories from (wordless) picture books or short stories <input checked="" type="checkbox"/> LG II (2) <input checked="" type="checkbox"/> LG IV (2) describe features of illustrations and photographs <input checked="" type="checkbox"/> LG IV (1) interact in small group or paired activities <input checked="" type="checkbox"/> LG I-VI 	<ul style="list-style-type: none"> outline plots or themes of stories from picture books or short stories predict what a story is about from visual and oral prompts <input checked="" type="checkbox"/> LG IV (8) <input checked="" type="checkbox"/> LG V (5) <input checked="" type="checkbox"/> LG VI (8) converse about classroom and social activities <input checked="" type="checkbox"/> LG I-VI 	<ul style="list-style-type: none"> narrate main events of plot sequences and state main idea from picture books or short stories predict what will happen next from oral prompts <input checked="" type="checkbox"/> LG IV (8) <input checked="" type="checkbox"/> LG V (5) <input checked="" type="checkbox"/> LG VI (8) describe and share personal experiences and school-related activities <input checked="" type="checkbox"/> LG V (8) 	<ul style="list-style-type: none"> re/tell stories using story grammar from picture books or short stories state alternative endings to grade level stories from oral prompts participate in and contribute to academic classroom discussions

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Grade Level Cluster: K-2

Domains	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Reading	<ul style="list-style-type: none"> associate letter sounds (at beginning, middle, or end of words) with familiar pictures in context <input checked="" type="checkbox"/> LG I-VI follow directionality of print <input checked="" type="checkbox"/> LG I-VI sequence a series of pictures to tell stories <input checked="" type="checkbox"/> LG I (7) 	<ul style="list-style-type: none"> match letters/ diagraphs within and across words (such as common rhyming words or word families) with pictures <input checked="" type="checkbox"/> LG I-VI, PH match voice to print by pointing to words <input checked="" type="checkbox"/> LG I-VI match a series of pictures that tell stories with sequence words (such as first, then, last) 	<ul style="list-style-type: none"> sort words and phrases, with visual support, into phonological or semantic categories cross-check pictures and phonics clues <input checked="" type="checkbox"/> LG I-VI, PH select titles to match a series of pictures <input checked="" type="checkbox"/> LG IV (2) 	<ul style="list-style-type: none"> match words and phrases with pictures or other visual support (such as graphics, charts, or visual organizers) <input checked="" type="checkbox"/> LG I-VI, PH use phonics clues to sound out words <input checked="" type="checkbox"/> LG I-VI, PH sequence sentences to tell stories <input checked="" type="checkbox"/> LG IV-VI 	<ul style="list-style-type: none"> match sentences with pictures or other visual support (such as graphics, charts, or visual organizers) predict what word or phrase comes next based on grade level text sequence short paragraphs to tell stories
Writing	<ul style="list-style-type: none"> draw pictures in sequential order in response to stories read orally produce icons, letters, or pictures (for wall charts or displays) <input checked="" type="checkbox"/> LG I - III 	<ul style="list-style-type: none"> produce pictures and words to depict sequence in stories produce symbols and words (for wall charts or displays) <input checked="" type="checkbox"/> LG I - III 	<ul style="list-style-type: none"> produce phrases in sequential order to relate a series of events in stories produce word patterns and pictures (for wall charts or displays) <input checked="" type="checkbox"/> LG I - VI 	<ul style="list-style-type: none"> use sequential language in sentences to relate a series of events in stories (e.g., "First.... Then...") <input checked="" type="checkbox"/> LG IV-VI produce and organize word patterns and phrases (for wall charts or displays) 	<ul style="list-style-type: none"> use language of storytelling to relate a series of events (e.g., "Once upon a time...") produce and organize word patterns, phrases, or sentences (for wall charts or displays)

Standard 3: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **MATHEMATICS**.

Domains	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> identify illustrations of math figures described orally (e.g., “Find a shape that looks like the sun.”) use manipulatives or realia to illustrate oral math statements <p>☑ LG I (3) ☑ LG II (3)</p>	<ul style="list-style-type: none"> identify illustrations of math figures whose attributes are described orally (e.g., “Find a shape with 4 sides.”[such as a door or window]) use manipulatives or draw pictures to illustrate math operations from oral directions <p>☑ LG I (5) ☑ LG II (3,7)</p>	<ul style="list-style-type: none"> complete repeated math patterns of alternating figures described orally use manipulatives, draw pictures, or make tallies to illustrate oral math stories 	<ul style="list-style-type: none"> complete repeated math patterns described orally (such as + + - - ⊙ ⊙) use manipulatives or bar graphs to compare oral information (e.g., “There are more girls here today than boys.”) 	<ul style="list-style-type: none"> predict sequence of complex math patterns from oral descriptions according to grade level complete or produce graphs (such as histograms) to show comparisons given orally (e.g., “Most children are wearing red, some are wearing blue, and one child is wearing green.”)
Speaking	<ul style="list-style-type: none"> recite math-related words or phrases from pictures of everyday objects and oral statements give identifying information that involves numbers (such as age, address, or telephone number) <p>☑ LG I (3) ☑ LG II (3)</p>	<ul style="list-style-type: none"> restate simple math operations from oral statements, referring to pictures of everyday objects give examples of things with numbers (such as room #s, bus #s, or calendars) <p>☑ LG I (5) ☑ LG II (3,7)</p>	<ul style="list-style-type: none"> describe math representations and operations from pictures of everyday objects and oral descriptions give examples of how or when you use numbers outside of school 	<ul style="list-style-type: none"> compare/contrast math operations needed in problem solving from pictures and oral descriptions tell how to play games that involves numbers (such as sports, board games, or hopscotch) 	<ul style="list-style-type: none"> explain the process of math problem solving from pictures and oral descriptions at grade level tell a story that involves numbers from oral scenarios

DynEd Course: Let's Go

Grade Level Cluster: K-2

Domains	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Reading	<ul style="list-style-type: none"> match pictures of everyday objects in context with math symbols sort real-life objects by size or weight using pictures and descriptive words (such as big, little) <p>☑ LG I (3) ☑ LG II (3)</p>	<ul style="list-style-type: none"> match pictures depicting varying quantities in context with math-related words or phrases sort real-life objects by size or weight using non-standard measurement and comparative language (such as smaller, longer, lighter) <p>☑ LG I (3) ☑ LG II (3) ☑ LG V (4)</p>	<ul style="list-style-type: none"> sort math sentences according to language associated with different operations (such as altogether, more, sum, plus, in all; take away, left, minus, fewer) match real-life pictures/ words with standard, metric, or non-standard measurement tools (such as use of paperclips, hands, rulers, or yardsticks) 	<ul style="list-style-type: none"> order math sentences involving different operations using sequential language estimate measurement of objects from pictures and text using standard, metric, or non-standard measurement tools (e.g., "About how many...") 	<ul style="list-style-type: none"> analyze math sentences from grade level texts to produce sequences for problem solving decide appropriate standard, metric, or non-standard measurement tools based on grade level text for everyday situations
Writing	<ul style="list-style-type: none"> illustrate and label whole numbers (such as from 1-100) make collages or pictures of numbers and quantities (from newspapers or magazines) <p>☑ LG III (1) ☑ LG I (3) ☑ LG II (3)</p>	<ul style="list-style-type: none"> match whole numbers with words, symbols, or illustrations dictate, draw, or make notes of examples of everyday math <p>☑ LG I (3) ☑ LG III (1) ☑ LG II (3)</p>	<ul style="list-style-type: none"> list uses of whole numbers using words, phrases, symbols, or illustrations keep an illustrated log or journal of examples of everyday math 	<ul style="list-style-type: none"> describe and compare whole numbers using words, phrases, symbols, or illustrations describe uses of everyday math with illustrated examples 	<ul style="list-style-type: none"> create math story problems using whole numbers in words, phrases, or sentences explain how you use everyday math (such as when shopping or cooking)

Standard 4: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SCIENCE**.

Domains	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> identify pictures pertaining to health or safety from oral statements (such as fire, weather) <input checked="" type="checkbox"/> LG I (6) identify objects according to chemical or physical properties from pictures and oral statements (e.g., "The ball is <u>round</u>.") <input checked="" type="checkbox"/> LG I (5) <input checked="" type="checkbox"/> LG I (8) explore movement of real-life objects by following commands (e.g., "Roll the ball.") <input checked="" type="checkbox"/> LG III (6) 	<ul style="list-style-type: none"> classify pictures of safe/unsafe or healthy/unhealthy conditions from oral directions <input checked="" type="checkbox"/> LG II (2) <input checked="" type="checkbox"/> LG IV (5) match objects with their chemical or physical properties from pictures and oral statements <input checked="" type="checkbox"/> LG V (2,4) follow movement of real-life objects by following multiple step directions (e.g. "The car goes backwards then forwards.") 	<ul style="list-style-type: none"> identify symbols related to safety or health precautions from oral descriptions identify and group objects according to chemical or physical properties from oral statements (e.g., "<u>Water</u> and <u>milk</u> are <u>liquids</u>.") compare movement of objects based on oral statements by pointing to pictures or objects (e.g., "Which goes fastest, bikes, buses, or airplanes?") 	<ul style="list-style-type: none"> identify examples or rules related to safety or health precaution from oral discourse analyze objects based on their chemical or physical properties from oral descriptions (e.g., "Ice is cold because...") predict movement of objects by pointing to pictures or demonstration based on oral statements (e.g., "Show what happens when you let go of balloons.") 	<ul style="list-style-type: none"> predict consequences of not following safety or health precautions from oral scenarios analyze objects based on their chemical or physical properties from oral reading of grade level science text interpret the effects of force on motion by pointing or demonstration based on oral descriptions
Speaking	<ul style="list-style-type: none"> use words or phrases related to weather or environment from pictures/photographs (such as temperatures, seasons, or precipitation) <input checked="" type="checkbox"/> LG I (6) associate body parts with senses and physical actions <input checked="" type="checkbox"/> LG I (8) 	<ul style="list-style-type: none"> restate scientific hypotheses about weather or environment from pictures or photographs <input checked="" type="checkbox"/> LG I (6) give examples of how or when you use your senses or other body parts <input checked="" type="checkbox"/> LG I (8) <input checked="" type="checkbox"/> LG VI (2) 	<ul style="list-style-type: none"> ask WH- questions about weather or environment from pictures or photographs <input checked="" type="checkbox"/> LG I (6) <input checked="" type="checkbox"/> LG VI (3) describe a series of activities that involve using your senses or other body parts <input checked="" type="checkbox"/> LG I (8) <input checked="" type="checkbox"/> LG VI (2) 	<ul style="list-style-type: none"> predict results and provide reasons based on scientific hypotheses about weather or environment from oral or written information <input checked="" type="checkbox"/> LG VI (3,4) explain why senses or other body parts are useful <input checked="" type="checkbox"/> LG VI (2) 	<ul style="list-style-type: none"> evaluate and weigh options related to scientific hypotheses about weather or environment from oral or written information predict what you would do if one of your senses or other body parts was injured

FRAMEWORK FOR **LARGE-SCALE & CLASSROOM** INSTRUCTION AND ASSESSMENT

DynEd Course: Let's Go

Grade Level Cluster: K-2

Domains	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Reading	<ul style="list-style-type: none"> identify living organisms from symbols, photographs, labels, graphs, or charts make posters from magazine pictures labeled with different forms of water or other natural resources <p>☑ LG I - VI</p>	<ul style="list-style-type: none"> classify living organisms (such as birds and mammals) by using pictures or icons search for words in big books or trade books associated with water or other natural resources (such as rain, ice, hot) <p>☑ LG VI (4)</p>	<ul style="list-style-type: none"> complete graphs or charts using pictures or icons to address questions related to living organisms distinguish activities that use water or other natural resources from those that don't, based on written phrases and pictures (such as "brush hair" or "take a bath") 	<ul style="list-style-type: none"> respond to questions about graphs or charts related to living organisms by using icons and text classify activities that you do <i>with</i> water or other natural resources from those you do <i>in</i> water (such as brush teeth or go swimming) 	<ul style="list-style-type: none"> interpret graphs or charts related to living organisms by using icons and explicit, grade level science text sequence sentences to show how to do activities that involve water or other natural resources (such as cooking rice)
Writing	<ul style="list-style-type: none"> identify similarities or differences of science-related objects through drawings or copying labels <p>☑ LG I - VI</p> <ul style="list-style-type: none"> collect, identify, label (and make collages of) objects made of different materials and textures (such as paper, cotton, or wool) <p>☑ LG VI (2)</p>	<ul style="list-style-type: none"> note scientific change by identifying the stages of processes or cycles (such as from seeds to plants or from caterpillars to butterflies) through drawings, words, or phrases <p>☑ LG VI (4)</p> <ul style="list-style-type: none"> match objects or pictures of different materials or textures with their sources (such as rubber with trees) 	<ul style="list-style-type: none"> describe scientific change through the graphic or written depiction of processes or cycles describe objects made of different materials or textures from pictures or realia (e.g., "Silk is shiny and smooth.") 	<ul style="list-style-type: none"> compare/contrast scientific change by inserting words or phrases into graphic organizers produce a sequence of the process for making different natural and synthetic materials 	<ul style="list-style-type: none"> explain the process of scientific change with complete thoughts evaluate the usefulness of different produced goods from natural and synthetic materials

Standard 5: English language learners communicate information, ideas, and concepts necessary for academic success in the content area of **SOcial STUDIES**.

Domains	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Listening	<ul style="list-style-type: none"> locate reference points on local or world maps or globes from oral commands (such as around the school and community) <input checked="" type="checkbox"/> LG III (1) identify neighborhood signs from pictures (such as traffic lights, schools or railroad crossings) <input checked="" type="checkbox"/> LG III (1) 	<ul style="list-style-type: none"> identify major physical features of the earth on local or world maps or globes based on oral statements (such as mountains and oceans) <input checked="" type="checkbox"/> LG III (1,6) identify buildings in neighborhoods from pictures (e.g., "Firefighters work here.") <input checked="" type="checkbox"/> LG III (1) 	<ul style="list-style-type: none"> identify directions and cardinal points on local maps or scales based on a series of oral directions (such as the compass rose or legends) locate places in neighborhoods from maps (e.g., "The house is next to the park.") <input checked="" type="checkbox"/> LG I (6); LG II (3); <input checked="" type="checkbox"/> LG III (1) 	<ul style="list-style-type: none"> distinguish among geographic locations on local or regional maps based on oral descriptions that include directionality find locations using maps of neighborhoods (e.g., "The school is at the corner of First and Oak.") 	<ul style="list-style-type: none"> follow travel routes on maps based on a series of directionality and sequence statements construct maps or reproductions of neighborhoods based on field trips or oral directions
Speaking	<ul style="list-style-type: none"> tell personal information about family using visual support (such as names of family members from photographs or drawings) <input checked="" type="checkbox"/> LG I (4) identify community workers from pictures <input checked="" type="checkbox"/> LG II (2) participate in brainstorm of classroom or school rules based on models 	<ul style="list-style-type: none"> tell information or experiences about your family (such as heritage and language) <input checked="" type="checkbox"/> LG I (4); LG V (8); LG VI (1) describe roles of community workers from pictures <input checked="" type="checkbox"/> LG II (2) state classroom or school rules based on models <input checked="" type="checkbox"/> LG VI (4) 	<ul style="list-style-type: none"> give examples of personal responsibilities of family members describe personal encounters with community workers provide suggestions for classroom or school rules based on pictures, lists, models, and experiences <input checked="" type="checkbox"/> LG VI (5) 	<ul style="list-style-type: none"> predict consequences of irresponsible family members explain importance of community workers discuss the importance of classroom or school rules 	<ul style="list-style-type: none"> explain the importance of your contributions to family predict consequences of not having community workers explain consequences of breaking classroom or school rules
Reading	<ul style="list-style-type: none"> match vocabulary or pictures with illustrated holidays or seasons <input checked="" type="checkbox"/> LG II (2) 	<ul style="list-style-type: none"> sort vocabulary, pictures, or phrases according to holidays or seasons find weather related 	<ul style="list-style-type: none"> find explicit information about holidays or seasons from text and visual sources 	<ul style="list-style-type: none"> interpret explicit information about holidays or seasons from visual sources compare characteristics 	<ul style="list-style-type: none"> interpret implicit information about holidays or seasons from grade level text and visual sources

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DynEd Course: Let's Go

Grade Level Cluster: K-2

	<p><input checked="" type="checkbox"/> LG V (5)</p> <ul style="list-style-type: none"> distinguish among colors associated with seasons from pictures (such as by making collages or murals with pictures and color words) <p><input checked="" type="checkbox"/> LG I (2)</p>	<p>LG II (2); LG V (5)</p> <ul style="list-style-type: none"> words and pictures associated with seasons (such as in illustrated trade books) <p><input checked="" type="checkbox"/> LG I (2)</p>	<p><input checked="" type="checkbox"/> LG VI (1)</p> <ul style="list-style-type: none"> categorize characteristics of different seasons (such as from open sorts of phrases and pictures) <p><input checked="" type="checkbox"/> LG I (5)</p>	<p>and activities associated with different seasons (e.g., "It's colder in winter.")</p>	<ul style="list-style-type: none"> draw pictures of seasons described in grade level text or match seasons with written descriptions
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DynEd Course: Let's Go

Grade Level Cluster: K-2

Domains	Level 1 Entering	Level 2 Beginning	Level 3 Developing	Level 4 Expanding	Level 5 Bridging
Writing	<ul style="list-style-type: none"> • draw symbols or logos for products in the marketplace ☑ LG II (5) • draw, select, or label pictures of animals or plants (such as at the zoo or on a farm) ☑ LG IV (1); VI (4) 	<ul style="list-style-type: none"> • draw or describe products in the marketplace ☑ LG II (2) • match pictures of animals or plants and their habitats or characteristics (e.g., “Birds live in nests.”) ☑ LG V (4) 	<ul style="list-style-type: none"> • compare/contrast the attributes of two products ☑ LG V (4); VI (2) • describe features of animals or plants from visual prompts (e.g., “Dogs bark. Birds fly.”) ☑ LG I (8) 	<ul style="list-style-type: none"> • state advantages of using one product over another • describe favorite animals or plants and defend your choice ☑ LG V (4) 	<ul style="list-style-type: none"> • evaluate usefulness of products and provide reasons for choices or decisions • maintain logs about caring for classroom animals, personal pets, or plants

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