



| Stars | Can Do | Next Steps |
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| 4 | <p>Students understand short descriptions, information in signs, and short messages. They can:</p> <ul style="list-style-type: none"> Understand common words and some less common words about objects, places, people, actions, and ideas (examples: <i>ring, adventures, whisper, double</i>) Comprehend the meaning of complex sentences (examples: <i>This is a friendly thing to do when you say goodbye. People do this when they talk quietly.</i>) Connect information in longer sentences and across different sentences to infer information, identify main ideas, and understand the meaning of unfamiliar words. Locate key information in texts | <p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Study new, unfamiliar words Practice reading stories and informational texts about a variety of topics Practice reading longer and more complex texts Speak or write in their own words about stories and information they read |
| 3 | <p>Students understand short descriptions and find information in signs, forms, and schedules. They can:</p> <ul style="list-style-type: none"> Understand common words and social expressions (examples: <i>play a game, go to a museum, wave goodbye</i>) Comprehend simple descriptions of current and past events (examples: <i>The mouse is on top of the table. He is washing his hands.</i>) Recognize relationships among words and phrases within familiar categories (examples: <i>food–fruit–strawberries; rain–sky–clouds; one more time–again</i>) Make connections across simple sentences (example: <i>Clouds are in the sky. Rain comes from them. Sometimes they cover the sun.</i>) | <p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Read longer paragraphs and stories about familiar people, objects, and information Learn more words that describe objects, places, people, actions, and ideas Speak or write in their own words about paragraphs, stories, and information they read |
| 2 | <p>Students begin to understand words and some short descriptions. They can:</p> <ul style="list-style-type: none"> Understand common words in familiar categories such as home, school, family, colors, body parts, animals, and actions Recognize key words for understanding simple sentences Understand everyday actions in the present (examples: <i>The children play. He is eating.</i>) | <p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Learn vocabulary and common expressions used in social and familiar settings Practice reading simple sentences and short texts about familiar topics |
| 1 | <p>Students begin to recognize some basic words. They may be able to:</p> <ul style="list-style-type: none"> Identify basic vocabulary with visual support | <p>To improve their reading ability, students should:</p> <ul style="list-style-type: none"> Learn and practice reading common words in familiar categories such as home, school, family, colors, body parts, animals, and actions Read short, simple sentences about familiar people, objects, and actions (example: <i>The boy is eating an apple.</i>) |

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| 4 | <p>Students understand simple descriptions, instructions, conversations, and messages. They can:</p> <ul style="list-style-type: none"> Understand less common words that describe familiar topics, settings, and actions (examples: <i>pocket, pour, lamp, branch</i>) Understand indirect responses to questions in conversations Understand messages in which information is not explicitly stated Connect information to infer the main idea or topic of messages, stories, and informational texts Synthesize information from multiple locations in a longer spoken text | <p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Learn new, unfamiliar words they hear in longer stories and academic talks Practice using less common words and expressions in conversations Speak or write in their own words about stories and information they listen to |
| 3 | <p>Students understand short, simple descriptions, conversations, and messages. They can:</p> <ul style="list-style-type: none"> Understand common expressions used in everyday conversations Understand a simple, single instruction spoken in familiar words, with key words repeated Understand the purpose of messages in which key information is repeated Understand the main ideas of simple stories in which key information is explicitly stated and repeated | <p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Study more words that describe familiar topics, settings, and actions Practice using less common words and expressions in conversations Listen to age-appropriate academic talks and longer stories Speak or write in their own words |
| 2 | <p>Students begin to recognize some familiar words in speech. They can:</p> <ul style="list-style-type: none"> Understand words for objects and people in familiar categories such as school, home, family, colors, body parts, and animals Recognize action words in simple sentences (examples: <i>The children play. He is eating.</i>) | <p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Practice saying and listening to familiar words used in simple sentences Practice having short, simple conversations Practice listening to messages spoken by teachers, friends, and family Begin listening to and identifying basic information in short, simple stories |
| 1 | <p>Students begin to recognize some familiar words in speech, such as words for objects, places, and people. They may be able to:</p> <ul style="list-style-type: none"> Understand familiar words with visual support | <p>To improve their listening ability, students should:</p> <ul style="list-style-type: none"> Learn everyday words for objects and people in familiar categories such as home, school, family, colors, body parts, and animals Use pictures to help learn new words Listen to short, simple sentences about everyday actions, objects, and people. (example: <i>She is swimming.</i>) Practice using common, everyday expressions, such as greetings |