

Student Baseline and Post-Instruction Checklist
Common Core Essential Elements and Instructional Achievement Level Descriptors
English Language Arts GRADE Kindergarten

Student Name: _____
 Teacher: _____

Student Grade: _____
 Date: _____

Common Core State Standard: RL.K.1. With prompting and support, ask and answer questions about key details in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.K.1. With guidance and support, identify details in familiar stories.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify key details in familiar story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify details in familiar stories. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify a favorite detail in familiar story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, interact with or explore pictures and objects related to a familiar story. 	___Y ___N

Common Core State Standard: RL.K.2. With prompting and support, retell familiar stories, including key details.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.K.2. With guidance and support, identify major events in familiar stories.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify major events in text as they appear in a familiar story while it is being read. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify major events in familiar stories. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify a personally relevant event in familiar story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, act out or complete personally relevant events in familiar stories. 	___Y ___N

Common Core State Standard: RL.K.3. With prompting and support, identify characters, settings, and major events in a story.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.K.3. With guidance and support, identify characters and settings in a familiar story.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify the characters and settings in a familiar story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify characters and settings in a familiar story. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify an illustration (or picture description or actualized image) that shows a character in a familiar story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, identify people or places that appear in familiar, personally relevant stories. 	___Y ___N

Common Core State Standard: RL.K.4. Ask and answer questions about unknown words in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.K.4. With guidance and support, ask about an unknown word in a text.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Ask and/or answer about an unknown word in a text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, ask about an unknown word in a text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, indicate when a recently learned word is used in a text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, exchange a symbol, object, or otherwise communicate a familiar word during shared reading of a familiar text. 	___Y ___N

Common Core State Standard: RL.K.5. Recognize common types of texts (e.g., storybooks, poems).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.K.5. With guidance and support, recognize familiar texts (e.g., storybooks, poems).		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Recognize familiar texts. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognize familiar texts (e.g., storybooks, poems). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognize a favored, familiar text (e.g., storybooks, teacher-made text). 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, select a text for shared reading. 	___Y ___N

Common Core State Standard: RL.K.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.K.6. With guidance and support, distinguish between words and illustrations in a story.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Distinguish between words and illustrations in a story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, distinguish between words and illustrations in a story. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, locate an illustration in the story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of a story. 	___Y ___N

Common Core State Standard: RL.K.7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.K.7. With guidance and support, match illustrations with the story.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Match illustrations with text in the story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, match illustrations with the story. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, points to an illustration in the story when it is described or labeled by the teacher. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of a story. 	___Y ___N

Common Core State Standard: RL.K.8. (Not applicable to literature)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.K.8. N/A		Indicate Yes or No

Common Core State Standard: RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.K.9. With guidance and support, identify the adventures or experiences of a character in a familiar story.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: <ul style="list-style-type: none"> Identify the adventures or experiences of a character in a story. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify the adventures or experiences of a character in a familiar story. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify an adventure or experience that occurred in a familiar story. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, act out the adventures or experiences that occur in a familiar storybook. 	___Y ___N

Common Core State Standard: RL.K.10. Actively engage in group reading activities with purpose and understanding.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERL.K.10. **This Literature Essential Element references all elements above.		Indicate Yes or No

Common Core State Standard: RI.K.1. With prompting and support, ask and answer question about key details in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.K.1. With guidance and support, identify a detail in a familiar text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify details in familiar text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify a detail in a familiar text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify a detail in a text from a familiar text about a personally relevant event or daily routine. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, interact with or explore pictures or objects related to a text while it is read. 	___Y ___N

Common Core State Standard: RI.K.2. With prompting and support, identify the main topic and retell key details of a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.K.2. With guidance and support, identify the topic of a familiar text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Indicate the topic of a familiar text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify the topic of a familiar text. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support identify an object or picture that relates to the topic of a familiar text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, identify a familiar book about a preferred topic. 	___Y ___N

Common Core State Standard: RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.K.3. With guidance and support, identify individuals, events, or ideas in a familiar informational text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify individuals, events, or ideas in an informational text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify individuals, events, or ideas in a familiar informational text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, act out events or actions in a familiar informational text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, participate in acting out events or imitate actions from routines in a familiar informational text. 	___Y ___N

Common Core State Standard: RI.K.4. With prompting and support, ask and answer questions about unknown words in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.K.4. With guidance and support, ask about an unknown word in a text.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Ask about an unknown word in a text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, ask about an unknown word in a text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, indicate when a recently learned word is used in a text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, exchange a symbol, object, or otherwise communicate a familiar word during shared reading of a text. 	___Y ___N

Common Core State Standard: RI.K.5. Identify the front cover, back cover, and title page of a book.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.K.5. With guidance and support, identify parts of a book.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify parts of the book as applicable (top, front cover, title, beginning of text). 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify parts of a book. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Exhibit appropriate book handling or interaction skills. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Exhibit emerging book handling skills. 	___Y ___N

Common Core State Standard: RI.K.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.K.6. With guidance and support, distinguish between print and illustrations in an informational text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Distinguish between print and illustrations in an informational text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, distinguish between print and illustrations in an informational text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, find an illustration in the text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of an informational text. 	___Y ___N

Common Core State Standard: RI.K.7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.K.7. With guidance and supports, match illustrations to an informational text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Match parts of an informational text with illustrations in a text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, match illustrations to an informational text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, point to an illustration in an informational text when it is described or labeled by the teacher. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support during shared reading, interact with or explore illustrations, objects or other tactual representations of the text. 	___Y ___N

Common Core State Standard: RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.K.8. With guidance and support, identify points the author makes in an informational text.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity then described in Level 3: <ul style="list-style-type: none"> Identify points the author makes in an informational text. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify points the author makes in an informational text. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognize when a point the author makes in an informational text is read. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of an informational text. 	___Y ___N

Common Core State Standard: RI.K.9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.K.9. With guidance and support, match similar parts of two texts on the same topic.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Match similar parts of two texts on the same topic. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, match similar parts of two texts on the same topic. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify <i>same</i> pictures/objects from an informational text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, communicate an understanding that items can be the same when presented with two like objects or pictures. 	___Y ___N

Common Core State Standard: RI.K.10. Actively engage in group reading activities with purpose and understanding.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERI.K.10. **This Literature Essential Element references all elements above.		Indicate Yes or No

Common Core State Standard: RF.K.1. Demonstrate understanding of the organization and basic features of print.
 a. Follow words from left to right, top to bottom, and page by page.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.K.1. With guidance and support, demonstrate an emerging understanding of the organization and basic features of print. <ul style="list-style-type: none"> With guidance and support during shared reading, turn pages one page at a time from beginning to end. 		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Turn pages appropriately while listening to someone read. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support during shared reading, turn pages one page at a time from beginning to end. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognize that books are read one page at a time. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, turn pages in a book. 	___Y ___N

Common Core State Standard: RF.K.1. Demonstrate understanding of the organization and basic features of print.
b. Recognize that spoken words are represented in written language by specific sequences of letters.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.K.1.b. N/A		Indicate Yes or No

Common Core State Standard: RF.K.1. Demonstrate understanding of the organization and basic features of print.
c. Understand that words are separated by spaces in print.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.K.1.c. N/A		Indicate Yes or No

Common Core State Standard: RF.K.1. Demonstrate understanding of the organization and basic features of print.
d. Recognize and name all upper- and lowercase letters of the alphabet.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.K.1.d. With guidance and support, recognize first letter of		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
own name in print.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Recognize first letter of own name in print. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognize first letter of own name in print. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognize one letter at a time in print. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, explore letters in a variety of forms (e.g., keyboards, letter stamps, and magnetic letters). 	___Y ___N

Common Core State Standard: RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
a. Recognize and produce rhyming words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.K.2. With guidance and support, demonstrate an emerging understanding of spoken words, syllables, and sounds (phonemes). a. With guidance and support, recognize rhyming words.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Recognize rhyming words. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognize rhyming words. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, provide a rhyming word to complete a repeated line in a familiar text. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support during shared reading, provide a repeated line in a familiar, rhyming text. 	___Y ___N

Common Core State Standard: RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 b. Count, pronounce, blend and segment syllables in spoken words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.K.2.b. With guidance and support, recognize the number of words in a spoken message.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Indicate the number of words in a spoken message. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognize the number of words in a spoken message. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognize the number of words in a short spoken message presented with exaggerated pauses. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, participate in clapping along with stories, songs, and poems. 	___Y ___N

Common Core State Standard: RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
 c. Blend and segment onsets and rimes [*sic*] of single-syllable spoken words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.K.2.c. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify a word that starts with the same sound as a familiar word. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognize two letter-sounds that are the same. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, participate in shared reading and singing of stories, songs, tongue twisters, and poems with alliteration. 	___Y ___N

Common Core State Standard: RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.K.2.d. N/A		Indicate Yes or No

Common Core State Standard: RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.K.2.e. N/A		Indicate Yes or No

Common Core State Standard: RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.
a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

¹ Words, syllables, or phonemes written in /slashes/refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<p>EERF.K.3. With guidance and support, apply letter name and letter-sound knowledge when decoding words during shared activities.</p> <p>a. With guidance and support, recognize sound of first letter in own name.</p>		<p>Indicate Yes or No</p>
<p>Level IV</p>	<p>Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3:</p> <ul style="list-style-type: none"> Recognize sound that begins own name. 	<p>___Y ___N</p>
<p>Level III</p>	<p>Student demonstrates the content knowledge and skills:</p> <ul style="list-style-type: none"> With guidance and support, recognize sound of first letter in own name. 	<p>___Y ___N</p>
<p>Level II</p>	<p>Student demonstrates some of the content knowledge and skills:</p> <ul style="list-style-type: none"> Recognize own name across contexts. 	<p>___Y ___N</p>
<p>Level I</p>	<p>Student attempts to perform the task <u>with support</u>:</p> <ul style="list-style-type: none"> With guidance and support, recognize own name when called in a familiar routine. 	<p>___Y ___N</p>

Common Core State Standard: RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<p>EERF.K.3.b. N/A</p>		<p>Indicate Yes or No</p>

Common Core State Standard: RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.
 c. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
<p>EERF.K.3.</p> <p>c. With guidance and support, recognize common signs and/or symbols in the</p>		<p>Indicate Yes or No</p>

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
environment.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Recognizes common signs and/or symbols in the environment. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognize common signs and/or symbols in the environment. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, use familiar symbols in simple communication exchanges. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, interact with or explore symbols and objects in the environment. 	___Y ___N

Common Core State Standard: RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.K.3.d. N/A		Indicate Yes or No

Common Core State Standard: RF.K.4. Read emergent-reader texts with purpose and understanding.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EERF.K.4. Engage in independent exploration of books.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Engages in independent exploration of books: holding books in the correct orientation, turning pages, and studying individual pages. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Engage in independent exploration of books. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Engage in directed exploration of books. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, explore books. 	___Y ___N

Common Core State Standard: W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.K.1. With guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Given a topic or book, and use drawing, dictating, or writing to state an opinion about it. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, draw, dictate, or write about a self-selected topic or book given two choices. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, explore tools for drawing, writing, and self-expression. 	___Y ___N

Common Core State Standard: W.K.2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.K.2. With guidance and support, select a topic and use		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
drawing, dictating, or writing to share information about the topic.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Select a topic and use drawing, dictating, or writing to share information about it. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, select a topic for use in shared writing. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, interact with objects and artifacts and produce emergent writings related to the topics that other students are writing about. 	___Y ___N

Common Core State Standard: W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.K.3. With guidance and support, select an event and use drawing, dictating, or writing to narrate information about it.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Select an event and use drawing, dictating, or writing to narrate information about it. Narrate a single event. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, select an event and use drawing, dictating, or writing to narrate information about it. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, select an event to write about during shared writing. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, choose a comment about an event or experience for an adult or peer to write down. 	___Y ___N

Common Core State Standard: Production and Distribution of Writing. W.K.4. (Begins in grade 3)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.K.4. (Begins in grade 3)		Indicate Yes or No

Common Core State Standard: W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.K.5. (Begins in grade 1)		Indicate Yes or No

Common Core State Standard: W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.K.6. With guidance and support from adults, explore a variety of digital tools to produce writing.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Explore a variety of digital tools to produce writing that is published. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, explore a variety of digital tools to produce writing that is published. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, explore a variety of digital tools and print products. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, explore various means of accessing digital tools, and print, save, and display the product in the class or on the Internet. 	___Y ___N

Common Core State Standard: W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.K.7. With guidance and support, participate in shared research and writing projects.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Participate in shared research and writing projects. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, participate in shared research and writing projects. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, participate in selecting pictures and words to contribute to shared research and writing projects. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With prompts and support, explore pictures, words, or objects related to a shared research project. 	___Y ___N

Common Core State Standard: W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.K.8. With guidance and support from adults, identify information, objects, or events that relate to personal experiences.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify information, objects, or events that relate to personal experiences. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults, identify information, objects, or events that relate to personal experiences. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from adults during shared writing activities, select personal objects from an array of choices to be included in a text. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support from adults during shared writing activities, interact with familiar objects that are being offered as choices in a text. 	___Y ___N

Common Core State Standard: W.K.9. (Begins in grade 4)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.K.9. (Begins in grade 4)		Indicate Yes or No

Common Core State Standard: W.K.10. (Begins in grade 3)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEW.K.10 (begins in grade 3)		Indicate Yes or No

Common Core State Standard: SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.K.1. Participate in communication exchanges with		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
diverse partners. a. Communicate directly with peers.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Participate in multiple-turn communication exchanges with peers. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Communicate directly with peers. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support from an adult, participate in communication exchanges with peers. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support of an adult, share information with a peer. 	___Y ___N

Common Core State Standard: SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

b. Continue a conversation through multiple exchanges.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.K.1. b. Participate in multiple-turn communication exchanges with adults.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Initiate or sustain multiple-turn communication exchanges with adults. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Participate in multiple-turn communication exchanges with adults. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> Communicate directly with an adult. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, communicate directly with an adult. 	___Y ___N

Common Core State Standard: SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.K.2. Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Confirm understanding of a familiar text read aloud. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Attend to a familiar text read aloud or information presented orally or through other media. 	___Y ___N

Common Core State Standard: SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.K.3. Ask for help when needed.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Ask for help when needed and if more information is necessary for clarification, ask additional questions 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Ask for help when needed. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, ask for help when needed. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Indicate distress. 	___Y ___N

Common Core State Standard: SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.K.4. With guidance and support, identify familiar people, places, things, and events.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify familiar people, places, things, and events. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify familiar people, places, things, and events. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, respond to familiar people and things. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, attend to familiar people and things. 	___Y ___N

Common Core State Standard: SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.K.5. With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events given an array of objects to choose from. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, attend to objects placed before them. 	___Y ___N

Common Core State Standard: SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EESL.K.6. With guidance and support, communicate thoughts, feelings, and ideas.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Communicate thoughts, feelings, and ideas. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, communicate thoughts, feelings, and ideas. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, communicate feeling. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> Communicates likes and dislikes. 	___Y ___N

Common Core State Standard: L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. Print many upper- and lowercase letters.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.K.1. Demonstrate emerging understandings of English grammar and word usage when communicating. <p>a. With guidance and support, distinguish between letters and other symbols or shapes.</p>		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Demonstrate understanding of letters. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, distinguish between letters and other symbols or shapes. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, demonstrate awareness that letters and words are connected to environmental icons. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, communicate awareness that objects, pictures, and signs can represent words and ideas. 	___Y ___N

Common Core State Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- b. Use frequently occurring nouns and verbs.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.K.1.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
b. With guidance and support, identify objects or other symbols that represent familiar nouns.		
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Demonstrate the meaning of familiar words that indicate objects and actions. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify objects or other symbols that represent familiar nouns. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify familiar nouns. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, responds to own name. 	___Y ___N

Common Core State Standard: EEL.K.1.c. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.K.1.c. N/A		Indicate Yes or No

Common Core State Standard: EEL.K.1.d. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.K.1. d. With guidance and support, answer simple questions (e.g., <i>who, what</i>).		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> When asked a question beginning with <i>what, why, or who</i>, will reply with appropriate response. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, answer simple questions (e.g., <i>who, what</i>). 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, indicates preference when given choices. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, communicate likes and dislikes. 	___Y ___N

Common Core State Standard: EEL.K.1.e. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.K.1.e. With guidance and support, demonstrate understanding of common prepositions: <i>on, off, in, out</i> .		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Follow directions that involve location requests. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, demonstrate understanding of common prepositions: <i>on, off, in, out</i>. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, respond to directions related to location. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, communicates an understanding of a simple preposition (e.g., <i>off</i>). 	___Y ___N

Common Core State Standard: EEL.K.1.f. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

f. Produce and expand complete sentences in shared language activities.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.K.1.f. With guidance and support, link two or more words together in communication.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> In language games supply missing word. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, link two or more words together in communication. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, participates in shared language activities when given directions. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, communicate a response to instructor communication. 	___Y ___N

Common Core State Standard: L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- Capitalize the first word in a sentence and the pronoun *I*.
- Recognize and name end punctuation.
- Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.K.2. Demonstrate emerging understandings of writing. a-d. Demonstrate emerging understandings of writing.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Distinguish between writing and drawing. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Demonstrates emerging understanding of writing. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, participates in emergent writing. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, explore writing tools. 	___Y ___N

Common Core State Standard: L.K.3. (Begins in grade 2)

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.K.3. (Begins in grade 2)		Indicate Yes or No

Common Core State Standard: L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.K.4. Demonstrate an understanding of vocabulary based on reading and other content. <p>a. Demonstrate an understanding of familiar words.</p>		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Respond to familiar words that have multiple meanings. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> Demonstrate an understanding of familiar words. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, demonstrate an understanding of familiar words. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, responds to personally relevant, familiar words presented as a pictures, signs, or spoken words. 	___Y ___N

Common Core State Standard: L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

b. Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.K.4.b. N/A		Indicate Yes or No

Common Core State Standard: L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.K.5. With guidance and support from adults, explore word relationships: a. With guidance and support, sort common objects into familiar categories.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Sort common objects into familiar categories. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, sort common objects into familiar categories. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, matches a common object with another common object that is not an exact match. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, demonstrates an understanding of the concept of sameness by matching two objects that are an exact match. 	___Y ___N

Common Core State Standard: L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.K.5.b. With guidance and support, demonstrate understanding of frequently occurring opposites.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Responds to opposites with appropriate actions. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, demonstrates understanding of frequently occurring opposites. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, recognizes differences by finding the different object in a set of similar objects. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, communicate an awareness of the concept of difference by attending to new object/stimuli longer than a known stimuli/object. 	___Y ___N

Common Core State Standard: L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.K.5.c. With guidance and support, use words to communicate in real-life situations.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Identify real-life connections with words and use. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, use words to communicate in real-life situations. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, identify real-life connections with words and their uses. 	___Y ___N

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, communicate in school-based settings and receive a response from staff and/or students. 	___Y ___N

Common Core State Standard: L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.

- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.K.5.d. With guidance and support, demonstrate an understanding of common verbs.		Indicate Yes or No
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> Demonstrate an understanding of common verbs. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, demonstrate an understanding of common verbs. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> With guidance and support, perform the actions that others are being asked to perform following the models of peers and others. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> With guidance and support, perform a routine action. 	___Y ___N

Common Core State Standard: L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
EEL.K.6. Use words acquired through conversations, being read to, and during shared reading activities.		Indicate Yes or No

Common Core Essential Elements - ELA	Instructional Achievement Level Descriptors	Estimated Level of Student Proficiency
Level IV	Student demonstrates the content knowledge and skills at a higher level of complexity than described in Level 3: <ul style="list-style-type: none"> • Uses/applies frequently used words in familiar contexts. 	___Y ___N
Level III	Student demonstrates the content knowledge and skills: <ul style="list-style-type: none"> • Use words acquired through conversations, being read to, and during shared reading activities. 	___Y ___N
Level II	Student demonstrates some of the content knowledge and skills: <ul style="list-style-type: none"> • With guidance and support, pays attention to language cues. 	___Y ___N
Level I	Student attempts to perform the task <u>with support</u> : <ul style="list-style-type: none"> • With guidance and support, attends to a familiar communication partner. 	___Y ___N