

Pre-Kindergarten

ELA

Levels of Understanding

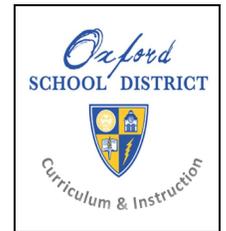
Updated 5/11/2020

PK ELA

Standard: **ELA.RF.PK4.1**

With prompting and support, demonstrate understanding of conventions of print.

- I Can Statement: **c - I can count the words in a sentence.**
d - I can name the letters of the alphabet.
f - I can sort letters and numbers.



	Examples for C	Examples for D	Examples for F
<p><u>I am a level 3 when I can:</u></p> <p>1c - Correctly count the number of words in 3 out of 4 sentences with one prompt.</p> <p>1d - Correctly name 15 uppercase and 15 lowercase letters.</p> <p>1f - Correctly sort 10 letters and numbers with 1 prompt.</p>	<p>I am a girl. (4 words)</p> <p>The dog will eat. (4 words)</p> <p>My food is hot. (4 words)</p> <p>The sun is yellow. (4 words)</p>	<p>Aa, Zz, Bb, Yy, Cc, Xx, Dd, Ww, Ee, Vv, Ff, Uu, Gg, Tt, Hh, Ss, Ii, Rr, Qu, Jj, Pp, Kk, Oo, Ll, Nn, Mm</p> <p>*Student will identify 15 uppercase and 15 lowercase letters in random order.</p>	A worksheet titled "Numbers or Letters Sorting Fun". It has a dashed border and a small cartoon character. The title is at the top. Below it, it says "Directions: Cut and paste the numbers and letters into the correct columns." There are two columns of empty boxes: "Numbers" and "Letters". At the bottom, there is a row of mixed characters: "g 7 R s 3 N 2 a" and "4 h 8 6 f m 5 9".

I am a level 2 progressing toward grade level when I:

1c— Correctly count the number of words in 2 out of 4 sentences with one prompt.
Student will recognize or recall vocabulary such as: letter, word, sentence, space, punctuation marks, beginning, end, left to right progression

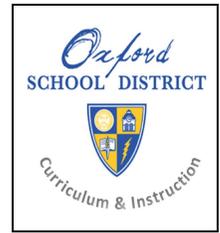
1d - Correctly name 20 letters (uppercase or lowercase).
Student will recognize or recall vocabulary such as: alphabet, letter, uppercase, lowercase

1f - Correctly sort 8 of 10 letters and numbers with 1 prompt.
Student will recognize or recall vocabulary such as: uppercase, lowercase, letters, numbers, sort, same, different, count, spell Students should have a basic understanding of the alphabet, numbers, and their use.

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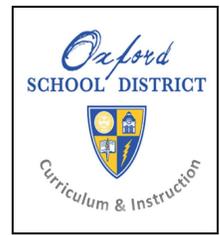
PK ELA

Standard: ELA.RF.PK4.2

With prompting and support, demonstrate an emerging (developing) understanding of spoken words, syllables, and sounds.

- I Can Statement:**
- a- I can identify rhyming words.**
 - b- I can count the syllables in a word.**
 - d - I can identify the first sound in a word.**

Proficiency Scale	Examples for A	Examples for B	Examples for D
<p><u>I am a level 3 when I can:</u></p> <p>2a - Correctly identifies 6 out of 6 word pairs as rhyming or non-rhyming with one prompt.</p> <p>2b - Correctly clap, stomp, or tap the number of syllables in 1,2, and 3 syllable words in 5 out of 5 words with one prompt. Students do not have to state the number of syllables for a 3.</p> <p>2d—Correctly pronounces the initial sound in 5 out of 5 words with one prompt.</p>	<p>ICat/Rat -yes Cup/Chair - no Fun/Run - yes Train/Bus - no Big/Pig - yes Jump/Red - no</p>	<p>apple - ap/ple big - big purple - pur/ple popsicle - pop/si/cle triangle - tri/ang/le</p>	<p>cat /c/ dog /d/ fish /f/ exit /e/ snack /s/</p>
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <p>2a -Correctly identify 3 out of 6 word pairs as rhyming or non-rhyming with one prompt. Student will recognize or recall vocabulary such as: rhyme, sound, word Student will perform basic processes such as identify rhyming words spoken orally and understand that rhyming words have same ending vowel and consonant sounds.</p> <p>2b- Correctly clap, stomp, or tap the number of syllables in 3 out of 5 words with one prompt. Student will recognize or recall vocabulary such as: syllable, blend, segment, word part Student will perform basic processes such as count syllables in spoken words and pronounce syllables in spoken words.</p> <p>2d- Correctly pronounce the initial sound in 3 out of 5 words with one prompt. Student will recognize or recall vocabulary such as: consonant, first, initial Student will perform basic processes such as isolating the initial sound in spoken words.</p>			



PK ELA

Standard: ELA.RF.PK4.3

With prompting and support, demonstrate emergent phonics and word analysis skills.

I Can Statement: a - I can make the sounds of the letters.

b - I can recognize my name, environmental print and some common high frequency sight words.

	Examples for A	Examples for B
<p><u>I am a level 3 when I can:</u></p> <p>3a - Correctly produce the primary sound of 20 letters.</p> <p>3b - Recognize his or her own name among similar names, recognize 5 out of 10 pictures of environmental print and identify 3 high-frequency sight words.</p>	<p>A/a/ Z/z/ B/b/ Y/y/ C/c/ X/xs/ D/d/ W/w/ E/e/ V/v/ F/f/ U/u/ G/g/ T/t/ H/h/ S/s/ I/i/ R/r/ J/j/ Q/qw/ K/k/ P/p/ L/l/ O/o/ M/m/ N/n/ Student will have to identify all 20 letter sounds.</p>	
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <p>3a - Correctly produce the primary sound of 13 letters. Student will recognize or recall vocabulary such as: letter, sound, word Student will perform basic processes such as understanding that each letter makes a primary sound.</p> <p>3b - Recognize his or her own name among non-similar names, recognize 3 out of 10 pictures of environmental print and identify 1 high-frequency sight word. Student will recognize or recall vocabulary such as: name, letters, first letter, same, different, sign, environment, restaurant, store, street sign Student will perform basic processes such as: recognizing the first letter of their name, have an understanding of word length, discriminate between the letters in their name when compared to a friend's name, exposure to common signs and places within their community, understand difference between letters and words</p>		

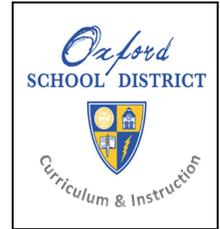
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PK ELA

Standard: **ELA.RL.PK4.1**

With prompting and support, ask and answer questions with details related to a variety of print materials (eg ask, “What is the duck doing? Or respond to “Tell me about the duck.”)

I Can Statement: **I can ask and answer questions.**



	Examples for A
<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none">• Answer 1 question and ask 1 question about details from a story with one prompt each.	<p>What is the duck doing?</p> <p>The duck is going to the pond.</p>
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none">• Answer questions about details related to print materials.• Understand the vocabulary words who, what, when, where, and why.• Understand how to stay on topic and understand that a question needs a specific response.• Know the difference between a statement and a question.	

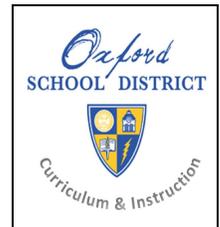
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PK ELA

Standard: **ELA.RL.PK4.5a**

With prompting and support, interact with common types of texts (e.g. fantasy, factual, animals, books that represent diversity in race, culture, age, gender, and ability).

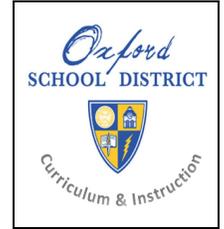
I Can Statement: **I can find the parts of a book.**



<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none">• Find the front cover, back cover, and the title page of a book.
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none">• Find 2 out of the 3 parts of a book.• Recognize or recall vocabulary such as: front cover, back cover, title page, cover, page, book, top, bottom.• Demonstrate how to correctly hold a book, understand that all books have these 3 parts.

PK ELA

Standard: **ELA.RL.PK4.6**



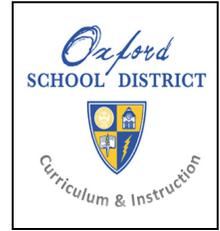
With prompting and support, identify the role of the author and illustrator in literature.

I Can Statement: **I can tell what an author and illustrator do.**

	Example
<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none">Identify the role of the author and illustrator.	 A hand-drawn illustration on a light blue background. At the top, a pink-haired girl with a ponytail is sitting at a desk, writing on a piece of paper. A speech bubble next to her says "Author - writes the words". Below her is a yellow sun with a face, holding a paintbrush and a palette. A speech bubble next to the sun says "draws the pictures". At the bottom, a pink banner with the word "Illustrator" is written on it.
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none">Identify the role of the author or illustrator. <p>Student will recognize or recall vocabulary such as: author, illustrator, book, words, illustration, write, artwork drawing, photograph, photographer</p> <ul style="list-style-type: none">Understanding the difference between a drawing and a word, that writing means to put words on paper in order to tell a story, and that an illustration is a type of artwork that also conveys the meaning of the story.	

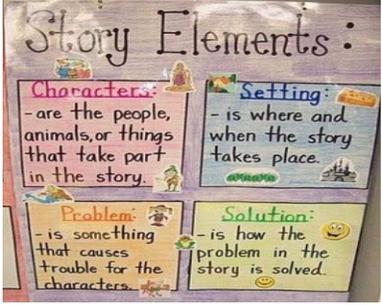
PK ELA

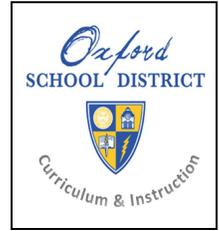
Standard: **ELA.RL.PK4.3**



With prompting and support, identify some characters, settings, and/or major events in a story.

I Can Statement: **I can tell the characters, setting, and what happens in stories.**

	Example
<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none">Identify 1 character, 1 setting, and 1 major event in a story.	 A hand-drawn poster titled "Story Elements:" in a decorative font. It is divided into four colored boxes with definitions and small illustrations: "Characters:" (pink box) defines characters as people, animals, or things; "Setting:" (blue box) defines setting as where and when; "Problem:" (orange box) defines a problem as something causing trouble; "Solution:" (green box) defines a solution as how a problem is solved.
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none">Identify 2 of the 3: characters, settings, or 1 major event in a story. <p>Student will recognize or recall vocabulary such as: character, setting, event, beginning, middle, end, detail, place, time.</p> <ul style="list-style-type: none">Understanding that characters are the people a story is about, understanding that animals or objects can be characters if they talk or act like humans, understanding that stories can take place in different places (inside, outside, forest, school, house) or times (nighttime, daytime, summer, winter), and stating that details are the who, what, where, when, why and how in a text.	



PK ELA

Standard: ELA.L.PK4.1

With prompting and support, demonstrate awareness of the conventions of standard English grammar and usage when speaking.

**I Can Statement: b - I can say the correct name for more than one object.
d - I can demonstrate where an object is located.**

I am a level 3 when I can:

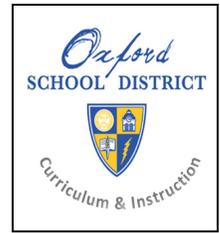
- b -** Correctly modify nouns to their plural form in all three pictures.

- d -** Demonstrate 4 out of 6 prepositions (over, under, in front of, behind, beside, on).

I am a level 2 progressing toward grade level when I:

- b - Correctly modify nouns to their plural form in at least one picture.**
Students will understand that singular means one and plural means more than one. Students will count objects using the correct singular and plural forms (1 banana, 2 bananas). Students will understand that when making nouns plural an -s or an -es needs to be added. With support, students can match an illustration of a noun with the correct word for that noun.

- d - Identify 3 out of the 6 prepositions.**
Students will have an understanding of the prepositions: over, under, in front of, behind, beside, on. With support, students will identify illustrations of common prepositions.

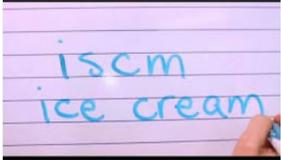


PK ELA

Standard: ELA.L.PK4.2

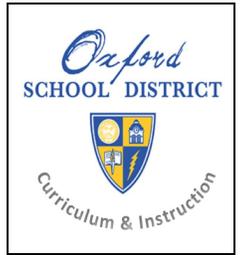
With prompting and support, demonstrate awareness of the conventions of standard English.

**I Can Statement: a - I can write my name correctly.
c - I can try to write a word with letters.**

	Examples for A	Examples for C
<p><u>I am a level 3 when I can:</u></p> <p>2a - Write his or her first name, capitalizing only the appropriate letter or letters, in the correct sequence with one prompt.</p> <p>2c - Write a word with 2 or more letters with letter sound correlation. (Teacher can stretch the word for the student.)</p>	<p>John</p>	
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <p>2a - Write all the letters of his or her name in the correct sequence. Students will be able to recognize their name among similar and non-similar names. Students can trace their name and copy their name. Understand vocabulary-uppercase letter, lowercase letter</p> <p>2c - Represent a word with one or more letters. (Sound(s) and letter(s) do not need to correlate.) Understand vocabulary-alphabet, consonant, letter, sound, spell, vowel Perform basic processes such as pronouncing the sounds that each letter makes, identify the letter that matches a word's beginning sound, identify the letter/letters that match a word's middle sound, identify the letter that matches a word's ending sound, basic letter formation</p>	<p>JOHN or john or a combination of JoHN</p>	

With prompting and support, focus on a topic and draw pictures or add details to an illustration that will clarify responses to questions or suggestions from adults and peers.

I Can Statement: **I can draw a picture with details to answer a question.**

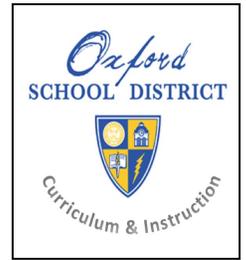


	Example
<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none">In addition to level 2, the student will label 1 or more items in the picture.	A child's drawing titled "MY Birthday". It depicts a birthday celebration with a cake on a table, several colorful balloons, and four stick figures. The figures are labeled with speech bubbles: "me", "Daddy", "Mama", and "uncle". The drawing is simple and colorful, with a yellow sun and green grass.
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none">Draw a recognizable picture with details that will answer a question or prompt from a teacher or peer.	A child's drawing of a family. It shows two adults and two children standing in a row, holding hands. There is a green tree on the left, a yellow sun in the sky, and a small dog on the ground. The drawing is simple and colorful, with a yellow sun and green grass.

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PK ELA

Standard: **ELA.SL.PK4.1**



With guidance and support, participate in small-group as well as large group shared conversations about pre-kindergarten topics and texts with peers and adults.

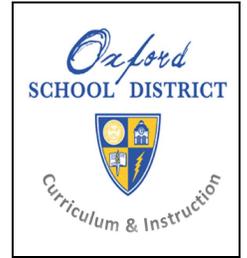
I Can Statement: I can have conversations.

	Example
<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none">• Speak in complete sentences and stay on topic.• Engage in multiple exchanges with peers and adults in shared conversation in both large and small group settings.	<p>The student will talk about a variety of topics in both small and large group settings giving details (who, what, when, where).</p>
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none">• Engage in conversation with a teacher in a small group setting. <p>The teacher will model speaking in complete sentences. The teacher will support student conversation to allow for appropriate exchanges of thoughts and interactions with peers and adults.</p>	

PK ELA

Standard: ELA.SL.PK4.1

Standard: ELA.SL.PK4.3



With prompting and support, ask and answer questions in order to seek help, obtain information, or clarify something that is not understood.

I Can Statement: I can ask for help.

	Example
<p><u>I am a level 3 when I can:</u></p> <ul style="list-style-type: none">• Ask for help or clarification when needed using complete sentences.	<p>Student will ask for help when he/she needs assistance such as zippering jacket, opening milk.</p>
<p><u>I am a level 2 progressing toward grade level when I:</u></p> <ul style="list-style-type: none">• Ask for help or clarification using gestures or one/two word phrases. <p>The teacher will model speaking in complete sentences. The teacher will model appropriate ways to ask for help or clarification.</p>	