

Kindergarten

ELA

Levels of Understanding

How is my understanding of Kindergarten **ELA** standards?



revised 4/10/20

Standard:

L.K.1 b-f Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

I am a level 3 when I can do the following on my own:

- (1b)** - Use frequently occurring nouns and verbs
- (1c)** - Forms regular plural nouns orally by adding /s/ or /es/
- (1d)** - Understand and use question words
- (1e)** - Uses common prepositions
- (1f)** - Produces and expands complete sentences in shared language activities.

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

Demonstrate partial command of the standard of English grammar and usage **WHEN SPEAKING with prompting and support.**



revised 4/10/20

Standards:

L.K.6 - Use words and phrases acquired through conversations, reading and being read to, and respond to texts.

SL.K.1 - Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

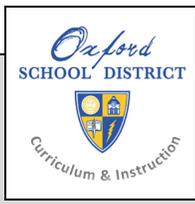
SL.K.2 - Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

I am a level 3 when I can do the following on my own:

Use words and phrases acquired through conversations, reading, being read to, and responding to a text or a text read aloud as well as ask questions.

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

Use words and phrases acquired through conversations, reading, being read to, and responding to a text or a text read aloud as well as ask questions **with prompting and support.**



Standards:

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

I am a level 3 when I can do the following on my own:

Use drawings or other visual displays and dictate to express thoughts, feelings, and ideas clearly.

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

Use drawings or other visual displays and dictate to express thoughts, feelings, and ideas clearly **with prompting and support.**



Standard:

RF.K.1 Demonstrate understanding of the organization and basic features of print.

I am a level 3 when I can do the following on my own:

- 1a-c** -point to where they start reading.
- show how to track print when reading.
- point to a letter.
- point to a word.
- point to a space.

1d - Recognize all uppercase and all lowercase letters with the exceptions of 'b' and 'd' reversals and 'p' and 'q' reversals.

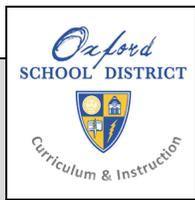
(Using a grade level reader)

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

1a-c - Use 3 of the 5 mastery skills listed at a level 3.

1d - Recognize 13-25 uppercase and 13-25 lowercase letters with the exceptions of 'b' and 'd' reversals and 'p' and 'q' reversals.

(Using a grade level reader)



Standard:

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

I am a level 3 when I can do the following on my own:

- (2a)- Produce **and** recognize rhyming words.
- (2b)- Count, pronounce, blend **and** segment syllables in spoken words.
- (2c)- Blend **and** segment onsets and rimes of single-syllable spoken words.
- (2d)- Isolate and pronounce the initial, medial, or final sound (phoneme) in three-phoneme (CVC) words (not including CVC words ending with /l/, /r/, or /x/).
- (2e)- Substitute 2 of the 3 individual sounds (phonemes) in simple, one-syllable words to make new words

- (2a)- Produce- Teacher says 'give me a word that rhymes with 'fox', student might say 'box' or 'socks'.
- Recognize-Teacher says 'do cat and hat rhyme'? Student says 'yes'.
- (2b)- Segment and count apple: ap-ple, 2
Blend: al-li-ga-tor
- (2c)- Student says 'c-at' or 'm-oon'.
- (2d)- Student says 'd-o-g'
- (2e)- Teacher says— "The word is cup. Now change the /u/ to /a/"Child should say- cap
Teacher says— "The word is bag. Now change the /g/ to /t/"Child should say- bat
Teacher says— "The word is chip. Now change the /ch/ to /sh/" Child should say- ship
(*child would need %)

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

- (2a) - Recognize **or** produce rhyming words.
- (2b) - Count, pronounce, blend **or** segment syllables in words.
- (2c) - Blend **or** segment onsets and rimes in single-syllable words
- (2d) - Isolate the initial, medial, **or** final sound (phoneme) in three-phoneme (CVC) words (not including CVC words ending with /l/, /r/, or /x/)
- (2e) - Substitute only 1 individual sound (phonemes) in simple, one-syllable words to make new words



revised 4/10/20

Standard:

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

I am a level 3 when I can do the following on my own:

(3a) - Say the letter sound for 21 consonant sounds.

(3b) - Say and recognize long and short vowel sounds of the 10 vowel sounds.

(3c) - Read 50 common high frequency words in isolation.

(3d) - Look at CVC word families and tell how they are both alike and different (cat, pat, sat, mat).

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

(3a) - Say the letter sounds for 10 to 20 consonants.

(3b) - Say and recognize 5 to 9 long or short vowel sounds.

(3c) - Read between 25 to 49 common high frequency words **with prompting and support.**

(3d) - Look at CVC word families and tell how they are alike/different **with prompting and support.**

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Standard:

RF.K.4 Read emergent-reader texts with purpose and understanding.

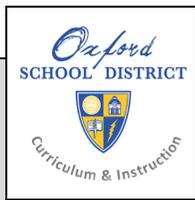
I am a level 3 when I can do the following on my own:

Read and understand emergent-reader texts such as basic sight word books and decodable books with the Kindergarten reading series with purpose and understanding.

The student will answer basic questions (details, setting) about the book to demonstrate understanding.

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

Read some words and sentences from emergent-reader texts such as basic sight word books or decodable books with the Kindergarten reading series but may not understand what is being read.



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Standards:

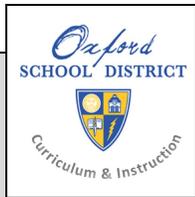
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

I am a level 3 when I can:

Identify the main topic and retell key details of the text **with prompting and support.**

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

Answer questions prompted by the teacher about the main topic OR retell key details of the text **with prompting and support.**



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Standard:

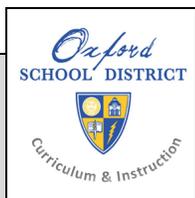
RI.K.2 With prompting and support, retell familiar stories, including key details.

I am a level 3 when I can:

Retell the beginning, middle, AND end of familiar stories, including details **with prompting and support.**

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

Answer questions prompted by the teacher about the beginning, middle, AND end of familiar stories without details **with prompting and support.**



revised 4/10/20

Standard:

RI.K.3 With prompting and support, identify characters, settings, and major events in a story.

I am a level 3 when I can:

Identify characters, settings, and major events in a story **with prompting and support.**

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

Identify two of the three topics: characters, settings, or major events **with prompting and support.**



Standard:

RI.K.5 Identify the front cover, back cover, and title page of a book.

I am a level 3 when I can:

Find the front cover, back cover, and the title page of a book.

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

Find the front cover, the back cover, OR the title page of a book.



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.

I am a level 3 when I can:

Name the author and the illustrator of a story/text and define their roles in a story/text **with prompting and support.**

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

Name the author and illustrator OR tell what their roles are in a story **with prompting and support.**



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).

I am a level 3 when I can:

Understand the story/text by looking at the illustrations **with prompting and support.**

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

Understand parts of the story/text by looking at the illustrations **with prompting and support.**



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...).

I am a level 3 when I can:

Use a combination of drawing, dictating, and writing to compose an opinion piece telling the reader the topic and stating an opinion or preference about it. The student will include a recognizable drawing.

Student will state their opinion about a topic and give a reason to support their opinion in writing with a recognizable drawing that matches the topic.



“My favorite special is PE. I like it because it is fun.”

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

Draw, dictate and/or write an opinion piece telling the reader the topic and stating an opinion or preference about it **with prompting and support**.

Student will state their opinion about a topic and draw, dictate and/or write an opinion piece telling the reader the topic and stating an opinion or preference about it **with prompting and support**.





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.

I am a level 3 when I can:

Draw, dictate and write an informative/explanatory piece telling the reader the topic and supplying information using at least one sentence about the topic with a related picture.

Student will write to explain a topic, supplying some information about the topic and a recognizable drawing.

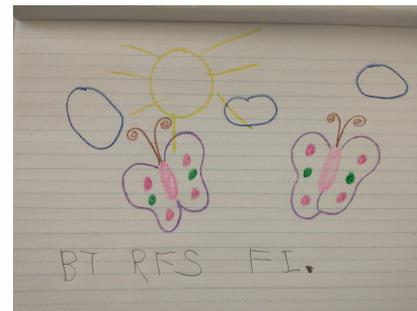


“I no vet sum reindeer hav red nosis”

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

Draw, dictate and/or write an informative/explanatory piece telling the reader the topic and supplying information using descriptive words about the topic **with prompting and support.**

Student will draw, dictate, and/or write to explain a topic, supplying some information about the topic and a recognizable drawing **with prompting and support.**





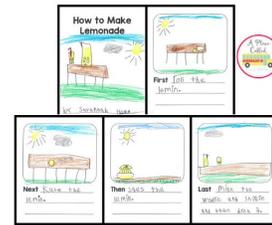
Standard:

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.

I am a level 3 when I can:

Draw, dictate and write a narrative piece, telling about a single event or several loosely linked events in the order, which they occurred providing a reaction to what happened. The student will also provide a related drawing.

Student will tell about events in the order that they occur.



This writing explains how to make lemonade.

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

Draw, dictate and/or write a narrative piece, telling about a single event or several loosely linked events in the order which they occurred providing a reaction to what happened **with prompting and support.**

Student will tell about a single event or several loosely linked events in the order in which they occurred providing a reaction to what happened **with prompting and support.**