Utah Core Essential Elements and Range of Complexity Examples for English Language Arts

Kindergarten

Excerpted from the full document located at:

http://schools.utah.gov/sars/Significant-Cognitive-Disabilities.aspx

March 12, 2012

DRAFT

The present publication was developed under grant 84.373X100001 from the U.S. Department of Education, Office of Special Education Programs. The views expressed herein are solely those of the author(s), and no official endorsement by the U.S. Department should be inferred.

COMMON CORE ESSENTIAL ELEMENTS AND COMPLEXITY EXAMPLES FOR KINDERGARTEN

Kindergarten English Language Arts Standards: Reading (Literature)

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Key Ideas and Details **RL.K.1.** With prompting and support, ask and answer questions about key details in a text.	**EERL.K.1.** With guidance and support, identify details in familiar stories.	**Students will:** **EERL.K.1.** Identify key details in familiar story. Ex. Identify a key detail from a familiar story given an array of choices, including similar distracters. Ex. Signal to indicate when a detail is read aloud in a familiar text during a book sharing experience when the teacher asks students to listen for a particular detail. Ex. Turn to the part of a book where a detail is written about or depicted in the illustrations. **Students will:** **EERL.K.1.** With guidance and support, identify details in familiar stories. Ex. With guidance and support (e.g., remind the student to think about what the story told us about the character's home), identify a detail from a familiar story given an array of choices. Ex. With guidance and support (e.g., dramatic pause or rise in intonation by teacher), signal to indicate when a detail is read during a book sharing experience (e.g., the teacher is reading a book with the student and the student vocalizes, hits a switch or otherwise signals the teacher to indicate that a detail was just shared). Ex. With guidance and support (e.g., tells the student to find the part of the book where a specific detail is shown), turn to the part of a book where a detail is written about or depicted in the illustrations. **Students will:** **EERL.K.1.** With guidance and support, identify a favorite detail in familiar story.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. With guidance and support, identify a picture in a familiar story that is related to own experience (e.g., the story includes a dog and the student has a dog). Ex. With guidance and support, responds “Me!” when the teacher reads about ice cream in a familiar book and says, “Who likes ice cream?” **Students will:** **EERL.K.1.** With guidance and support, interact with or explore pictures and objects related to a familiar story. Ex. Look at the pictures in a book that is being read. Ex. Open and pulls flaps in a lift-the-flap book while it is being read. Ex. Pulls off or puts on picture symbols that relate to a familiar story as it is being read. Ex. Touches the tactualized illustrations in a book while it is being read.
RL.K.2. With prompting and support, retell familiar stories, including key details.	**EERL.K.2.** With guidance and support, identify major events in familiar stories.	**Students will:** **EERL.K.2.** Identify major events in text as they appear in a familiar story while it is being read. Ex. Retell what happens in a familiar story. Ex. Indicate major events in a familiar story given a field of choices. Ex. Point to major events as they appear in a familiar story while it is being read. Ex. Verbally list major events from a familiar story. Ex. Use a voice output communication device to say, “That sounds important” when major events are read aloud during shared reading. **Students will:** **EERL.K.2.** With guidance and support, identify major events in familiar stories. Ex. With guidance and support (e.g., remind the student to remember the terrible thing that happened in the story), identify a major event from a familiar story given an array of choices.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. With guidance and support (e.g., dramatic pause or rise in intonation by teacher), signal to indicate when a major event is read during a book sharing experience (e.g., the teacher is reading a book with the student and the student vocalizes, hits a switch, or otherwise signals the teacher to indicate that an event was just shared). Ex. With guidance and support (e.g., tells the student to find the part of the book where a major event is shown), turn to the part of a book where a major event is written about or depicted in the illustrations. **Students will:** **EERL.K.2.** With guidance and support, identify a personally relevant event in familiar story. Ex. With guidance and support, identify an event from a familiar story that is related to own experience (e.g., a character in the story eats ice cream, which happens to be a favorite food for the student). Ex. With guidance and support, select from a field of choices using objects or pictures to indicate a favorite event in text. Ex. With guidance and support, stop or otherwise signal the reader when a preferred event occurs in a familiar story (e.g., In a teacher-made text, stop the teacher when he or she reaches the part of the book that shows a picture or tells about a favored person coming to visit). Ex. Given a picture card of a detail from a storybook, find the matching picture on a particular page from the book (e.g., In the story *Are You My Mother?,* the student is given a picture card of a dog because he has a dog. The student then finds the matching picture in the storybook). **Students will:** **EERL.K.2.** With guidance and support, act out or complete personally relevant events in familiar stories. Ex. With guidance and support, complete the steps in a daily routine as they are read about in a book.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. With guidance and support, use gestures to indicate “all gone” while acting out eating a whole piece of cake at a class party as an adult reads about it in a book made by the class.
RL.K.3. With prompting and support, identify characters, settings, and major events in a story.	**EERL.K.3.** With guidance and support, identify characters and settings in a familiar story.	**Students will:** **EERL.K.3.** Identify the characters and settings in a familiar story. Ex. Indicate characters and settings in a familiar text from a field of choices. Ex. Identify or point to characters as they appear in a familiar story when asked, “Show me . . . .” Ex. Name characters in a familiar story. Ex. Draw pictures of the characters or settings in a familiar story without the book present. Ex. Describe a character in a familiar story (e.g., clothing, gender, age). **Students will:** **EERL.K.3.** With guidance and support, identify characters and settings in a familiar story. Ex. With guidance and support (using a familiar story such as *Pancakes for Breakfast*), signal to indicate an illustration of the old lady when asked “Show me the old lady.” Ex. With guidance and support, point to an illustration of the old lady’s kitchen (or other setting she visits in the story) when asked, “Where is she?” Ex. With guidance and support, indicate a character or setting from a familiar story given a field of choices (e.g., pictures, objects, symbols, print). Ex. With guidance and support, identify a character or setting as it appears in a familiar story as it is being read. Ex. With guidance and support, hold up a stick puppet that matches a character in the story when the reader mentions that character’s name.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Students will: **EERL.K.3.** With guidance and support, identify an illustration (or picture description or tactualized image) that shows a character in a familiar story. Ex. With guidance and support, point to a picture of a character in a familiar text when asked, "Show me <character name>." Ex. Given a picture card of a character from a story, find the matching picture on a particular page from the story (e.g., In *Pancakes for Breakfast*, the student will be shown a picture card of the old lady. The student will place the picture on top of the matching picture of the old lady on a particular page in the story book). **Students will:** **EERL.K.3.** With guidance and support, identify people or places that appear in familiar, personally relevant stories. Ex. With guidance and support, the student identifies self as "me" using speech or a gesture when the teacher reads a familiar book that features the student. Ex. With guidance and support, the student identifies family members in a familiar, teacher-made text about the student's family.
Craft and Structure **RL.K.4.** Ask and answer questions about unknown words in a text.	**EERL.K.4.** With guidance and support, ask about an unknown word in a text.	**Students will:** **EERL.K.4.** Ask and/or answer about an unknown word in a text. Ex. Signal when an unknown word is heard during shared reading (e.g., Before listening to a text, the teacher will give direction to signal [using speech, vocalization, pictures, gesture, or switch] when an unknown word is read.). Ex. Use a voice output communication device to ask, "What does that mean?" when a teacher reads an unknown word in text. Ex. Asks "What's that?" when an unknown word is read during shared reading.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Students will: **EERL.K.4.** With guidance and support, ask about an unknown word in a text. Ex. Signal (using speech, vocalization, pictures, gesture, or switch) to indicate that an unknown word was read when the teacher looks at the student with an exaggerated, confused expression after reading an unknown word. Ex. Use a voice output communication device to ask, “What does that mean?” in response to an extended pause after a teacher reads an unknown word. **Students will:** **EERL.K.4.** With guidance and support, indicate when a recently learned word is used in a text. Ex. Signal when an unknown word is heard during shared reading (e.g., Before listening to a story, the teacher gives direction to signal [using speech, vocalization, pictures, gesture, or switch] when a specific, recently learned word is read. Each time the teacher reads the word, the student signals). Ex. Use a voice output communication device to repeat a recently learned word each time it is used during a shared reading. **Students will:** **EERL.K.4.** With guidance and support, exchange a symbol, object, or otherwise communicate a familiar word during shared reading of a familiar text. Ex. Hand the teacher a picture symbol reflecting a familiar word from a familiar text when prompted, “Give me ____?” Ex. Use a single message voice output device to say a familiar word used during shared reading of a familiar book when given a visual prompt (e.g., the teacher points to the device).

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. Place a photo of himself into the book when the teacher reads a page that includes the student's name.
RL.K.5. Recognize common types of texts (e.g., storybooks, poems).	**EERL.K.5.** With guidance and support, recognize familiar texts (e.g., storybooks, poems).	**Students will:** **EERL.K.5.** Recognize familiar texts. Ex. Get a familiar book from the bookshelf when the teacher asks for it (e.g., the teacher is getting ready to read to the group and asks the child, "Can you get *Brown Bear, Brown Bear* for me?"). Ex. State the name of a text the teacher is about to read before the teacher says the name of the book. **Students will:** **EERL.K.5.** With guidance and support, recognize familiar texts (e.g., storybooks, poems). Ex. With guidance and support, recognize a familiar text from one familiar and one unfamiliar book. Ex. With guidance and support, recognize the chart with a familiar class song written on it. Ex. With guidance and support, recognize own home-school communication notebook from the stack of all students' notebooks. Ex. With guidance and support, get a familiar book from the bookshelf when the teacher asks for it (e.g., the teacher is getting ready to read to the group and asks the child, "Can you get *Brown Bear, Brown Bear* for me?"). **Students will:** **EERL.K.5.** With guidance and support, recognize a favored, familiar text (e.g., storybooks, teacher-made text). Ex. With guidance and support (e.g., the teacher might say, "Show me your book about swimming"), recognize a favored, familiar text from a field of two or more. Ex. With guidance and support, select the book from a choice of the target

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		book and an unfamiliar book after the teacher provides support by saying, "Do you remember that book about your favorite tiger?" **Students will:** **EERL.K.5.** With guidance and support, select a text for shared reading. Ex. With guidance and support, select a text from a choice of two presented by the teacher. Ex. With guidance and support, select a song to sing with the class during group time. Ex. With guidance and support, select a text to read with an adult from a bucket of books.
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.	**EERL.K.6.** With guidance and support, distinguish between words and illustrations in a story.	**Students will:** **EERL.K.6.** Distinguish between words and illustrations in a story. Ex. When asked, point to the words in the text and then the illustration in a story. Ex. In a named book, locate a word and an illustration. Ex. During shared reading, point to the words while the teacher reads and then point to and talk about the pictures in the text. **Students will:** **EERL.K.6.** With guidance and support, distinguish between words and illustrations in a story. Ex. Point to words and illustrations when asked (e.g., When shown a book that has an illustration on one side and words on the other, the student will point to the words and illustration when asked). Ex. With guidance and support, signal to indicate when a teacher is pointing to an illustration and when the teacher is pointing to words in the text. **Students will:** **EERL.K.6.** With guidance and support, locate an illustration in the story.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. Point to an illustration that is known to be a favorite during shared reading of a favored, familiar storybook. Ex. Use illustrations to find a favorite page in a favorite book (e.g., during shared reading, the teacher asks the student to choose a favorite page to read and the student finds a favorite page in the book using the illustrations). **Students will:** **EERL.K.6.** With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of a story. Ex. With guidance and support, interact with puppets that relate to a story being read during shared reading. Ex. With guidance and support, explore tactual information on the page of an adapted storybook being read.
Integration of Knowledge and Ideas **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).	**EERL.K.7.** With guidance and support, match illustrations with the story.	**Students will:** **EERL.K.7.** Match illustrations with text in the story. Ex. Match sentences (read by the teacher) that go with photos in a teacher-made book (e.g., child matches photos from a field trip with the sentences the teacher wrote). Ex. Given two or more phrases or sentences from the text, match those to the illustrations that show the same meaning (e.g., In *Not Norman,* match the illustrations of the animals with the descriptions Norman provides: soft, furry pet that can run and climb trees = illustration of cat). Ex. Match students' names with their photos in a teacher-made text. **Students will:** **EERL.K.7.** With guidance and support, match illustrations with the story. Ex. With guidance and support, match pictures of characters with characters' names. Ex. With guidance and support, match a picture of the setting with the description of the setting provided in the text.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. The teacher hands the student peer names one at a time while reading each and the student matches the name with the picture in the text. **Students will:** **EERL.K.7.** With guidance and support, point to an illustration in the story when it is described or labeled by the teacher. Ex. Indicate a picture from a story after the teacher labels it (e.g., during shared reading, the teacher pauses and labels a picture on one page and the student's eye gazes to the picture). Ex. Point to a photo from a teacher-made book (e.g., during shared reading of a teacher-made book with photos of students in the class, the student points to a photo labeled by the teacher). **Students will:** **EERL.K.7.** With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of a story. Ex. With guidance and support, interact with puppets that relate to a story being read during shared reading. Ex. With guidance and support, explore tactual information on the page of an adapted storybook being read.
RL.K.8. (Not applicable to literature)	**EERL.K.8.** N/A	
RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	**EERL.K.9.** With guidance and support, identify the adventures or experiences of a character in a familiar story.	**Students will:** **EERL.K.9.** Identify the adventures or experiences of a character in a story. Ex. Identify the adventures a character in a story experienced from a list read aloud by the teacher. Ex. List one or more experiences of a character in a story (e.g., in *Who Sank the Boat*, state one or more of the following: got in the boat, fell out of the boat, got wet, got mad, and walked away).

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Students will: **EERL.K.9.** With guidance and support, identify the adventures or experiences of a character in a familiar story. Ex. With guidance and support, select from an array of illustrations from a familiar book one that shows an adventure or experience that the teacher describes (e.g., teacher might ask, "Find the picture that shows the mouse jumping into the boat"). Ex. With guidance and support, signal for the teacher to stop reading when he or she gets to the page that shows that a character's experience as directed by the teacher (e.g., teacher might say, "Stop me when I get to the part that shows the mouse getting surprised by the flea"). **Students will:** **EERL.K.9.** With guidance and support, identify an adventure or experience that occur in a familiar story. Ex. With guidance and support, select illustrations from a familiar story that show the adventures (e.g., select an illustration of the pig jumping in the mud in *Mrs. Wishy Washy*). Ex. With guidance and support, select adventures that occurred in a familiar book from a list of choices read aloud by the teacher. Ex. With guidance and support, turn to a page in the book that shows an adventure or experience. Ex. With guidance and support, identify an experience from a storybook to act out. **Students will:** **EERL.K.9.** With guidance and support, act out the adventures or experiences that occur in a familiar storybook. Ex. With guidance and support, uses characters on a felt board to act out an adventure in a familiar storybook. Ex. With guidance and support from peers, act out a scene familiar

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		storybook.
Range of Reading and Level of Text Complexity **RL.K.10.** Actively engage in group reading activities with purpose and understanding.	**EERL.K.10.** **This Literature Essential Element references all elements above.	

DRAFT

Kindergarten English Language Arts Standards: Reading (Informational Text)

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Key Ideas and Details **RI.K.1.** With prompting and support, ask and answer questions about key details in a text.	**EERI.K.1.** With guidance and support, identify a detail in a familiar text.	**Students will:** **EERI.K.1.** Identify details in familiar text. Ex. Indicate details given a field of choices about a teacher-created text showing the students completing the steps in a class project (e.g., cooking, planting seeds, making an art project). Ex. Identify a step in instructions read by the teacher (e.g., during shared rereading of a chart that tells the steps for planting a bean plant, the teacher asks the student to listen to how many beans they need and the student successfully identifies the number). **Students will:** **EERI.K.1.** With guidance and support, identify a detail in a familiar text. Ex. With guidance and support, identify a detail in a text from a field of choices. Ex. With guidance and support, stop a reader or otherwise signal when a particular detail is read. Ex. With guidance and support, find the place in a familiar book where a particular detail is presented. **Students will:** **EERI.K.1.** With guidance and support, identify a detail in a familiar text about a personally relevant event or daily routine. Ex. With guidance and support, identify a detail from a social story written to help im learn what to expect and how to behave in a frequently occurring situation. Ex. With guidance and support, identify a detail in a *Best Part of Me* text written by the class. **Students will:** **EERI.K.1.** With guidance and support, interact with or explore pictures or

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		objects related to a text while it is read. Ex. With guidance and support, interact with the milk cartons, dirt, seeds, and spoons that are required to plant the seeds as described in the chart being read with the group. Ex. With guidance and support, visually explore the illustrations in a text about a favored topic (animal, train, etc.).
RI.K.2. With prompting and support, identify the main topic and retell key details of a text.	**EERI.K.2.** With guidance and support, identify the topic of a familiar text.	**Students will:** **EERI.K.2.** Indicate the topic of a familiar text. Ex. Indicate the topic of a familiar text given a field of choices. Ex. Express verbally the topic of a familiar text when asked, "What is this text about?" **Students will:** **EERI.K.2.** With guidance and support, identify the topic of a familiar text. Ex. With guidance and support, identify "pets" as the topic after listening to and discussing a text about pets. Ex. With guidance and support, identify that a teacher or class-made book is about a trip the class took to a museum. Ex. With guidance and support, identify the main topic of an informational text about a single, clear topic (e.g., *Bread, Bread, Bread)*. **Students will:** **EERI.K.2.** With guidance and support identify an object or picture that relates to the topic of a familiar text. Ex. With guidance and support during shared reading of a text about a favored activity (e.g., swimming), identify an object related to the activity (e.g., "What do you wear when you go swimming?"). Ex. With guidance and support during shared reading of a familiar text, identify an object or picture that relates to the topic of the text (e.g., select an apple from an arrangement of objects when reading a book about apple trees).

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Students will: **EERI.K.2.** With guidance and support, identify a familiar book about a preferred topic. Ex. With guidance and support, identify a familiar book about trains or other preferred topic by looking, reaching, or touching. Ex. With guidance and support, identify a familiar book about a favored activity.
RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	**EERI.K.3.** With guidance and support, identify individuals, events, or ideas in a familiar informational text.	**Students will:** **EERI.K.3.** Identify individuals, events, or ideas in an informational text. Ex. Given a field of options, identify individuals, events, or ideas from a text. Ex. Stop or otherwise signal a reader when a predetermined event or idea is read. **Students will:** **EERI.K.3.** With guidance and support, identify individuals, events, or ideas in a familiar informational text. Ex. With guidance and support, identify an event described in a familiar text given a field of choices (e.g., a baseball game or a movie). Ex. With guidance and support, identify an individual in a familiar text given a field of choices. Ex. With guidance and support, identify one idea an author of a familiar text shared about a known topic. **Students will:** **EERI.K.3.** With guidance and support, act out events or actions in a familiar informational text. Ex. Imitate the actions of the teacher to act out a familiar text (e.g., the teacher stretches her arms wide while reading about the butterfly stretching out its wings and the student imitates the action).

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. With guidance and support from peers, act out events in a text about the class. **Students will:** **EERI.K.3.** With guidance and support, participate in acting out events or imitate actions from routines in a familiar informational text. Ex. Imitate the actions of the teacher to act out a familiar text when directed (e.g., the teacher stretches her arms wide while reading about the butterfly stretching out its wings and the student imitates the action when the teacher says, "Stretch your arms like the butterfly"). Ex. With guidance and support from peers, participate with a group that is acting out events in a text about the class.
Craft and Structure **RI.K.4.** With prompting and support, ask and answer questions about unknown words in a text.	**EERI.K.4.** With guidance and support, ask about an unknown word in a text.	**Students will:** **EERI.K.4.** Ask about an unknown word in a text. Ex. While listening to a new book, ask the reader, "What does that mean?" when an unknown word is read. Ex. During shared reading, use a voice output device to ask, "What?" when an unknown word is read. **Students will:** **EERI.K.4.** With guidance and support, ask about an unknown word in a text. Ex. With guidance and support, signal the teacher (using speech, vocalization, gesture, or switch) to indicate recognition of an unknown vocabulary word in a text. Ex. With guidance and support, ask about an unknown word (e.g., during shared reading, the teacher pauses dramatically after reading a word that is unfamiliar to the student and the student uses a single message voice output device to ask, "What does that mean?").

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Students will: **EERI.K.4.** With guidance and support, indicate when a recently learned word is used in a text. Ex. Signal each time a specified new word identified by the teacher is used (e.g., before engaging in shared reading of a text, the teacher gives directions to signal [using speech, vocalization, pictures, gestures, or switch] when a specific, recently learned word is read, and the student signals each time the new word is read). Ex. Use a voice output device to say a recently learned word when it is used in the text during shared reading. **Students will:** **EERI.K.4.** With guidance and support, exchange a symbol, object, or otherwise communicate a familiar word during shared reading of a text. Ex. Hand the teacher a picture symbol reflecting a familiar word from a familiar text when prompted, "Give me ____?" Ex. Place a photo of himself into the book when the teacher reads a page that includes the student's name. Ex. Fill in a word (using speech, a single picture symbol, a single message voice output device, or a sign) that is repeated regularly within a text.
RI.K.5. Identify the front cover, back cover, and title page of a book.	**EERI.K.5.** With guidance and support, identify parts of a book.	**Students will:** **EERI.K.5.** Identify parts of the book as applicable (top, front cover, title, beginning of text). Ex. Locate the front or back of a book. Ex. Locate the title of the book. Ex. Point to the beginning (first page of text). Ex. Point to the beginning or end of the week on the calendar. **Students will:** **EERI.K.5.** With guidance and support, identify parts of a book. Ex. With guidance and support, locate the front or back of a book.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. With guidance and support, locate the title of a book. **Students will:** **EERI.K.5.** Exhibit appropriate book handling or interaction skills. Ex. Turn pages from front to back. Ex. Hold the book correctly (right side up). Ex. Hit a switch appropriately to turn the pages in a computer book waiting between switch hits for the narrator to finish reading the page before hitting the switch again. **Students will:** **EERI.K.5.** Exhibit emerging book handling skills. Ex. Browse through pages in the book occasionally turning one page at a time. Ex. Hit a switch to turn the pages in a computer book, not always waiting between switch hits for the narrator to finish reading the page before hitting the switch again.
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.	**EERI.K.6.** With guidance and support, distinguish between print and illustrations in an informational text.	**Students will:** **EERI.K.6.** Distinguish between print and illustrations in an informational text. Ex. Distinguish between the printed words and pictures in a text. Ex. Distinguish between the pictures and the printed names of classmates in a classroom *All About Us* book. **Students will:** **EERI.K.6.** With guidance and support, distinguish between print and illustrations in an informational text. Ex. With guidance and support, distinguish (e.g., point to, gesture, or use eye gaze) the illustration from the words upon request when given an informational text containing an illustration. Ex. With guidance and support, distinguish between the words and

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		symbols on a visual schedule. **Students will:** **EERI.K.6.** With guidance and support, find an illustration in the text. Ex. With guidance and support, identify an illustration in an informational text while listening to someone read the text. Ex. With guidance and support during share reading, locate an illustration in an informational text that is described by the reader. **Students will:** **EERI.K.6.** With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of an informational text. Ex. With guidance and support, interact with objects that relate to a text being read during shared reading. Ex. With guidance and support, explore tactual information on the page of an adapted text being read.
Integration of Knowledge and Ideas **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).	**EERI.K.7.** With guidance and supports, match illustrations to an informational text.	**Students will:** **EERI.K.7.** Match parts of an informational text with illustrations in a text. Ex. Given a printed name read by a teacher, identify the page in the *All About Us* text where the student's photo is found. Ex. Given a text with simple sentences read by a teacher, identifies the illustration (e.g., the teacher reads, "The butterfly is blue." and the student identifies an image of a blue butterfly) to match the sentence. **Students will:** **EERI.K.7.** With guidance and support, match illustrations to an informational text. Ex. With guidance and support, after listening to text about a rabbit, match an illustration of a rabbit with an informational text describing the rabbit.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. With guidance and support, match an illustration of a tree to the description of the tree in an informational text. **Students will:** **EERI.K.7.** With guidance and support, point to an illustration in an informational text when it is described or labeled by the teacher. Ex. With guidance and support during shared reading of an informational text, point to the illustrations as the teacher describes them. Ex. With guidance and support, point to the illustration that matches the stage of pumpkin growth from the book, *From Seed to Pumpkin.* **Students will:** **EERI.K.7**. With guidance and support during shared reading, interact with or explore illustrations, objects or other tactual representations of the text. Ex. With guidance and support during shared reading, interact with objects that represent the information in the text. Ex. With guidance and support during shared reading, explore the tactual information on the page of an adapted book. Ex. With guidance and support during shared reading, visually explore the illustrations in a text.
RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text.	**EERI.K.8.** With guidance and support, identify points the author makes in an informational text.	**Students will:** **EERI.K.8.** Identify points the author makes in an informational text. Ex. During shared reading of an informational text about frogs, select from a field of choices the points the author makes about frogs (e.g., not all frogs are green). Ex. During shared reading of an informational text about the weather (e.g., *What's the Weather Today?*), identify points the author makes about weather from an array of choices.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Students will: **EERI.K.8.** With guidance and support, identify points the author makes in an informational text. Ex. With guidance and support during shared reading of a text about pumpkins (e.g., *From Seed to Pumpkin)*, select from a field of choices the points the author makes about pumpkins (e.g., pumpkins grow from seeds). Ex. With guidance and support during shared reading of a text about the weather (e.g., *What's the Weather Today?*), identify points the author makes about weather from an array of choices. **Students will:** **EERI.K.8.** With guidance and support, recognize when a point the author makes in an informational text is read. Ex. With guidance and support during shared reading of a text about pumpkins (e.g., *From Pumpkin to Seed)* and the direction to listen to find out what the author says about the color of pumpkins, signal to indicate when the point is read aloud. Ex. With guidance and support during shared reading of a teacher-made text about a classroom routine and the direction to listen to figure out what the author says to do first, stop the reader when the appropriate part is read. **Students will:** **EERI.K.8.** With guidance and support during shared reading, interact with or explore illustrations, objects, or other tactual representations of an informational text. Ex. With guidance and support during shared reading of an informational text, interact with objects that represent the information in the text. Ex. With guidance and support during shared reading, explore the tactual information on the page of an adapted book.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. With guidance and support during shared reading, visually explore the illustrations in a text.
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).	**EERI.K.9.** With guidance and support, match similar parts of two texts on the same topic.	**Students will:** **EERI.K.9.** Match similar parts of two texts on the same topic. Ex. Given similar parts from two texts, identify the parts that are the same (e.g., both about dogs). Ex. Given two texts about farm animals, match the two parts that discuss pigs. Ex. Match the parts of two teacher-made books showing kids engaged in the same activity (e.g., getting on the bus, getting messy, cooking, eating, playing). **Students will:** **EERI.K.9.** With guidance and support, match similar parts of two texts on the same topic. Ex. With guidance and support, select from a field of choices two illustrations from different texts that show the same object. Ex. With guidance and support, match food items on one week's lunch menu with similar items on the next week's menu. **Students will:** **EERI.K.9.** With guidance and support, identify *same* pictures/objects from an informational text. Ex. With guidance and support, match two illustrations from an informational text that show the same object. Ex. With guidance and support, match pictures of food items from the lunch menu. **Students will:** **EERI.K.9.** With guidance and support, communicate an understanding that items can be the same when presented with two like objects or pictures.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate understanding that two pictures match. Ex. With guidance and support, indicate a second picture of self, given one picture of self.
Range of Reading and Level of Text Complexity **RI.K.10.** Actively engage in group reading activities with purpose and understanding.	**EERI.K.10.** **This Literature Essential Element references all elements above.	

DRAFT

Kindergarten English Language Arts Standards: Reading (Foundational Skills)

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Print Concepts **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.	**EERF.K.1.** With guidance and support, demonstrate an emerging understanding of the organization and basic features of print. a. With guidance and support during shared reading, turn pages one page at a time from beginning to end.	**Students will:** **EERF.K.1.a.** Turn pages appropriately while listening to someone read. Ex. When someone is reading, wait for the reading to be finished before turning the page. **Students will:** **EERF.K.1.a.** With guidance and support during shared reading, turn pages one page at a time from beginning to end. Ex. During shared reading, turn the page when the reader stops and gestures to guide the student to turn the page. Ex. Listen to books on tape that have an audible tone to indicate when the page should be turned. **Students will:** **EERF.K.1.a.** With guidance and support, recognize that books are read one page at a time. Ex. With guidance and support while listening to a book on tape, turn the page after an audible beep. Ex. With guidance and support during shared reading, turn page after the teacher separates the page. **Students will:** **EERF.K.1.a.** With guidance and support, turn pages in a book. Ex. With guidance and support while reading a book on the computer, turn pages by clicking the mouse or a switch. Ex. With guidance and support during shared reading, turn pages but not necessarily front to back or one at a time.
b. Recognize that spoken words are represented in written language by	**EERF.K.1.b.** N/A	

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
specific sequences of letters.		
c. Understand that words are separated by spaces in print.	**EERF.K.1.c.** N/A	
d. Recognize and name all upper- and lowercase letters of the alphabet.	**EERF.K.1.d.** With guidance and support, recognize first letter of own name in print.	**Students will:** **EERF.K.1.d.** Recognize first letter of own name in print. Ex. Point to own name on the *Who's at School* chart and says the name of the first letter during morning group. Ex. Say the name of the first letter of own name (e.g., during a shared writing activity, the teacher writes the student's name and the student says the name of the first letter). **Students will:** **EERF.K.1.d.** With guidance and support, recognize first letter of own name in print. Ex. With guidance and support during morning group, point to own name on the *Who's at School* chart and say the name of the first letter. Ex. With guidance and support, say the first letter of own name during a shared writing activity (e.g., during a shared writing activity, the teacher writes the student's name and the student says the name of the first letter). Ex. With guidance and support, say the name of the first letter of own name posted in the room (e.g., with guidance and support from an adult who points to the name posted on a bulletin board, in a cubby, and other locations in the classroom, the student says the name of the first letter. **Students will:** **EERF.K.1.d.** With guidance and support, recognize one letter at a time in print.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. Point to letters on the bulletin board and other locations in the classroom when asked, "Where do you see letters?" Ex. With guidance and support, say the name of a letter from any word posted in the room (e.g., when an adult points out and names letters, words, and pictures on bulletin boards in the classroom and throughout the school, the student says any letter name when the adults points at letters). **Students will:** **EERF.K.1.d.** With guidance and support, explore letters in a variety of forms (e.g., keyboards, letter stamps, and magnetic letters). Ex. With guidance and support from an adult who labels the letters and says words that start with the letter-sound, explore magnet letters on a cookie sheet. Ex. With guidance and support from an adult who labels the letters and says words that start with the letter-sound, use a switch to select letters from an onscreen keyboard and listen as they are typed in a talking word processor. Ex. With guidance and support, use alphabet software that is accessed by selecting letters on a keyboard.
Phonological Awareness **RF.K.2.** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words.	**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.	**Students will:** **EERF.K.2.a.** Recognize rhyming words. Ex. After listening to *The Cat in the Hat*, says "hat" when asked to say another word that ends like/sounds like "cat." Ex. Given an array of pictures or objects, identify the one that represents a word that rhymes with a familiar word. **Students will:** **EERF.K.2.a.** With guidance and support, recognize rhyming words. Ex. Select a word from a choice of two that completes the rhyming pattern in a familiar, predictable book.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. Play a memory game by matching rhyming picture cards. **Students will:** **EERF.K.2.a.** With guidance and support, provide a rhyming word to complete a repeated line in a familiar text. Ex. With guidance and support, provide a rhyming word that completes a repeated line in a familiar text such as, "I do not like green eggs and ham. I do not like them, Sam I ____"). Ex. With guidance and support, select a picture that represents a rhyming word that completes the repeated line in a class-made book. **Students will:** **EERF.K.2.a.** With guidance and support during shared reading, provide a repeated line in a familiar, rhyming text. Ex. With guidance and support, use a single message voice output device to provide a repeated line.
b. Count, pronounce, blend, and segment syllables in spoken words.	**EERF.K.2.b.** With guidance and support, recognize the number of words in a spoken message.	**Students will:** **EERF.K.2.b.** Indicate the number of words in a spoken message. Ex. Clap one time for each word as it is spoken in a complete message. Ex. Indicate the numeral that represents the number of words in a spoken message. **Students will:** **EERF.K.2.b.** With guidance and support, recognize the number of words in a spoken message. Ex. Clap once for each word in a message spoken by an adult with exaggerated pauses between words. Ex. Clap once for each word in a written message that an adult reads while pointing in an exaggerated way to each word.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Students will: **EERF.K.2.b.** With guidance and support, recognize the number of words in a short spoken message presented with exaggerated pauses. Ex. With guidance and support, clap once for each word in a message spoken by an adult who claps once for each word and then pauses to wait for the student to clap before moving on. **Students will:** **EERF.K.2.b.** With guidance and support, participate in clapping along with stories, songs, and poems. Ex. Clap during a group clapping activity (e.g., while the class sings the morning welcome song and peers clap once for each word, the student randomly claps along). Ex. Tap along with the group (e.g., while the teacher reads a short poem, peers clap once for each word and the student taps along on his wheelchair tray).
c. Blend and segment onsets and rimes [*sic*] of single-syllable spoken words.	**EERF.K.2.c.** With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word.	**Students will:** **EERF.K.2.c.** Identify a word that starts with the same sound as a familiar word. Ex. Identify, from an array, a picture that represents a word that starts with the same sound as a target, familiar word. Ex. Play a memory game with picture cards and words having the same beginning sound (e.g., the student matches picture cards that represent the same beginning sound. The teacher verbally identifies the picture cards and then will have the student repeat the words such as *bear* and *bat*). Ex. Given two target words that begin with different sounds, sort a mix of familiar picture cards to the corresponding beginning sound. **Students will:** **EERF.K.2.c.** With guidance and support, identify single-syllable spoken

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		words with the same onset (beginning sound) as a familiar word. Ex. With guidance and support during shared reading of a book with alliteration (e.g., Gotta go! Gotta go!), identify the word that begins with the same sound as a familiar word highlighted by the teacher. Ex. With guidance and support in completing a picture-based sorting activity on an interactive whiteboard, identify the pictures that represent words that start with the same onset as the target word. **Students will:** **EERF.K.2.c.** With guidance and support, recognize two letter-sounds that are the same. Ex. Recognize if two beginning sounds are the same or different when the teacher isolates the first sound of a target word and a second word. Ex. With guidance and support completing an activity on an interactive whiteboard, recognize two sounds that are the same. **Students will:** **EERF.K.2.c.** With guidance and support, participate in shared reading and singing of stories, songs, tongue twisters, and poems with alliteration. Ex. With guidance and support, use a sequenced message communication device to recite a poem that has alliteration with peers. Ex. With guidance and support, fill in the last word of a familiar song being sung by peers.
d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-	**EERF.K.2.d.** N/A	

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
vowel-consonant, or CVC) words.[1] (This does not include CVCs ending with /l/, /r/, or /x/.)		
e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	**EERF.K.2.e.** N/A	
Phonics and Word Recognition **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.	**EERF.K.3.** With guidance and support, apply letter name and letter-sound knowledge when decoding words during shared activities. a. With guidance and support, recognize sound of first letter in own name.	**Students will:** **EERF.K.3.a.** Recognize sound that begins own name. Ex. Say /p/ when asked what sound is at the beginning of Patrick. Ex. Identify other students in the classroom with names that starts like own name. **Students will:** **EERF.K.3.a.** With guidance and support, recognize sound of first letter in own name. Ex. Recognize first sound of own name (e.g., when lining up students to leave the classroom, teacher calls the students by saying, “Line up if your name begins with /letter/ sound” and the students recognize the sound for their own name). Ex. Indicate self when first sound of own name is made (e.g., during shared writing, the teacher stops to stretch out the sounds in a word and asks, “Whose name starts like <sound>?” The student replies by indicating self).

[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.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Students will: **EERF.K.3.a.** Recognize own name across contexts. Ex. Answer when called on by name. Ex. During shared reading of a class book, the student recognizes own name when the teacher reads it. **Students will:** **EERF.K.3.a.** With guidance and support, recognize own name when called in a familiar routine. Ex. With guidance and support during morning meeting, recognize own name when the teacher calls attendance.
b. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	**EERF.K.3.b.** N/A	
c. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*).	**EERF.K.3.c.** With guidance and support, recognize common signs and/or symbols in the environment.	**Students will:** **EERF.K.3.c.** Recognizes common signs and/or symbols in the environment. Ex. Recognize exit signs above the exit doors around the school. Ex. Recognize the symbol for the boys/girls bathroom door. **Students will:** **EERF.K.3.c.** With guidance and support, recognize common signs and/or symbols in the environment. Ex. When shown an exit sign at one end of the hallway, find the exit sign at the other end. Ex. When symbols are used regularly to support a visual schedule, identify one or more of the symbols.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Students will: **EERF.K.3.c.** With guidance and support, use familiar symbols in simple communication exchanges. Ex. With guidance and support, hand the teacher a symbol to communicate a choice during center time. Ex. With modeling from the teacher or peers, place a symbol reflecting home next to the name of a peer who is out sick. **Students will:** **EERF.K.3.c.** With guidance and support, interact with or explore symbols and objects in the environment. Ex. Look at symbols when directed (e.g., when the teacher stops to point out a sign on the wall for the girls' room, the student follows the teacher's point and looks at the symbol). Ex. Explore objects when introduced (e.g., when the teacher is introducing objects that are being added to a classroom learning center, the student explores the objects).
d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	**EERF.K.3.d.** N/A	
Fluency **RF.K.4.** Read emergent-reader texts with purpose and understanding.	**EERF.K.4.** Engage in independent exploration of books.	**Students will:** **EERF.K.4.** Engage in independent exploration of books: holding books in the correct orientation, turning pages, and studying individual pages. Ex. During independent reading time, engage independently in sustained silent study of books by reading through one book after another in his basket. Ex. While browsing books in the media center, select a book, hold it with the correct orientation, and turn through several pages.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. Given access to a collection of switch-accessible books on the computer, select a book, use the switch appropriate to turn the page, and wait for the narrator to finish reading before hitting the switch again. **Students will:** **EERF.K.4.** Engage in independent exploration of books. Ex. Select a book, open it, and silently study one or more pages. Ex. While browsing books in the media center, select a book and explore it independently, turning a few pages at a time. **Students will:** **EERF.K.4.** Engage in directed exploration of books. Ex. With guidance and assistance, examine a book selected by an adult because the topic is one known to be of interest to the student. Ex. Working with a reading partner, look at pages in the book, pointing and interacting about pictures in the book. **Students will:** **EERF.K.4.** With guidance and support, explore books. Ex. With guidance and support, explore pictures in a book (e.g., working with an adult who provides encouragement and seeks pictures likely to be of interest to the student, the student visually explores one or more pictures in a book). Ex. With guidance and support, explore pages in an electronic book (e.g., working with a peer who directs the student's attention and encourages switch use, the student uses a switch to step through pages in an electronic storybook).

DRAFT

Kindergarten English Language Arts Standards: Writing

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Text Types and Purposes **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 . . .*).	**EEW.K.1.** With guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it.	**Students will:** **EEW.K.1.** Given a topic or book, and use drawing, dictating, or writing to state an opinion about it. Ex. During shared writing activities, select a book from a collection offered by the teacher and express an opinion about the topic through drawing, dictating, writing, assistive technology, or other means of written expression. Ex. Given the directions to write about a favorite book, select a book from the classroom library and type letters on an alternate keyboard to write about it. Ex. During independent writing, select a familiar book from a selection of three offered by the teacher and write letters to express an opinion about it. Ex. Given the direction to write about their birthday, the student will draw a picture of what he or she wants for their birthday. **Students will:** **EEW.K.1.** With guidance and support, select a topic or book and use drawing, dictating, or writing to state an opinion about it. Ex. Draw a picture that expresses an opinion about a book (e.g., during shared writing, the teacher presents the student with a choice of three books read that week and asks the student, “Pick a book that makes you happy.” After the student selects a book, the student draws a picture of “happy”). Ex. Select a favorite book to complete a statement about “My favorite book is . . . .” (e.g., during shared writing, the teacher shows students a chart with a repeated line “My favorite book is . . . .” and presents the student with two or more books to choose a favorite. After selecting a favorite, the teacher points to the title of the book and writes it on the chart).

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Students will: **EEW.K.1.** With guidance and support, draw, dictate, or write about a self-selected topic or book given two choices. Ex. Select letters on a keyboard and visually attend and/or listen as each letter appears on the computer monitor. Ex. Use a pencil to draw and then make a different type of mark when asked to "write your name." Ex. Use a multiple message voice output device preprogrammed with the student's favorites to dictate favorite things for an adult to write. Ex. Use two switches (one says, "Tell me the next letter," and the second says, "Write that one") with partner-assisted step scanning (e.g., a partner points to and says the name of one letter at a time on an alphabet chart each time the child says, "Tell me the next letter") to direct the teacher to write down letters (e.g., when the child says, "Write that one"). Ex. During shared writing activities, express an opinion about a topic when given two choices (e.g., smiley face/frowning face, hot/cold, red/blue) through drawing, dictating, writing, assistive technology, or other means of expression. Ex. Draw, write, or dictate about a family pet, vacation, or holiday tradition. **Students will:** **EEW.K.1.** With guidance and support, explore tools for drawing, writing, and self-expression. Ex. When presented with familiar picture of interest and asked to write what he or she likes about it, touch, bang on, or otherwise interact with a computer keyboard when it is presented. Ex. When presented with a familiar picture of interest and asked to write what he or she likes about it, makes marks on a paper with a crayon when it is presented.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
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.	**EEW.K.2.** With guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic.	**Students will:** **EEW.K.2.** Select a topic and use drawing, dictating, or writing to share information about it. Ex. Select or communicate a topic and use drawing, dictating, writing, assistive technology, or other means of expression to convey a feeling, thought, idea, or need relative to the topic. Ex. Select "my birthday" as a topic and draw a picture of something they want to receive for their birthday. Ex. After choosing to write about self, use drawing, dictating, writing, assistive technology, or other means of expression to state a fact about themselves. **Students will:** **EEW.K.2.** With guidance and support, select a topic and use drawing, dictating, or writing to share information about the topic. Ex. After choosing to write about self, looking at a picture of himself, and talking with a teacher about his features (hair, face, hands) and clothes, use drawing, dictating, writing, assistive technology, or other means of expression to state information about himself. Ex. After selecting a picture of self, looking at it, and interacting with a teacher using a multiple message voice output device with body part labels (the teacher is modeling the device and talking about the messages), use the device to dictate a list of body parts. Ex. In structured shared writing during which the teacher uses a repeated sentence frame to guide students in creating a predictable chart with a repeated line (e.g., *I like____)*, select a topic (e.g., hot dogs) and dictate a response (e.g., "hotdogs") for the teacher to add to the chart. **Students will:** **EEW.K.2.** With guidance and support, select a topic for use in shared writing.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. During a shared writing activity, when the teacher presents two symbols or objects that could be used to complete a sentence, select one. Ex. During journaling time, when the teacher presents three photos of familiar activities or experiences, select one as the topic, then use a(n adapted) keyboard to type letters in a title space and type additional letters on the page, with which the teacher will, afterward, type, point to, and read aloud a short conventional title and three-word sample informational sentence. **Students will:** **EEW.K.2.** With guidance and support, interact with objects and artifacts and produce emergent writings related to the topics that other students are writing about. Ex. During a shared writing activity, interact with objects while a peer shares his/her writing and then with objects removed, observe as a peer reads and points to his/her writing a second time (e.g., a peer shares his writing which includes a picture of a dinosaur and some beginning writing. The peer also shares some toy dinosaurs from a classroom collection and the student interacts with the toy dinosaurs. The toys are removed and the peer points to the picture of the dinosaur and then points to his writing as he reads it aloud a final time). Ex. During a shared writing activity, explore objects that peers are writing about (e.g., peers are writing about leaves they collected on a walk outside. The student uses available senses to explore his/her own leaves), and then use (adapted) writing tools and paper or a whiteboard to engage in emergent writing behaviors.
W.K.3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about	**EEW.K.3.** With guidance and support, select an event and use drawing, dictating, or writing to narrate information about	**Students will:** **EEW.K.3.** Select an event and use drawing, dictating, or writing to narrate information about it. Narrate a single event. Ex. Draw a picture of a class field trip. Ex. Use a multiple message voice output device to dictate information

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
the events in the order in which they occurred, and provide a reaction to what happened.	it.	about an experience during a learning center (e.g., big, bubble, pop, blow, more). **Students will:** **EEW.K.3.** With guidance and support, select an event and use drawing, dictating, or writing to narrate information about it. Ex. When given an array of photos from a class field trip, select one of the pictures, spend time talking about the event depicted in the picture with an adult or peer, and then label it verbally while the teacher writes the labels. Ex. Working with a teacher who is modeling how to select messages on a multiple message voice output device, select messages to dictate information about an experience during a learning center (e.g., make, big, house, kick, over, all done). **Students will:** **EEW.K.3.** With guidance and support, select an event to write about during shared writing. Ex. Given three choices of events to write about, select one and then participate in shared writing about it. Ex. Given an array of photos depicting personal events, select a photo that the teacher uses as the topic for shared writing. **Students will:** **EEW.K.3.** With guidance and support, choose a comment about an event or experience for an adult or peer to write down. Ex. Given a preprogrammed voice output communication device and encouragement to “tell us about the trip,” activate the device to say, “I had fun,” which the teacher will write down and then, while pointing word by word, read aloud. Ex. Shown symbols of *good* and *great*, select one of the two symbols to

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		comment on an experience the teachers know the child enjoyed, and then select from an array of symbols with accompanying descriptive words ideas that accompany that judgment (e.g., *hot*, *tired*, *thirsty*, *sleepy* if they select *bad*).
Production and Distribution of Writing **W.K.4.** (Begins in grade 3)	**EEW.K.4.** (Begins in grade 3)	
W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	**EEW.K.5.** (Begins in grade 1)	
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.	**EEW.K.6.** With guidance and support from adults, explore a variety of digital tools to produce writing.	**Students will:** **EEW.K.6.** Explore a variety of digital tools to produce writing that is published. Ex. Explore word prediction software to generate words to compose text and print the resulting product. Ex. Type letters, words, and spaces on a keyboard with vowels marked and read into a talking word processor to hear letter names and words pronounced. Ex. Draw pictures and type letters and words about the picture on an interactive whiteboard and then print the final product. **Students will:** **EEW.K.6.** With guidance and support from adults, explore a variety of digital tools to produce writing that is published. Ex. Working with an adult who models the use of the touchscreen on a computer or tablet device, touch the screen to select letters or words, and

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		then upload the final product to an Internet-based, class publishing environment. Ex. Working with peers who model how to use drawing or painting software, use a variety of digital drawing and painting tools to produce writing, which is then printed and incorporated into a class book. **Students will:** **EEW.K.6.** With guidance and support, explore a variety of digital tools and print products. Ex. Working with an adult who models the use of the touchscreen on a computer or tablet device, touch and visually attend to the screen then interact with the printed product. Ex. Working with peers who model how to use drawing or painting software, use a variety of digital drawing and painting tools to make marks. Ex. Explore word banks and an alphabet in multimedia writing software to produce a text, which is uploaded by the teacher to the class Internet-based publishing environment. **Students will:** **EEW.K.6.** 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. Ex. Activate a switch to scan through the letters of the alphabet and have the product printed and saved in their writing folder. Ex. Touch, bang, or swipe over the surface of an alternative keyboard so the product can be printed and hung on the class writing bulletin board. Ex. Touch a touchscreen on a computer or tablet device so the product can be uploaded to the class Internet-based publishing environment.
Research to Build and Present Knowledge	**EEW.K.7.** With guidance and support, participate in	**Students will:** **EEW.K.7.** Participate in shared research and writing projects.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
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).	shared research and writing projects.	Ex. Select a book on a topic related to a shared research project and identify pictures that relate to the topic being researched (e.g., "What will we see at the zoo?," reference a "zoo" book to respond). Ex. Select a research topic, invite a peer to join in the research, gather three books on the selected topic from the library, read them together, and write 1-2 ideas learned. Ex. Select the topic of the research project and choose words or ideas to include. **Students will:** **EEW.K.7.** With guidance and support, participate in shared research and writing projects. Ex. Given a book on a topic related to a shared reading project and guidance in finding a page with pictures related to the research topic, identify pictures that relate to the shared research and writing project. Ex. Given a pre-made software set-up with banks of words and pictures related to a shared research and writing project, select words and pictures to contribute to the shared product. Ex. Select the topic of the research project and choose words or ideas to include from picture and word banks. Ex. Read and listen with a peer to talking books selected by the teacher in a digital reading environment and with a keyboard with alphabet and whole word access, type letters, words, or sentences about what they learn. Ex. Type letters as they are dictated by a peer and then dictate known letters to a peer to type in order to add content to a shared writing project. **Students will:** **EEW.K.7.** With guidance and support, participate in selecting pictures and

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		words to contribute to shared research and writing projects. Ex. With guidance and support from the teacher, select from a bank of words and pictures on an interactive whiteboard to contribute to writing a shared research project. Ex. With guidance and support from the teacher who has selected a website with words and pictures about the research project, point to pictures and words to contribute to writing the shared research project. **Students will:** **EEW.K.7.** With prompts and support, explore pictures, words, or objects related to a shared research project. Ex. Given a multimedia presentation of words and pictures related to a shared research project, use a switch to advance through the pictures looking and/or listening to the words and pictures, and select one which a peer, aide, or teacher will write in the shared research project. Ex. Use a touchscreen to scroll through pictures related to the topic of a shared research project, and select one which a peer, aide, or teacher will write in the shared research project. Ex. Explore a bin full of objects and artifacts related to a shared research project, and select one which a peer, aide, or teacher will write in the shared research project.
W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	**EEW.K.8.** With guidance and support from adults, identify information, objects, or events that relate to personal experiences.	**Students will:** **EEW.K.8.** Identify information, objects, or events that relate to personal experiences. Ex. During a shared writing activity that requires students to identify the leaf they found and describe it to complete a sentence, the student selects a red leaf from an assortment of leaves and uses their communication symbols to indicate "I found red" as the teacher writes, *I found a red leaf.* Ex. During a shared writing activity, identify an event they participated in over the summer from choices and share information (e.g., swim) and the teacher writes it (e.g., *I swim*).

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. During a shared writing activity that involves completing a page for a class-made book, select a picture of ice cream from a variety of pictures to illustrate her own page that says *I like to eat ice cream.* **Students will:** **EEW.K.8.** With guidance and support from adults, identify information, objects, or events that relate to personal experiences. Ex. With guidance and support, select an object to include in a shared writing activity (e.g., during a shared writing activity that requires students to identify one thing they do at home to complete a sentence, *At home, I like to play* _____, select a toy from an array of objects gathered by the teacher). Ex. With guidance and support, select a picture to include in a shared writing activity (e.g., during a shared writing activity that involves completing a page for a class-made book, select a picture from an array of pictures of ice cream to illustrate her own page that says *I like to eat ice cream).* **Students will:** **EEW.K.8.** With guidance and support from adults during shared writing activities, select personal objects from an array of choices to be included in a text. Ex. With guidance and support, select a color to fill in a blank in a sentence during a shared writing activity (e.g., select a color from a selection to fill in the blank in this sentence: *I have a red backpack*). Ex. With guidance and support, put own name onto a project during a shared writing activity (e.g., select his art project from the rack and then attempt to write his name on it following a teacher model if needed). Ex. Use a picture/label schedule to identify the next activity of the day.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Students will: **EEW.K.8.** With guidance and support from adults during shared writing activities, interact with familiar objects that are being offered as choices in a text. Ex. During a shared writing activity that requires children to identify the leaf they found and describe it to complete a sentence, interact with an assortment of leaves collected by the class to have their sentence and leaf (e.g., "I like this leaf") added to a multimedia product. Ex. During snack time, use a menu with two pictured and written choices to select a desired snack.
W.K.9. (Begins in grade 4)	**EEW.K.9.** (Begins in grade 4)	
Range of Writing **W.K.10**. (Begins in grade 3)	**EEW.K.10.** (Begins in grade 3)	

DRAFT

Kindergarten English Language Arts Standards: Speaking and Listening

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Comprehension and Collaboration **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).	**EESL.K.1.** Participate in communication exchanges with diverse partners. a. Communicate directly with peers.	**Students will:** **EESL.K.1.a**. Participate in multiple-turn communication exchanges with peers. Ex. Listen when peers speak and speak when recognized or addressed by peers. **Students will:** **EESL.K.1.a.** Communicate directly with peers. Ex. Communicate directly with a peer when addressed. Ex. Greet your neighbor. Ex. Tell a peer what his or her favorite animal is when asked. **Students will:** **EESL.K.1.a.** With guidance and support from an adult, participate in communication exchanges with peers. Ex. Ask what a peer brought for lunch as instructed by the teacher (e.g., the teacher instructs the student to ask classmates if they are buying a school lunch today). Ex. Respond to a peer's question about a favorite animal as instructed by the teacher. **Students will:** **EESL.K.1.a.** With guidance and support of an adult, share information with a peer. Ex. Repeat information stated by the teacher to a peer (e.g., teacher says, "We went to lunch. Jim, tell Perry where we went." Students respond, "lunch").
b. Continue a conversation through multiple exchanges.	**EESL.K.1.b.** Participate in multiple-turn communication exchanges	**Students will:** **EESL.K.1.b**. Initiate or sustain multiple-turn communication exchanges with adults.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
	with adults.	Ex. Indicate desire to participate by raising hand (or other gesture), activating a switch, or using a communication device, and then participate in ensuing multiple-turn exchange. **Students will:** **EESL.K.1.b.** Participate in multiple-turn communication exchanges with adults. Ex. Listen when the teacher speaks and communicate responses when addressed by the teacher. **Students will:** **EESL.K.1.b.** Communicate directly with an adult. Ex. Answer a yes/no question from an adult. Ex. Make a choice when presented with two or more options. Ex. Initiate a greeting when the teacher enters the room. **Students will:** **EESL.K.1.b.** With guidance and support, communicate directly with an adult. Ex. Gestures, vocalizations, or make eye contact with an adult to communicate a reaction or need. Ex. Call an adult's name to gain his/her attention. Ex. Respond to greetings and farewells initiated by an adult.
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	**EESL.K.2.** Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by answering questions.	**Students will:** **EESL.K.2.** Confirm understanding of a familiar text read aloud. Ex. Answer questions about details presented in a story read aloud to them. **Students will:** **EESL.K.2.** Demonstrate an emerging understanding of a familiar text read aloud or information presented orally or through other media by

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
if something is not understood.		answering questions. Ex. Answer yes/no questions about details presented in a story read aloud to them. Ex. Answer a question about a detail presented in a story read aloud to them (through gestures, vocalizations, eye contact or gaze). Ex. After lunch menu is read, the student answers question about what the lunch will be for the day. **Students will:** **EESL.K.2.** 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. Ex. After listening to a weather report, answer questions about the day's weather by selecting from two symbols. Ex. After listening to a story, choose symbols (e.g., yes, no, maybe) in response to the question "Did you like the story?" **Students will:** **EESL.K.2.** Attend to a familiar text read aloud or information presented orally or through other media. Ex. Watch a segment of *Planet Earth* during a science lesson. Ex. Attend to speaker at school assembly.
SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	**EESL.K.3.** Ask for help when needed.	**Students will:** **EESL.K.3.** Ask for help when needed and, if more information is necessary for clarification, ask additional questions. Ex. Indicate yes/no when asked, "Do you understand?" or "Do you have any questions?" and ask an additional question by raising hand or hitting switch again. **Students will:** **EESL.K.3.** Ask for help when needed.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. Indicate need for help by raising hand, hitting switch, etc. Ex. Indicate yes/no when asked, “Do you understand?” or “Do you have any questions?” Ex. Indicate a need for assistance through gestures, eye contact or gaze, vocalizations, etc. Ex. Using voice or a multiple message communication system, ask a question for clarification or more information (e.g., “Why?,” “What’s that?,” “Who did that?,” “Where is it?”). **Students will:** **EESL.K.3.** With guidance and support, ask for help when needed. Ex. Indicates yes/no when asked, “Do you need help?” Ex. When prompted, uses appropriate gestures, eye contact or gaze, vocalizations, etc. to ask for help. **Students will:** **EESL.K.3.** Indicate distress. Ex. Cry, gesture, or vocalize to indicate distress. Ex. Activate an audio “Help” switch.
Presentation of Knowledge and Ideas **SL.K.4.** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	**EESL.K.4.** With guidance and support, identify familiar people, places, things, and events.	**Students will:** **EESL.K.4.** Identify familiar people, places, things, and events. Ex. Call familiar people from school by name (e.g., Mrs. Bell [teacher], Tom [friend]). Ex. Call familiar places in the school by name (e.g., class, desk, hall, bathroom). **Students will:** **EESL.K.4.** With guidance and support, identify familiar people, places, things, and events. Ex. Identify a specific person by pointing or naming when asked (e.g., “Who is your teacher?”).

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. Identify the name of objects from choices (e.g., “Is this a pencil or a crayon?”). Ex. Name activity or point to correct icon on schedule when asked, “What’s next?” **Students will:** **EESL.K.4.** With guidance and support, respond to familiar people and things. Ex. Respond to familiar people when they are in front of the student (e.g., “Billie, look at this teacher”). Ex. Respond to familiar objects when placed in front of the student (e.g., “Tom, where is your book?”). **Students will:** **EESL.K.4.** With guidance and support, attend to familiar people and things. Ex. With guidance and support, look at or face person speaking to them. Ex. With guidance and support, locate own cubby/schedule.
SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	**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.	**Students will:** **EESL.K.5.** Add or select drawings or other visual or tactual displays that relate to familiar people, places, things, and events. Ex. Identify drawings or other visual or tactual displays that relate to familiar people, places, things, and events. Ex. Identify familiar people through gestures, eye contact or gaze, vocalizations, etc. **Students will:** **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. Ex. Given a topic, such as birthday, add a drawing or picture to provide additional detail.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. With guidance and support, identify drawings or other visual or tactual displays that relate to familiar people, places, things, and events. Ex. With guidance and support, identify familiar people through gestures, eye contact or gaze, vocalizations, etc. Ex. With guidance and support, identify a photo, drawing, or object about a classroom event. **Students will:** **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 given an array of objects to choose from. Ex. With guidance and support, attend to familiar people through gestures, eye contact or gaze, vocalizations, etc. Ex. Given the topic of "kitchen" and four household objects, select the kitchen utensil (e.g., not hairbrush, light bulb, or shoe). Ex. With guidance and support, select a photo, drawing, or object that relates to a classroom event. Ex. Given four objects, select the object that represents a familiar person, place, thing or event. Ex. After hearing the teacher talk about today's weather, place correct weather picture on a weather graph. Ex. Given a topic, such as farm, the student will identify which of the two pictures relates to a farm. **Students will:** **EESL.K.5.** With guidance and support, attend to objects placed before them. Ex. Vocalize, gesture, or eye gaze to indicate attention to an object related to a specific topic. Ex. Reach for an object that is related to an activity when placed in front of them.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.	**EESL.K.6.** With guidance and support, communicate thoughts, feelings, and ideas.	**Students will:** **EESL.K.6.** Communicate thoughts, feelings, and ideas. Ex. Express emotions (through gestures, vocalizations, picture cards, etc.) after a shared reading activity. Ex. After hearing a story, answer whether a character feels happy or sad. **Students will:** **EESL.K.6.** With guidance and support, communicate thoughts, feelings, and ideas. Ex. Answers when asked for thoughts or feelings, "What do you think about the story?," responds "good," etc. Ex. Uses a communication system or device to express a personal feeling, opinion, and/or comment. **Students will:** **EESL.K.6.** With guidance and support, communicate feeling. Ex. Use happy/sad/mad face to indicate reaction to an event or activity. Ex. Use meaningful but not necessarily conventional vocalizations or gestures to express personal feeling (e.g., the student produces a high-pitched squeal to indicate approval). **Students will:** **EESL.K.6.** Communicates likes and dislikes. Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate preference (e.g., for an activity, individual, etc.).

DRAFT

Kindergarten English Language Arts Standards: Language

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
Conventions of Standard English **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.	**EEL.K.1.** Demonstrate emerging understandings of English grammar and word usage when communicating. a. With guidance and support, distinguish between letters and other symbols or shapes.	**Students will:** **EEL.K.1.a.** Demonstrate understanding of letters. Ex. Recognizes own name in print. Ex. Recognizes letters when asked to point to a letter while reading a familiar story. **Students will:** **EEL.K.1.a.** With guidance and support, distinguish between letters and other symbols or shapes. Ex. Points to a display of letters in the classroom when asked to show me the letters (e.g., alphabet on wall, letter blocks, and letter pictures made by students). Ex. Points to text when asked to show me the words to read in a book. Ex. Given a mix of cards with letters and other symbols or shapes printed on them, sort cards into two categories – letters and non-letters. **Students will:** **EEL.K.1.a.** With guidance and support, demonstrate awareness that letters and words are connected to environmental icons. Ex. Identifies words used in familiar icons (e.g., point to “girls” or “boys” on the bathroom door). Ex. Point to “stop” on the crosswalk sign. **Students will:** **EEL.K.1.a.** With guidance and support, communicate awareness that objects, pictures, and signs can represent words and ideas. Ex. When instructor forms the sign for “bus” in the student’s hands or with their own hands, indicate awareness by looking toward the door or their backpack.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
b. Use frequently occurring nouns and verbs.	**EEL.K.1.b.** With guidance and support, identify objects or other symbols that represent familiar nouns.	**Students will:** **EEL.K.1.b.** Demonstrate the meaning of familiar words that indicate objects and actions. Ex. When given a familiar word, demonstrate the action. Ex. When given a familiar word, indicate the object. Ex. Stand when asked. **Students will:** **EEL.K.1.b.** With guidance and support, identify objects or other symbols that represent familiar nouns. Ex. Point to or name a family member, pet, or friend when shown a picture. Ex. Select a picture when given a name. **Students will:** **EEL.K.1.b.** With guidance and support, identify familiar nouns. Ex. When given three choices of food, choose preferred item. Ex. Select a common object that is requested. **Students will:** **EEL.K.1.b.** With guidance and support, responds to own name. Ex. Look up when name is called. Ex. Turn toward a person who is saying their name.
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).	**EEL.K.1.c.** N/A	
d. Understand and use question words (interrogatives) (e.g.,	**EEL.K.1.d.** With guidance and support, answer simple questions (e.g.,	**Students will:** **EEL.K.1.d.** When asked a question beginning with *what*, *why*, or *who*, reply with appropriate response.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
who, what, where, when, why, how).	*who, what*).	Ex. When shown a picture of a familiar person and asked, "Who is in this picture?," respond appropriately (by pointing to the person or naming the person). Ex. When shown a familiar object and asked, "What is this?," respond with the name of the object. Ex. When asked, "Why are you smiling?," respond appropriately (e.g., points to icon or says word, "happy"). **Students will:** **EEL.K.1.d.** With guidance and support, answer simple questions (e.g., *who*, *what*). Ex. Where is the boy? Ex. What is for lunch? **Students will:** **EEL.K.1.d.** With guidance and support, indicates preference when given choices. Ex. Chooses when asked, "Do you want this or that?" Ex. Indicates yes/no when asked a question (e.g., "Do you want milk?"). **Students will:** **EEL.K.1.d.** With guidance and support, communicate likes and dislikes. Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate preference (e.g., for an activity or an individual). Ex. With guidance and support, uses gestures, sounds, or switch to indicate preferences. Expressions can be interpreted as yes or no.
e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).	**EEL.K.1.e.** With guidance and support, demonstrate understanding of common prepositions: *on, off, in, out*.	**Students will:** **EEL.K.1.e.** Follow directions that involve location requests. Ex. Follow direction to "Put the pencil on the paper." Ex. Follow direction to "Take the pencil off the paper." Ex. Respond appropriately when asked to "Look at the pencil that is under

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		the paper." **Students will:** **EEL.K.1.e.** With guidance and support, demonstrate understanding of common prepositions: *on, off, in, out*. Ex. With guidance and support, demonstrate location indicated by frequently occurring prepositions. Ex. With guidance and support, demonstrate *in* (e.g., Which picture shows the ball in the box?). Ex. With guidance and support, demonstrate *out* (e.g., Which picture shows the ball out of the box?). **Students will:** **EEL.K.1.e.** With guidance and support, respond to directions related to location. Ex. With guidance and support, demonstrate *on* (e.g., follow direction to "Put your hat on your head"). Ex. With guidance and support, demonstrate *in* (e.g., follow direction to "Put your milk carton in the trash"). Ex. Lean forward to respond to directions to put on your hat (e.g., for students who cannot physically put an item in or on a location, the student leans forward as teacher says "Let me put your hat on"). Ex. Look in direction of trash when asked to put something in the trash (e.g., for students who cannot physically put an item in or on a location, the student looks at trash when teacher says, "Let's put your milk carton in the trash"). **Students will:** **EEL.K.1.e.** With guidance and support, communicate an understanding of a simple preposition (e.g., *off*).

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. Communicate anticipation that their hat will be taken off by differential affect, vocalization, gaze, or movement after watching the teacher take off own hat.
f. Produce and expand complete sentences in shared language activities.	**EEL.K.1.f.** With guidance and support, link two or more words together in communication.	**Students will:** **EEL.K.1.f.** In language games supply missing word. Ex. While playing *Simon Says*, points to/says "nose" when given starting sentence, "Simon says, touch your . . . ." Ex. Supplies rhyming word in familiar poems (e.g., points to/says shoe when given "One, two, buckle your . . . .") **Students will:** **EEL.K.1.f.** With guidance and support, link two or more words together in communication. Ex. Uses simple phrases in shared language activities (e.g., "my turn"). Ex. Imitate simple phrases in shared language activities (e.g., join in saying "Simon says . . . ." with the leader). **Students will:** **EEL.K.1.f.** With guidance and support, participate in shared language activities when given directions. Ex. Respond to directions in shared language activities (e.g., "Look at this big book"). **Students will:** **EEL.K.1.f.** With guidance and support, communicate a response to instructor communication. Ex. Exhibits differential affect, vocalization, gaze, or movement to indicate a response to shared language. Ex. Orient to lesson. Ex. Focus on teacher and other students.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun *I*. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	**EEL.K.2.** Demonstrate emerging understandings of writing. a-d. Demonstrate emerging understandings of writing.	**Students will:** **EEL.K.2.a-d.** Distinguish between writing and drawing. Ex. Sign own name using marks that are more like writing than those used to draw a picture. Ex. Point to own drawing and writing on a page. Ex. Select letters on the keyboard when asked to write something. **Students will:** **EEL.K.2.a-d.** Demonstrate emerging understandings of writing. Ex. When asked to write, select an appropriate writing tool. Ex. Make letter-like marks on a page that are produced left-to-right or top-to-bottom on a page. **Students will:** **EEL.K.2.a-d.** With guidance and support, participate in emergent writing. Ex. With guidance and support, select an appropriate writing tool when asked to write. Ex. With guidance and support, make marks on the page or selects keys on the keyboard when asked to write. **Students will:** **EEL.K.2.a-d.** With guidance and support, explore writing tools. Ex. Works with teacher to try system/device. Ex. Show interest in system/device/writing tool by repeatedly activating a switch, banging on a keyboard, handling a marker, grabbing a crayon, etc.
Knowledge of Language **L.K.3.** (Begins in grade 2)	**EEL.K.3.** (Begins in grade 2)	
Vocabulary Acquisition and Use	**EEL.K.4.** Demonstrate an understanding of	**Students will:** **EEL.K.4.a.** Respond to familiar words that have multiple meanings.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
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*).	vocabulary based on reading and other content. a. Demonstrate an understanding of familiar words.	Ex. Respond to familiar words that are the same word used for an object and an action (e.g., select illustrations depicting *store the balls in the box* and *go to the store* appropriately). **Students will:** **EEL.K.4.a.** Demonstrate an understanding of familiar words. Ex. Point to their name when the teacher says it. Ex. Say their name when shown it in writing. Ex. During a scavenger hunt activity, student finds items named by the teacher. **Students will:** **EEL.K.4.a.** With guidance and support, demonstrate an understanding of familiar words. Ex. Find an object when shown a picture and told the name of the object. Ex. Select the picture that depicts an object that an adult has verbally labeled. Ex. Work with peers to find items read off a list by the adult during a scavenger hunt activity. **Students will:** **EEL.K.4.a.** With guidance and support, respond to personally relevant, familiar words presented as a pictures, signs, or spoken words. Ex. Exhibit differential affect, vocalization, gaze, or movement to indicate an understanding of vocabulary word (e.g., student gets excited when teacher says, “Look, Mom is here”). Ex. Smiles broadly when shown a picture symbol reflecting swimming and told, “Swimming. Today, we go swimming,” when it is known that swimming is a favored activity.
b. Use the most frequently occurring	**EEL.K.4.b.** N/A	

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.		
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.	**EEL.K.5.** With guidance and support from adults, explore word relationships: a. With guidance and support, sort common objects into familiar categories.	**Students will:** **EEL.K.5.a.** Sort common objects into familiar categories. Ex. Sort tableware to set the table (knives, forks, and spoons). Ex. Sort lunch foods into drinks, desserts, and main courses. **Students will:** **EEL.K.5.a.** With guidance and support, sort common objects into familiar categories. Ex. Sort like objects into two categories (e.g., sort paper and pencils, shoes and socks). **Students will:** **EEL.K.5.a.** With guidance and support, matches a common object with another common object that is not an exact match. Ex. Match one shoe with another shoe from a different pair. Ex. Match food item to food item. **Students will:** **EEL.K.5.a.** With guidance and support, demonstrates an understanding of the concept of sameness by matching two objects that are an exact match. Ex. With guidance and support from a teacher who holds up one shoe and moves it next to the choices in the array, the student is able to touch the shoe that is the same. Ex. With guidance and support from the teacher who helps students identify the features of a familiar object, the student finds the same object from an array and puts the two together.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	**EEL.K.5.b.** With guidance and support, demonstrate understanding of frequently occurring opposites.	**Students will:** **EEL.K.5.b.** Respond to opposites with appropriate actions. Ex. With guidance and support, demonstrate understanding of *stop* and *go*. Ex. With guidance and support, demonstrate understanding of *give* and *take*. Ex. Indicates "more" or "no more" when asked whether to continue receiving something. **Students will:** **EEL.K.5.b.** With guidance and support, demonstrate understanding of frequently occurring opposites. Ex. Indicate preferences by using opposites (e.g., "like" and "don't like"). Ex. Indicate "want" and "don't want" when given choices. Ex. Reply appropriately with "yes" and "no" when given choices. **Students will:** **EEL.K.5.b.** With guidance and support, recognize differences by finding the different object in a set of similar objects. Ex. Remove the ball from a pile of bats on the playground. Ex. Select the milk carton from a group of juice bottles in the cafeteria. **Students will:** **EEL.K.5.b.** With guidance and support, communicate an awareness of the concept of difference by attending to new object/stimuli longer than a known stimuli/object. Ex. Exhibit differential affect, vocalization, gaze, or movement to indicate awareness that an object/stimuli is new or different.
c. Identify real-life connections between words and their use (e.g., note places at	**EEL.K.5.c.** With guidance and support, use words to communicate in real-life situations.	**Students will:** **EEL.K.5.c.** Identify real-life connections with words and use. Ex. Name a pencil (or other appropriate tool) for writing. Ex. Indicate a mode of transportation when asked how they got to school.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
school that are colorful).		Ex. Request help when needed. **Students will:** **EEL.K.5.c.** With guidance and support, use words to communicate in real-life situations. Ex. Ask for a desired object by naming it. Ex. When shown a picture of the lunchroom, recognize that it is time to go to lunch. Ex. Call a friend or teacher by name using words, sign, or a communication overlay. Ex. When asked if something is wrong, respond (e.g., “yes,” “no,” or “help”). **Students will:** **EEL.K.5.c.** With guidance and support, identify real-life connections with words and their uses. Ex. Look at familiar object when named. Ex. Look at familiar person when named. **Students will:** **EEL.K.5.c.** With guidance and support, communicate in school-based settings and receive a response from staff and/or students. Ex. With guidance and support, exhibit differential affect, vocalization, gaze, or movement when addressed by the teacher. Ex. Activate a single-message voice output device with a preprogrammed message during a class activity (e.g., during shared reading of *Dirty Bertie*, student activates device to say “Whoa!” or “Yuck!”).
d. Distinguish shades of meaning among verbs describing the same general action (e.g.,	**EEL.K.5.d.** With guidance and support, demonstrate an understanding of common verbs.	**Students will:** **EEL.K.5.d.** Demonstrate an understanding of common verbs. Ex. Respond to the meaning of common verbs (e.g., “eat your lunch,” “wash your hands”).

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
walk, march, strut, prance) by acting out the meanings.		Ex. Imitate other students who are acting out a verb. Ex. Teacher says, "Dance when the music starts," and students who use a wheelchair for mobility rock or bounce in chair. **Students will:** **EEL.K.5.d.** With guidance and support, demonstrate an understanding of common verbs. Ex. Sit down and stand up when asked by a teacher who also provides a visual gesture to support the verbal request. Ex. Given a limited set of choices that are supported with visual symbols during a game of *Simon Says*, perform the actions called by the teacher or a peer. **Students will:** **EEL.K.5.d.** With guidance and support, perform the actions that others are being asked to perform following the models of peers and others. Ex. When the teacher directs students to go wash their hands before snack, follow the other students and washes his hands. Ex. When the teacher tells students it is time to line up, follow the other students and get in line. **Students will:** **EEL.K.5.d.** With guidance and support, perform a routine action. Ex. Clap along while the class claps during the routine good morning song. Ex. Bounce in wheelchair to the music when peers are dancing during a routine class activity.
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**EEL.K.6.** Use words acquired through conversations, being read to, and during shared reading activities.	**Students will:** **EEL.K.6.** Use/apply frequently used words in familiar contexts. Ex. Call or indicate teacher's name. Ex. Indicate that the library is where to go for books. Ex. Identify some classmates when named.

DRAFT

CCSS Grade-Level Standards	Common Core Essential Elements	Range of Complexity Examples
		Ex. Identify a familiar book. **Students will:** **EEL.K.6.** Use words acquired through conversations, being read to, and during shared reading activities. Ex. Look at teacher or classmates when their names are spoken. Ex. Locate book to return to the library. **Students will:** **EEL.K.6.** With guidance and support, pay attention to language cues. Ex. Focus on person who is talking. Ex. Recognizes language cues used every day (e.g., teacher says, “Put your books away”). **Students will:** **EEL.K.6.** With guidance and support, attend to a familiar communication partner. Ex. Visually attend to the speaker during group time. Ex. Extend hand to accept hand-in-hand signing when a familiar adult makes the request. Ex. Be still and appear to listen while a communication partner speaks.

DRAFT