

ABC Unified School District  
Curriculum and Professional Development

**Revised Report Card Information**  
2009-2010



**Kindergarten**

ABC Unified School District  
Curriculum and Professional Development

This document is a list of the revised report card descriptors and the California Academic Content Standards associated with each descriptor. Page three shows what will be listed on the grade level report card (report card descriptors). The following pages show each report card descriptor and the California Academic Content Standards associated with it.

The California Academic Content Standards listed in this document do not include strands, substrands, descriptions, focus statements, etc. Only the actual standards are listed. To more fully understand the standards, it is recommended that teachers review the California framework documents in their entirety. The complete frameworks can be accessed at [www.cde.ca/ci](http://www.cde.ca/ci).

The technology standards listed in this document are part of the *ABC Technology Standards, Benchmarks, and Strategies, 2009*. The standards listed here are the strategies suggested for technology-embedded activities. It is recommended that teachers review the technology document in its entirety to more fully understand these standards. The ABC Technology Standards, Benchmarks, and Strategies, 2009 can be accessed at [www.abcusd.k12.ca.us](http://www.abcusd.k12.ca.us). Go to “Departments” and then “K-12 Curriculum.”



**Report Card Descriptors**  
Revised report card for 2009-2010

**Kindergarten**

***English Language Arts:***

*Reading:*

Concepts About Print  
Phonemic Awareness  
Decoding and Word Recognition  
Vocabulary and Concept Development  
Reading Comprehension  
Literary Response and Analysis

*Writing:*

Writing Organization and Focus  
Spelling  
Penmanship

*Listening and Speaking:*

Listening Comprehension  
Speaking

***Mathematics:***

Number Sense  
Algebra and Functions  
Measurement and Geometry  
Statistics, Data Analysis and Probability

***History-Social Science:***

Good Citizenship and National/State Symbols  
Work People Do and Location of People/Places  
Temporal Order and History Relates to  
Events/People

***English Language Development:***

(From ELL Progress Report)

*ELD Reading:*

Word Analysis  
Fluency and Systematic Vocabulary Development  
Reading Comprehension  
Literary Response and Analysis

*ELD Writing:*

Writing Strategies and Applications  
Writing Conventions

*ELD Listening and Speaking*

Listening Comprehension  
Speaking

***Science:***

Physical Science  
Life Science  
Earth Science

***Effort:***

Reading  
Writing  
Listening/Speaking  
Mathematics  
Science  
History-Social Science  
Health  
Visual and Performing Arts  
Physical Education  
Technology

***Study Skills*** (Effort Only)

Stays on task and uses time appropriately  
Works independently  
Does neat and careful work  
Demonstrates organizational skills  
Completes and returns assignments on time  
Listens attentively  
Follows directions

***Social Skills*** (Effort Only)

Accepts and respects authority  
Accepts responsibility for behavior  
Practices self-control  
Respects rights, property, and differences of others  
Works and plays well with others  
Follows class and school rules

## **Kindergarten**

### **Report Card Descriptors and Content Standards**

The report card descriptors are listed in italics. Following the report card descriptor, all California Academic Standards to be taught and assessed for that descriptor are listed.

#### **Reading**

**The following books will be read aloud to all ABC Kindergarten students:** *Chrysanthemum* by Kevin Henkes, *Read-Aloud Rhymes* by Jack Prelutsky, *Tomie de Paula's Mother Goose* by Tomie de Paula, *Goldilocks and the Three Bears* by Jan Brett, and *Stellaluna* by Janell Cannon. Please see the ABC Core Literature List for additional recommendations.

*Concepts About Print*

Reading Standards 1.1 through 1.6

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right and from top to bottom on the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.

*Phonemic Awareness*

Reading Standards 1.7 through 1.13

- 1.7 Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).
- 1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel consonant).
- 1.9 Blend vowel-consonant sounds orally to make words or syllables.
- 1.10 Identify and produce rhyming words in response to an oral prompt.
- 1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.
- 1.12 Track auditorily each word in a sentence and each syllable in a word.
- 1.13 Count the number of sounds in syllables and syllables in words.



*Decoding and Word Recognition*

Reading Standards 1.14 through 1.16

- 1.14 Match all consonant and short-vowel sounds to appropriate letters.
- 1.15 Read simple one-syllable and high-frequency words (i.e., sight words).
- 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).

*Vocabulary and Concept Development*

Reading Standards 1.17 through 1.18

- 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).
- 1.18 Describe common objects and events in both general and specific language.

*Reading Comprehension*

Reading Standards 2.1 through 2.5

- 2.1 Locate the title, table of contents, name of author, and name of illustrator.
- 2.2 Use pictures and context to make predictions about story content.
- 2.3 Connect to life experiences the information and events in texts.
- 2.4 Retell familiar stories.
- 2.5 Ask and answer questions about essential elements of a text

*Literary Response and Analysis*

Reading Standards 3.1 through 3.3

- 3.1 Distinguish fantasy from realistic text.
- 3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).
- 3.3 Identify characters, settings, and important events.

## **Writing**

ABC district writing prompts and scoring guides are posted on the ABC website under Departments/K-12 Curriculum/District Writing Assessment Program.

*Writing Organization and Focus*

Writing Standards 1.1 through 1.3

- 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- 1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).
- 1.3 Write by moving from left to right and from top to bottom.

*Spelling*

Written and Oral English Language Conventions 1.2

- 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

*Penmanship*

Writing Standard 1.4

- 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.



## Listening and Speaking

### *Listening Comprehension*

### Listening and Speaking Standard 1.1

- 1.1 Understand and follow one-and two-step oral directions.

### *Speaking*

### Written and Oral English Language Conventions 1.1 & Listening and Speaking Standards 1.2, 2.1, 2.2, and 2.3

- 1.1 Recognize and use complete, coherent sentences when speaking.
- 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.
- 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.
- 2.2 Recite short poems, rhymes, and songs.
- 2.3 Relate an experience or creative story in a logical sequence.

## Mathematics

### *Number Sense*

### NS 1.1 through 3.1

- 1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which the set equal to, more than, or less than the other.
- 1.2 Count, recognize, represent, name, and order a number of objects (up to 30).
- 1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.
- 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
- 3.1 Recognize when an estimate is reasonable.

### *Algebra and Functions*

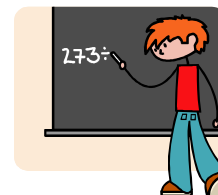
### AF Standard 1.1

- 1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

### *Measurement and Geometry*

### MG Standards 1.1 through 2.2

- 1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).
- 1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).
- 1.3 Name the days of the week.
- 1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).
- 2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).
- 2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).



*Statistics, Data Analysis, and Probability*

SDP Standards 1.1 through 1.2

- 1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.
- 1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

Mathematical Reasoning (Performance of this strand is embedded in the other strands of math.)

MR Standards 1.1 through 2.2

- 1.1 Determine the approach, materials, and strategies to be used.
- 1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.
- 2.1 Explain the reasoning used with concrete objects and/ or pictorial representations.
- 2.2 Make precise calculations and check the validity of the results in the context of the problem.

**Science**

*Physical Sciences*

Science Standards 1 through 1c

1. Properties of materials can be observed, measured, and predicted.
  - a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
  - b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.
  - c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

*Life Sciences*

Science Standards 2 through 2c

2. Different types of plants and animals inhabit the earth.
  - a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
  - b. Students know stories sometimes give plants and animals attributes they do not really have.
  - c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

*Earth Sciences*

Science Standards 3 through 3c

3. Earth is composed of land, air, and water.
  - a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
  - b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
  - c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.



Investigation and Experimentation (Performance of this area is embedded in the other areas of science.)

Science Standards 4 through 4e

4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:

- a. Observe common objects by using the five senses.
- b. Describe the properties of common objects.
- c. Describe the relative position of objects by using one reference (e.g., above or below).
- d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
- e. Communicate observations orally and through drawings.

## **History-Social Science**

*Good Citizenship and National/State Symbols*

History-Social Science K.1 and K.2

K.1 Students understand that being a good citizen involves acting in certain ways.

1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.

K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

*Work People Do and Location of People/Places*

History-Social Science K.3 and K.4

K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories.
3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).
4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
5. Demonstrate familiarity with the school's layout, environs, and the jobs people do there.



*Temporal Order and  
History Relates to Events/People*

History-Social Science K.5 and K.6

K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

K.6 Students understand that history relates to events, people, and places of other times.

1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis for the events (e.g., Thanksgiving, Independence Day, Washington's and Lincoln's Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).
2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin.
3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws).

## **Curriculum Effort**

In the areas of Health, Visual and Performing Arts, Physical Education, and Technology students receive effort performance indicators only. The California Academic Standards for each area are listed below for **teacher reference only**.

### ***Health*** (Evaluation of Effort Only)

#### Nutrition and Physical Activity

- 1.1.N Name a variety of healthy foods and explain why they are necessary for good health.
- 1.2.N Identify a variety of healthy snacks.
- 1.3.N Describe the benefits of being physically active.
- 1.4.N Recognize the importance of a healthy breakfast.
- 2.1.N Recognize that not all products advertised or sold are good for them.
- 4.1.N Explain how to ask family members for healthy food options.
- 5.1.N Describe ways to participate regularly in active play and enjoyable physical activities.
- 7.1.N Select nutritious snacks.
- 7.2.N Plan a nutritious breakfast.
- 7.3.N Choose healthy foods in a variety of settings.

#### Growth and Development

- 1.1.G Explain that living things grow and mature.
- 1.2.G Describe their own physical characteristics.
- 1.3.G Name ways in which people are similar and ways in which they are different.
- 1.4.G Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).
- 1.5.G Name body parts and their functions.
- 1.6.G Name and describe the five senses.



## Injury Prevention and Safety

- 1.1.S Identify safety rules for the home, the school, and the community.
- 1.2.S Identify emergency situations.
- 1.3.S Explain ways to stay safe when riding in a bus or other vehicle.
- 1.4.S Distinguish between appropriate and inappropriate touching.
- 1.5.S Explain that everyone has the right to tell others not to touch his or her body.
- 1.6.S Describe school rules about getting along with others.
- 1.7.S Recognize the characteristics of bullying.
- 1.8.S Identify ways to stay safe when crossing streets, riding a bicycle, or playing.
- 1.9.S Recognize that anything may be poisonous or cause harm if used unsafely.
- 1.10.S Identify people who are strangers and how to avoid contact with strangers.
- 1.11.S Demonstrate how to ask trusted adults for help.
- 1.12.S Define and explain the dangers of weapons.
- 1.13.S Explain the importance of telling a trusted adult if you see or hear about someone having a weapon.
- 3.1.S Identify trusted adults who can help in emergency situations.
- 4.1.S Demonstrate how to ask a trusted adult for help or call 9-1-1.
- 4.2.S Show how to answer the phone in a safe way.
- 5.1.S Identify situations when it is necessary to seek adult help or call 9-1-1.
- 5.2.S Role-play what to do if a stranger at home, in a car, or on the street approaches you.
- 7.1.S Follow rules for safe play and safety routines.
- 7.2.S Show how to cross the street safely.
- 8.1.S Show how to tell a trusted adult when you or a friend find a weapon.

## Alcohol, Tobacco, and Other Drugs

- 1.1.A Explain why medicines are used.
- 1.2.A Explain that medicines can be helpful or harmful.
- 1.3.A Recognize that medicines should be taken only under the supervision of a trusted adult.
- 1.4.A Recognize that some household products are harmful if ingested or inhaled.
- 1.5.A Recognize that tobacco smoke is harmful to health and should be avoided.

## Mental, Emotional, and Social Health

- 1.1.M Identify a variety of emotions.
- 1.2.M Describe the characteristics of families.
- 1.3.M Identify trusted adults at home and at school.
- 1.4.M Describe characteristics that make each individual unique.
- 1.5.M Describe and practice situations when it is appropriate to use “Please,” “Thank you,” “Excuse me,” and “I’m sorry.”
- 2.1.M Identify ways family and friends help promote well-being.
- 3.1.M Identify trusted adults at home and at school who can help with mental and emotional health concerns.
- 4.1.M Show how to express personal needs and wants appropriately.
- 4.2.M Cooperate and share with others.
- 6.1.M Make a plan to help family members at home.
- 7.1.M Express emotions appropriately.
- 7.2.M Describe positive ways to show care, consideration, and concern for others.
- 8.1.M Encourage others when they engage in safe and healthy behaviors.



## Personal and Community Health

- 1.1.P Identify effective dental and personal hygiene practices.
- 1.2.P Describe sun-safety practices.
- 1.3.P Define “germs.”
- 1.4.P Explain why the transmission of germs may be harmful to health.
- 1.5.P Identify practices that are good for the environment, such as turning off lights and water, recycling, and picking up trash.
- 3.1.P Identify health care workers who can help promote healthy practices.
- 4.1.P Demonstrate how to ask for assistance with a health-related problem.
- 7.1.P Show effective dental and personal hygiene practices.
- 7.2.P Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).



## ***Visual and Performing Arts*** (Key Standards - Evaluation of Effort Only)

Complete CA VAPA Standards available at [www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss)

### Dance

- 1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).
- 1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).
- 2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).
- 4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).

### Music

- 1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).
- 2.2 Sing age-appropriate songs from memory.
- 2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamics, and melodic direction.

### Theater

- 1.1 Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.
- 2.2 Perform group pantomimes and improvisations to retell familiar stories.
- 3.1 Retell or dramatize stories, myths, fables, and fairy tales from

### Visual Arts

- 1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.
- 4.2 Describe what is seen (including both literal and expressive content) in selected works of art.



## ***Physical Education*** (Evaluation of Effort Only)

- 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.
- 1.2 Travel forward and sideways while changing direction quickly in response to a signal.
- 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.
- 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.
- 1.5 Create shapes by using nonlocomotor movements.
- 1.6 Balance on one, two, three, four, and five body parts.
- 1.7 Balance while walking forward and sideways on a narrow, elevated surface.
- 1.8 Demonstrate the relationship of *under, over, behind, next to, through, right, left, up, down, forward, backward,* and *in front of* by using the body and an object.
- 1.9 Perform a continuous log roll.
- 1.10 Travel in straight, curved, and zigzag pathways.
- 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.
- 1.12 Strike a stationary ball or balloon with the hands, arms, and feet.
- 1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.
- 1.14 Kick a stationary object, using a simple kicking pattern.
- 1.15 Bounce a ball continuously, using two hands.
- 1.16 Perform locomotor and nonlocomotor movements to a steady beat.
- 1.17 Clap in time to a simple, rhythmic beat.
  
- 2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.
- 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.
- 2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
- 2.4 Explain base of support.
- 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.
- 2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.
- 2.7 Identify the point of contact for kicking a ball in a straight line.
- 2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.
  
- 3.1 Participate in physical activities that are enjoyable and challenging.
- 3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.
- 3.3 Hang from overhead bars for increasing periods of time.
- 3.4 Climb a ladder, jungle gym, or apparatus.
- 3.5 Stretch shoulders, legs, arms, and back without bouncing.
- 3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.
- 3.7 Identify indicators of increased capacity to participate in vigorous physical activity.



- 4.1 Identify physical activities that are enjoyable and challenging.
  - 4.2 Describe the role of water as an essential nutrient for the body.
  - 4.3 Explain that nutritious food provides energy for physical activity.
  - 4.4 Identify the location of the heart and explain that it is a muscle.
  - 4.5 Explain that physical activity increases the heart rate.
  - 4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.
  - 4.7 Explain that strong muscles help the body to climb, hang, push, and pull.
  - 4.8 Describe the role of muscles in moving the bones.
  - 4.9 Identify the body part involved when stretching.
  - 4.10 Explain that the body is composed of bones, organs, fat, and other tissues.
- 5.1 Identify the feelings that result from participation in physical activity.
  - 5.2 Participate willingly in physical activities.
  - 5.3 Demonstrate the characteristics of sharing in a physical activity.
  - 5.4 Describe how positive social interaction can make physical activity with others more fun.
  - 5.5 Participate as a leader and a follower during physical activities.



### **Technology** (Evaluation of Effort Only)

- S1.01 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
  - S1.02 Identify, research, and collect data using digital resources.
  - S1.03 In a collaborative work group, use a variety of technologies to produce a digital presentation or product in a curriculum area.
- S2.01 Illustrate and communicate original ideas and stories using digital tools and media-rich resources.
  - S2.02 Engage in learning activities with learners from multiple cultures by using e-mail or other communication tools.
  - S2.03 In a collaborative work group, use a variety of technologies to produce a digital presentation or product.
- S3.01 Identify, research, and collect data using digital resources.
  - S3.02 Use simulations and graphical organizers to explore and investigate real world concepts.
  - S3.03 Use technology resources for problem solving, communication, and illustration of ideas, and stories.
- S4.01 Research and collect data using digital resources.
  - S4.02 Use simulations and graphical organizers to explore and investigate global issues.
  - S4.03 Use technology resources for problem solving, communication, and illustration of ideas, and stories.
- S5.01 Discuss basic issues related to responsible use of technology and describe the consequences of inappropriate use.
  - S5.02 Discuss the appropriate response to Internet abuse.
  - S5.03 Discuss the pros and cons of using technology in daily life.



- S6.01 Demonstrate the use of e-mail or other communication technologies.
- S6.02 Collaboratively produce a digital presentation or product in a curriculum area.
- S6.03 Independently apply digital tools and resources to address a variety of tasks and problems.
- S6.04 Communicate about technology using developmentally appropriate and accurate terminology.
- S6.05 Demonstrate the ability to navigate in virtual environments.

## **ELD Report Card Descriptors and Standards by Subject and Level**

Below are the report card ELD descriptors which are followed by the ELD standards to be taught and assessed for each level. Standards with CELDT indicated are included on the CELDT assessment.

### **ELD Beginning**

#### **Reading Beginning ELD**

##### *Word Analysis – Beginning ELD*

- Recognize English phonemes that correspond to phonemes students already hear and produce in their primary language. (CELDT)

##### *Fluency and Systematic Vocabulary Development – Beginning ELD*

- Retell simple stories by using drawings, words, or phrases.
- Respond appropriately to some social and academic interactions (e.g., simple question/answer, negotiate play).
- Demonstrate comprehension of simple vocabulary with an appropriate action. (CELDT)
- Produce simple vocabulary (single words or short phrases) to communicate basic needs in social and academic settings (e.g., locations, greetings, classroom objects).
- Read aloud simple words (e.g., nouns and adjectives) in stories or games.
- Identify and sort common words in[to] basic categories (e.g., colors, shapes, foods).

##### *Reading Comprehension – Beginning ELD*

- Understand and follow simple one-step directions for classroom activities.
- Respond orally to stories read aloud, using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures).
- Respond orally to stories read aloud, one- or two-word responses (e.g., “brown bear”) to factual comprehension questions.
- Identify using key words or pictures the basic sequence of events in stories read aloud. (CELDT)
- Draw pictures from one’s own experience related to a story or topic (e.g., community in social studies).



### *Literary Response and Analysis* – Beginning ELD

- Draw pictures related to work of literature identifying setting and characters.
- Listen to a story and respond orally in one or two words to factual comprehension questions.

### **Writing** Beginning ELD

#### *Writing Strategies and Applications* – Beginning ELD

- Copy words posted and commonly used in the classrooms (e.g., labels, number names, days of the week).
- Write a phrase or simple sentence about an experience generated from a group story.
- Copy the English alphabet legibly.

#### *Writing Conventions* – Beginning ELD

- Use capitalization when writing one's own name.

### **Listening and Speaking** Beginning ELD

#### *Listening Comprehension* - Beginning ELD

- Respond to simple directions and questions by using physical actions and other means of nonverbal communication (e.g., matching objects, pointing to an answer, drawing pictures). (CELDT)

#### *Speaking* - Beginning ELD

- Begin to speak a few words or sentences by using some English phonemes and rudimentary English grammatical forms (e.g., single words or phrases). (CELDT)
- Independently use common social greeting and simple repetitive phrases (e.g., “Thank you.” “You’re welcome.”).
- Answer simple questions with one-to two-word responses.

## **ELD Early Intermediate**

### **Reading** Early Intermediate ELD

#### *Word Analysis* - Early Intermediate ELD

- Recognize English phonemes that do not correspond to sounds students hear and produce (e.g., “a” in “car” and final consonants.) (CELDT)
- Produce English phonemes that correspond to phonemes students already hear and produce, including long and short vowels and initial and final consonants.
- Identify and produce rhyming words in response to an oral prompt.
- Distinguish initial, medial, and final sounds in single-syllable words.
- Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., f/, s, th/, d, j/).



### *Fluency and Systematic Vocabulary Development* - Early Intermediate ELD

- Produce vocabulary, phrases, and simple sentences to communicate basic needs in social and academic settings.
- Read simple vocabulary, phrase, and sentences independently. (CELDT)
- Read aloud an increasing number of English words
- Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting some errors when speaking or reading aloud.

### *Reading Comprehension* - Early Intermediate ELD

- Understand and follow simple two-step directions for classroom activities
- Respond orally to simple stories read aloud, using phrases or simple sentences to answer factual comprehension questions. (CELDT)
- Orally identify, using key words or phrases, the basic sequence of events in text read aloud.
- Draw and label pictures related to a story topic or one's own experience
- Draw logical inferences from a story read aloud. (CELDT)

### *Literary Response and Analysis* - Early Intermediate ELD

- Recite simple poems.
- Identify orally the setting and characters by using simple sentences and vocabulary.
- Respond orally to factual comprehension questions about stories by answering in simple sentences.

## **Writing** Early Intermediate ELD

### *Writing Strategies and Applications* - Early Intermediate ELD

- Write simple sentences by using key words posted and commonly used in the classroom (e.g., labels, numbers, names, days of the week, and months: "Today is Tuesday.")

### *Writing Conventions* - Early Intermediate ELD

- Use capitalization to begin sentences and for proper nouns.
- Use a period or question mark at the end of a sentence.

## **Listening and Speaking** Early Intermediate ELD

### *Listening Comprehension* - Early Intermediate ELD

- Respond to directions by using both verbal and nonverbal responses

### *Speaking* - Early Intermediate ELD

- Begin to be understood when speaking but may have some inconsistent use of standard English grammatical forms and sounds (e.g., plurals, simple past tense, pronouns such as *he* or *she*).
- Orally communicate basic needs (e.g., "May I get a drink?")
- Ask and answer questions by using phrases or simple sentences. (CELDT)
- Recite familiar rhymes, songs, and simple stories.
- Retell familiar stories and short conversations by using appropriate gestures, expressions, and illustrative objects



## **ELD Intermediate**

### **Reading Intermediate ELD**

#### *Word Analysis - Intermediate ELD*

- Identify the front cover, back cover, and title page of a book.
- Follow the words from left to right and from top to bottom on the printed page.
- Understand that printed materials provide information.
- Recognize that sentences in print are made up of separate words.
- Distinguish letters from words.
- Identify letters, words, and sentences.
- Match spoken words to printed words.
- Recognize and name all uppercase and lowercase letters of the alphabet. (CELDT)
- Create and say a series of rhyming words, including consonant blends. (CELDT)
- Distinguish long- and short- vowel sounds in orally stated single-syllable words (e.g., bit/bite).
- Add, delete, or change target sounds to change words (e.g., change cow to how, pan to an).
- Blend two to four phonemes into recognizable words (e.g., /c/a/t/ = cat: /f/l/a/at/ = falt).
- Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. (CELDT)
- Segment single-syllable words into their components (e.g., /c/a/t/ = cat: /s/p/l/a/t/ = splat: /r/i/c/h/ = rich). (CELDT)
- Track (move sequentially from sound to sound) and represent the number, sameness/difference, and order of two and three isolated phonemes (e.g., f/, s, th/, d, j/).

#### *Fluency and Systematic Vocabulary Development – Intermediate ELD*

- Use more complex vocabulary and sentences to communicate needs and express ideas in a wider variety of social and academic settings (e.g., classroom discussions, mediation of conflicts).
- Apply knowledge of content-related vocabulary to discussions and reading. (CELDT)
- Describe common objects and events in both general and specific language
- Use decoding skills to read more complex words independently.
- Demonstrate internalization of English grammar, usage, and word choice by recognizing and correcting errors when speaking or reading aloud.
- Recognize simple prefixes and suffixes when they are attached to known vocabulary (e.g., *remove*, *jumping*).
- Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).

#### *Reading Comprehension – Intermediate ELD*

- Understand and follow some multiple-step directions for classroom-related activities.
- While reading aloud in a group, point out basic text features such as the title, table of contents, and chapter headings.
- Read stories and respond orally in simple sentences to factual comprehension questions about the stories. (CELDT)
- Write captions or phrases for drawings related to a story.
- Draw inferences about stories read aloud and use simple phrases or sentences to communicate the inferences made. (CELDT)



### *Literary Response and Analysis – Intermediate ELD*

- Read simple poetry and use simple sentences in answering factual comprehension questions.
- Use expanded vocabulary and descriptive words in oral and written responses to simple texts.

### **Writing** Intermediate ELD

#### *Writing Strategies and Applications – Intermediate ELD*

- Produces independent writing that is understood when read, but may include inconsistent use of standard grammatical forms.
- Write simple sentences appropriate for language arts and other content areas (e.g., math, science, social studies).

#### *Writing Conventions - Intermediate ELD*

- Use standard word order but may have some inconsistent grammatical forms (e.g., subject/verb without inflections).
- Produce independent writing that may include some inconsistent use of capitalization, periods, and correct spelling

### **Listening and Speaking** Intermediate ELD

#### *Listening Comprehension - Intermediate ELD*

- Listen attentively to stories and information and orally identify key details and concepts. (CELDT)

#### *Speaking - Intermediate ELD*

- Make oneself understood when speaking by using consistent standard English grammatical forms and sounds; however, some rules may not be followed (e.g., third-person singular, male and female pronouns).
- Participate in social conversations with peers and adults on familiar topics by asking and answering questions and soliciting information.
- Ask and answer instructional questions by using simple sentences
- Retell stories and talk about school-related activities by using expanded vocabulary, descriptive words, and paraphrasing.

## **ELD Early Advanced**

### **Reading** Early Advanced ELD

#### *Word Analysis - Early Advanced ELD*

- Recognize sound/symbol relationships and basic word-formation rules in phrases, simple sentences, or simple text. (CELDT).
- Blend vowel-consonant sounds orally to make words or syllable.
- Match all consonant and short-vowel sounds to appropriate letters.
- Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).



- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short- vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- Distinguish orally stated one-syllable words and separate into beginning or ending sounds. (CELDT).
- Count the number of sounds in syllables and syllables in words.
- Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant)>
- Track auditorily each word in a sentence and each syllable in a word.
- Read simple one-syllable and high-frequency words (i.e., sight words).
- Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- Read compound words and contractions.
- Read inflectional forms (e.g., *-s, -ed, -ing*) and root words (e.g., *look, looked, looking*).
- Read common word families (e.g., *-ite, -ate*).
- Use common English morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics). (CELDT)

#### *Fluency and Systematic Vocabulary Development* - Early Advanced ELD

- Use decoding skills and knowledge of academic and social vocabulary to begin independently reading.
- Use simple prefixes and suffixes when they are attached to known vocabulary. (CELDT)

#### *Reading Comprehension* - Early Advanced ELD

- Read and use basic text features, such as the title, table of contents, and chapter headings.
- Write a brief summary (three of four complete sentences) of a story.

#### *Literary Response and Analysis* - Early Advanced ELD

- Read a literary selection and orally identify the literary elements of plot, setting, and characters.
- Read a story and identify the beginning, middle, and end.

### **Writing** Early Advanced ELD

#### *Writing Strategies and Applications* - Early Advanced ELD

- Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed.)

#### *Writing Conventions* - Early Advanced ELD

- Use standard word order with some inconsistent grammar forms (e.g., subject/verb agreement)
- Produce independent writing that may include some periods, correct spelling, and inconsistent capitalization.
- Spell frequently used, irregular words correctly (e.g., *was, were, says, who, what, why*).
- Spell three- and four-letter short-vowel words and grade-level appropriate sight words correctly.



## **Listening and Speaking** Early Advanced ELD

### *Listening Comprehension* - Early Advanced ELD

- Listen attentively to stories and information and orally identify key details and concepts. (CELDT)

### *Speaking* - Early Advanced ELD

- Make oneself understood when speaking by using consistent standard English grammatical forms, sounds, intonation, pitch, and modulation, but may make random errors.
- Recognize appropriate ways of speaking that vary according to the purpose, audience, and subject matter.
- Participate in and initiate more extended social conversations with peers and adults on unfamiliar topics by asking and answering questions and restarting and soliciting information.
- Ask and answer instructional questions with more extensive supporting elements (e.g., “Which part of the story was the most important?”).
- Retell stories in greater detail by including the characters, setting, and plot. (CELDT)

## **ELD Advanced**

### **Reading** Advanced ELD

#### *Word Analysis* - Advanced ELD

- Match all consonant and short-vowel sounds to appropriate letters.
- Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).
- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short- vowel patterns (i.e., phonograms), and blend those sounds into recognizable words.
- Read simple one-syllable and high-frequency words (i.e., sight words).
- Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- Read compound words and contractions.
- Read inflectional forms (e.g., *-s, -ed, -ing*) and root words (e.g., *look, looked, looking*).
- Read common word families (e.g., *-ite, -ate*).
- Apply knowledge of common morphemes to derive meaning in oral and silent reading (e.g., basic syllabication rules, regular and irregular plurals, and basic phonics).

#### *Fluency and Systematic Vocabulary Development* – Advanced ELD

- Read aloud with fluency in a manner that sounds like natural speech.
- Match all consonant and short-vowel sounds to appropriate letters.
- Understand that as letters change, so do the sounds (i.e., the alphabetic principle).
- Generate the sounds from all the letters and letter patterns, including consonant blends and long- and short-vowel patterns, (i.e., phonograms), and blend those sounds into recognizable words.
- Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words.
- Read simple one-syllable and high-frequency words (i.e., sight words).
- Read common, irregular sight words (e.g., *the, have, said, come, give, of*).
- Read compound words and contractions.
- Read inflectional forms (e.g., *-s, -ed, -ing*) and root words (e.g., *look, looked, looking*).
- Read common word families (e.g., *-ite, -ate*).



### *Reading Comprehension* – Advanced ELD

- Prepare an oral or written summary by using various comprehension strategies (e.g., generate and respond to questions, draw inferences compare information from several sources), with literature and content area texts.

### *Literary Response and Analysis* – Advanced ELD

- Compare and contrast different authors' use of literary elements.



## **Writing** Advanced ELD

### *Writing Strategies and Applications* - Advanced ELD

- Produce independent writing with consistent use of standard grammatical forms. (some rules may not be followed.)

### *Writing Conventions* - Advanced ELD

- Use complete sentences and correct word order.
- Produce writing that demonstrates a command of the conventions of standard English.

## **Listening and Speaking** Advanced ELD

### *Listening Comprehension* - Advanced ELD

- Listen attentively to stories and information on new topics and identify both orally and in writing key details and concepts.

### *Speaking* - Advanced ELD

- Speak clearly and comprehensibly by using standard English grammatical forms, sounds, intonation, pitch, and modulation.
- Navigate and initiate social conversations by questioning, restarting, soliciting information and paraphrasing the communication of others.
- Demonstrate understanding of idiomatic expressions (e.g., “Give me a hand”) by responding to such expressions and using them appropriately. (CELDT)

