

1. Listening

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Demonstrate comprehension of grade-level vocabulary within familiar, basic questions and simple academic directions, supported by simplified speech, repetition, and visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within simple questions and academic instruction, supported by repetition, visual and/or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary within most everyday conversations and academic instruction, with visual or non-verbal cues.	1. Demonstrate comprehension of grade-level vocabulary, with minimal support.
2. Demonstrate recognition of word structures within familiar, simple speech to determine the meaning of words, when supported by simplified language, repetition, and visual or non-verbal cues.	2. Demonstrate recognition of word structures within simple questions and academic instruction to determine the meaning of words, when supported by repetition, visual and/or non-verbal cues.	2. Demonstrate recognition of word structures to determine the meaning of words within scaffolded conversations and academic instruction on familiar topics, with repetition and visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words within most everyday conversations and academic instruction, with occasional visual or non-verbal support.	2. Demonstrate recognition of word structures to determine the meaning of words, with minimal support.
Pronunciation and Intonation Patterns				
3. Distinguish common phonemes and phonemic patterns in initial and final consonant sounds.	3. Distinguish phonemes and phonemic patterns in initial and final consonant sounds and short vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial and final positions and long vowel sounds.	3. Distinguish phonemes and phonemic patterns in initial, medial, and final positions.	3. Distinguish phonemes and phonemic patterns including blends and digraphs in initial, medial, and final positions.
4. Distinguish intonation patterns in familiar questions and statements.	4. Distinguish intonation patterns that affect meaning in familiar questions, exclamations, and statements.	4. Distinguish intonation patterns that affect meaning in less familiar questions, statements, and exclamations.	4. Distinguish intonation patterns that affect meaning in questions, statements, exclamations, and commands.	4. Distinguish intonation patterns and word stress that affect meaning in questions, statements, exclamations, and commands.

1. Listening

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Oral Instructions, Questions, and Prompts				
5. Respond appropriately to simple classroom commands and instructions to complete grade-level tasks containing modeled, one-step directions, supported by visual and/or non-verbal cues.	5. Respond appropriately to simple classroom commands and instructions to complete grade-level tasks containing modeled two-step directions, supported by simplified speech, repetition, and visual or non-verbal cues.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled directions, with repetition and visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks containing modeled directions, with visual or non-verbal support.	5. Respond appropriately to classroom commands and instructions to complete grade-level tasks with minimal support.
6. Respond appropriately to short, simply-phrased questions about familiar topics, with support, including repetition and visual cues.	6. Respond appropriately to grade-level questions that contain simple language structures, with support, including repetition and visual cues.	6. Respond appropriately to a variety of grade-level questions that have simple language structures, with support, including repetition and visual cues.	6. Respond appropriately to grade-level questions that contain varied language structures, with support, including visual cues.	6. Respond appropriately to a variety of questions that contain grade-level vocabulary and language structures, with minimal support.
Comprehension of Information Presented Orally				
7. Demonstrate listening comprehension of content-related vocabulary about familiar information, presented with simplified speech and visual support.	7. Demonstrate listening comprehension of topic and details about familiar information presented, with simplified speech and visual support.	7. Demonstrate listening comprehension of topic, details and main idea about familiar and unfamiliar information presented in normal speech, with visual support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with occasional support.	7. Demonstrate listening comprehension of familiar and unfamiliar content information in a variety of settings, with minimal support.
Conversations and Discussions				
8. Demonstrate active listening strategies about personal topics by attending to the speaker nonverbally, making eye contact, and using appropriate gestures.	8. Demonstrate active listening strategies in routine social and grade-level academic interactions by responding appropriately, with support.	8. Demonstrate active listening strategies in social and grade-level academic settings by asking on-topic questions, with support.	8. Demonstrate active listening strategies in social and grade-level academic settings by asking on-topic questions, with occasional support.	8. Demonstrate active listening strategies by attending to the speaker and responding appropriately to deepen understanding, with minimal support.

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Use basic, concrete, grade-level, content-specific vocabulary, about familiar information within phrases, one-word responses, and memorized responses, with visual, non-verbal and text support.	1. Use concrete, grade-level, content-specific vocabulary within simple questions and statements, when supported by repetition, visual, non-verbal and text support.	1. Use content-specific, grade-level vocabulary within scaffolded academic discussions, with visual, non-verbal and text support.	1. Use content-specific, grade-level vocabulary within academic discussions, with occasional visual and text support.	1. Use content-specific grade level vocabulary within academic discussions, with minimal support.
2. Use basic general academic vocabulary, including terms used as academic language functions, within phrases, one-word responses, and memorized responses about familiar topics, with visual, non-verbal, and text support.	2. Use basic general academic vocabulary, including terms used as academic language functions, within simple questions and statements, supported by visual, non-verbal, and text support.	2. Use general grade-level academic vocabulary, including terms used as academic language functions, within scaffolded academic discussions with visual, non-verbal and text support.	2. Use general grade-level academic vocabulary within academic discussions with occasional visual and text support.	2. Use general academic vocabulary within academic discussions with minimal support.
3. Use general vocabulary terms, from all parts of speech, about familiar topics, with visual, non-verbal and text support.	3. Use general vocabulary terms, from all parts of speech, within simple questions and statements, supported by visual, non-verbal, and text support.	3. Use general vocabulary terms, from all parts of speech, within scaffolded interpersonal discussions, with visual, non-verbal, and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with occasional visual and text support.	3. Use expressive grade-level vocabulary within interpersonal discussions, with minimal support.

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
4. Repeat correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal cues.	4. Use correct word order in modeled short phrases, highly patterned statements, and questions, with repetition and visual and/or non-verbal cues.	4. Use correct word order in simple statements and questions, with visual and/or non-verbal support.	4. Use correct word order in simple statements and questions, with occasional support.	4. Use correct word order in varied simple statements and questions, with minimal support.
5. Use subject-verb agreement in highly patterned simple statements, with support.	5. Use subject-verb agreement in simple statements and questions, with support.	5. Use simple sentences and questions with subject-verb agreement, with support.	5. Use sentences with subject-verb agreement, with occasional support.	5. Use subject-verb agreement, with minimal support.
6. Use noun-pronoun agreement in simple statements, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with visual support.	6. Use noun-pronoun agreement in simple statements and questions, with support.	6. Use sentences with noun-pronoun agreement, with occasional support.	6. Use personal noun and pronoun agreement, with minimal support.
7. Use present progressive tense of common verbs within short phrases, highly patterned statements, and learned questions, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present and future events, with modeling and visual support.	7. Use verb tenses within simple statements and questions to indicate present, past, and future events, with modeling and visual support.	7. Use verb tenses to indicate present, past, and future events, with occasional support.	7. Use verb tenses to indicate present, past, and future events, with minimal support.
Pronunciation, Intonation				
8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, using words, phrases, and simple sentences, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks, such as reciting sentences to retell a story, when repeating after a model.	8. Use comprehensible pronunciation, enunciation, intonation, and fluency in grade-level oral language tasks and presentations, with modeling and support.	8. Use comprehensible pronunciation, enunciation, intonation, fluency, and verbal/non-verbal techniques in spontaneous situations and grade-level oral presentations, with modeling and occasional support.	8. Speak clearly enough to be heard and understood in a variety of settings, using verbal and non-verbal techniques useful in communication, with minimal support.

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Personal Information				
9. Express personal information and ideas, using short phrases and memorized patterns, with support such as modeled language, props, and visual cues.	9. Express personal information and ideas, using simple modeled sentences, with support such as props and visual cues.	9. Express personal information and ideas, using sentences that include details, with support such as sentence frames and modeled presentations.	9. Express personal information and ideas in a variety of situations, with support such as modeling and prompting for additional detail.	9. Speak in a variety of situations to inform and/or relate experiences, with minimal support.
10. Express opinions and feelings, using words, with support such as modeled vocabulary, props, and visual cues.	10. Express opinions and feelings, using words, phrases, and memorized patterns, with support such as modeling, props, and visual cues.	10. Express opinions and feelings, using simple modeled sentences, with support such as props and visual cues.	10. Express opinions and feelings, using sentences that include reasons and/or details, with support such as sentence stems, sentence frames, and visual cues.	10. Express opinions and feelings, using sentences that include reasons and/or details, with minimal support.
11. Express needs and wants, using words, with support such as modeled language, props, and visual cues.	11. Express needs and wants, using words, phrases, and memorized patterns, with support such as modeled language, props, and visual cues.	11. Express needs and wants, using simple modeled sentences, with support such as props and visual cues.	11. Express needs and wants, using sentences and providing details, with support such as sentence stems, sentence frames, and visual cues.	11. Express needs and wants in a variety of situations, providing reasons and/or details, and using verbal and non-verbal techniques, with minimal support.

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
12. Explain grade-level academic procedures, using gestures, pictures, single words, and modeled phrases.	12. Explain grade-level academic procedures, using short phrases.	12. Explain grade-level two-step academic procedures, using simple sentences.	12. Explain grade-level multi-step academic procedures, using simple sentences.	12. Explain multi-step academic procedures, using grade-level language and structures, with minimal support.
13. Retell events, stories, and experiences, using gestures, pictures, single words, and modeled phrases.	13. Retell events, stories, and experiences, using short phrases and modeled simple sentences with support.	13. Retell events, stories, and experiences, using simple sentences with support.	13. Retell the main idea and details of events, stories, and experiences, using simple sentences, with occasional support.	13. Retell main ideas and details of events, stories, and experiences, using grade-level language and structures, with minimal support.
14. Describe attributes of people, places, and things, using gestures, pictures, and basic adjectives.	14. Describe and compare attributes of people, places, and things, using adjectives in phrases and modeled simple sentences, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with support.	14. Describe and compare attributes and characteristics of people, places, and things, using simple language structures, with occasional support.	14. Describe and compare attributes and characteristics of people, places, and things, using grade-level language and structures, with minimal support.
15. Express predictions of future events, using gestures, pictures, single words, and modeled phrases.	15. Express predictions and future events, using phrases and modeled simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with support.	15. Express predictions, probability, and future events, using simple sentences, with occasional support.	14. Express predictions, probability, and future events, using grade-level language and structures, with minimal support.
16. Express cause-effect relationships, using gestures, pictures, single words, and modeled phrases.	16. Express cause-effect relationships, using phrases and modeled simple sentences, including <i>because</i> , with support.	16. Express cause-effect relationships, using simple sentences, including <i>because</i> and <i>if/then</i> statements, with support.	16. Express cause-effect relationships, using simple sentences, including <i>because</i> and <i>if/then</i> statements, with occasional support.	16. Express cause-effect relationships, using appropriate signal words, with minimal support.

2. Speaking

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Conversations and Discussions				
17. Use basic verbal and non-verbal communication techniques, including taking turns and eye contact, in short conversations and simple discussions.	17. Use verbal and non-verbal communication techniques, including volume and proximity, in short paired or small-group discussions.	17. Use verbal and non-verbal communication techniques, including circumlocution and self-correcting, in grade-level academic discourse and small-group discussions.	17. Use verbal and non-verbal communication techniques, including appropriate register, to participate in grade-level academic discourse and large group discussions.	17. Use organization and delivery strategies to participate in conversations and grade-level academic discourse and discussions.
18. Repeat and ask modeled questions to gain basic information.	18. Ask simple questions to gain basic information and clarify academic content, with support of modeling.	18. Ask simple questions to gain information and clarify academic content.	18. Ask questions to gain information and clarify academic content.	18. Ask a variety of questions to gain information and clarify academic content.

3. Reading

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Connect Written Text and Spoken Language				
1. Match identical letters, with support.	1. Identify some uppercase and lowercase letters, with cues and visual support.	1. Identify all uppercase and lowercase letters, with cues and visual support.	1. Identify all uppercase and lowercase letters, with occasional support.	1. Identify in isolation all upper and lower case letters, with minimal support.
2. Repeat letter sounds including the sounds in the student's own name, with support.	2. Identify initial consonant sounds, with repetition and visual cues.	2. Identify initial and final consonant letter sounds, with repetition and visual cues.	2. Identify letter sounds including short vowels in one syllable words, with repetition and visual cues.	2. Identify consonant sounds and short vowels in grade appropriate words, with minimal support.
3. Repeat rhyming words, with support.	3. Distinguish between rhyming and non-rhyming words, with support.	3. Identify rhyming words in a sentence or short poem, with support.	3. Identify and produce rhyming words in a variety of contexts, with occasional support.	3. Produce rhyming words in a variety of contexts, with minimal support.
4. Recognize student's own first name, with support.	4. Recognize student's own first and last name, with support.	4. Identify known grade-level high-frequency words.	4. Identify grade-level high-frequency words in a sentence.	4. Read grade-level high-frequency words automatically.
Vocabulary and Symbols				
5. Recognize signs, labels and environmental print by examining illustrations, with support.	5. Recognize signs, symbols, labels, and environmental print, with support.	5. Use text and illustrations to identify meaning of familiar words, with support.	5. Determine the meaning of grade-level vocabulary by repeated listening and/or re-reading a variety of texts, using context clues, and examining illustrations, with occasional support.	5. Determine the meaning of grade-level vocabulary by repeated listening and re-reading a variety of texts, using context clues, and examining illustrations, with minimal support.
6. Use names and labels of basic concepts with support of pictures, gestures, actions, and modeling.	6. Identify and sort pictures of common words into basic categories such as colors, numbers, and letters with modeling.	6. Sort grade-appropriate words with or without pictures into categories with modeling.	6. Categorize grade-level words including basic antonyms and synonyms with support of pictures, picture dictionaries, and modeling.	6. Demonstrate knowledge of word relationships and categories to determine the meaning of grade-level vocabulary with visual support.
7. No descriptor at this level.	7. No descriptor at this level.	7. Use word structure to determine meanings of words, including the plural -s, with support of pictures, gestures, actions, and modeling.	7. Use word structure to determine meanings of words, including inflectional endings, with support of pictures, gestures, actions, and modeling.	7. Use word structure to determine meanings of words using grade-appropriate affixes, with support of pictures, gestures, actions, and modeling.

3. Reading

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Comprehension of Informational and Literary Texts				
8. Identify a fact in informational texts with support.	8. Identify important facts in informational texts with support.	8. Identify the topic in informational texts with support.	8. Identify the main idea and one to two supporting details in informational texts with occasional support.	8. Identify the main idea and supporting details in informational texts with minimal support.
9. Identify the important events in patterned literary texts with support.	9. Identify the important events and ideas in patterned literary texts with support.	9. Identify the important events and ideas in literary texts with support.	9. Identify the important events and ideas in literary texts with support.	9. Identify the important events and ideas in literary texts with minimal support.
10. Identify the characters in a familiar story with repeated reading and visual or non-verbal cues.	10. Identify the characters in an unfamiliar story with support of visual or non-verbal cues.	10. Identify the characters and setting in an unfamiliar story with support of visual or non-verbal cues.	10. Identify characters, setting, and sequence of events (beginning, middle and end) with occasional support.	10. Identify characters, setting and sequence of events with minimal support.
Fluency				
11. Demonstrate understanding of correct book positions and the front/back of a book, with support.	11. Demonstrate understanding of basic concepts of print, including looking at pages left to right and top to bottom, with support.	11. Demonstrate understanding of directionality of print by pointing to words (tracking) while reading, with support.	11. Demonstrate understanding that spaces indicate where words end and begin.	11. Recognize that letters build words and words build sentences.
12. No descriptor for this level.	12. No descriptor for this level.	12. Recognize how periods guide expression, with support.	12. Recognize how end punctuation, including periods and question marks, guides expression.	12. Recognize how end punctuation, including periods, question marks, and exclamation marks, guides expression.

3. Reading

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Strategies				
13. Prepare for reading, including making connections to the text from prior knowledge, with support.	13. Prepare for reading, including making predictions and connections to the text from prior knowledge, by examining the text and illustrations, with support.	13. Prepare for reading, including sharing prior knowledge, and making predictions, using whole-group graphic organizers, with support.	13. Prepare for reading, including sharing prior knowledge and making predictions and connections to the text, using graphic organizers to make predictions, with occasional support.	13. Prepare for reading, including activating prior knowledge and making predictions, with minimal support.
14. During reading, demonstrate comprehension of text, including answering questions by making gestures or pointing to show understanding, with support.	14. During reading, demonstrate comprehension of text, including giving short answers to questions or indicating the need for clarification, with support.	14. During reading, demonstrate comprehension of text, including making comments and asking relevant questions, with support.	14. During reading, demonstrate comprehension of text, including recalling and discussing understanding, with minimal support.	14. During reading, demonstrate comprehension of text, including making, confirming, or adjusting predictions, with minimal support.
15. Use resources to assist with reading tasks, including environmental print and illustrated word banks, with support.	15. Use resources to assist with reading tasks, including environmental print, word walls, and illustrated word banks, with support.	15. Use resources to assist with reading tasks, including environmental print, picture dictionaries, word walls, and illustrated word banks, with support.	15. Use resources to assist with reading tasks, including environmental print, picture dictionaries, word walls, and illustrated word banks, with occasional support.	15. Use resources to assist with reading tasks, including environmental print, picture dictionaries, word walls, and illustrated word banks, with minimal support.
16. Use text features, including illustrations and photographs, to make meaning from text, with support.	16. Use text features, including illustrations and photographs, to make meaning from text, with support.	16. Use text features, including illustrations, photographs, and labels, to make meaning from text, with support.	16. Use text features, including illustrations, photographs, and labels, to make meaning from text, with occasional support.	16. Identify and use grade-appropriate text features to facilitate understanding of texts, with minimal support.
17. After reading, demonstrate understanding of the text, including responding to the text by drawing, speaking, dramatizing, or writing, with support.	17. After reading, demonstrate understanding of the text, including answering simple questions, with support.	17. After reading, demonstrate understanding of the text, including describing what the text is about, with support.	17. After reading, demonstrate understanding of the text, including describing details and what is directly stated in the text, using the text as a support.	17. After reading, demonstrate understanding of the text, including retelling a story or summarizing the text as a support.

4. Writing

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Vocabulary				
1. Illustrate and labels concrete nouns and pronouns, with support.	1. Use concrete age-appropriate nouns and pronouns in student-dictated and shared writing, with support.	1. Use concrete age-appropriate nouns and pronouns in student-dictated and shared writing, with support.	1. Use concrete age-appropriate nouns and pronouns in sentence frames, student-dictated and shared writing, with occasional support.	1. Use age-appropriate nouns and pronouns in sentence frames, student-dictated and shared writing, with minimal support.
2. Illustrate and labels verbs to express action, with support.	2. Use verbs to express action or state of being by drawing and labeling in student-dictated and shared writing, with support.	2. Use verbs to express action or state of being in student-dictated and shared writing, with support.	2. Use verbs to express action or state of being in sentence frames, student-dictated and shared writing, with occasional support.	2. Use age-appropriate verbs to express action or state of being in sentence frames, student-dictated and shared writing, with minimal support.
3. Illustrate and labels adjectives, with support.	3. Use articles and basic adjectives by drawing and labeling student-dictated and shared writing, with support.	3. Use articles and basic adjectives in student-dictated and shared writing, with support.	3. Use articles and basic adjectives in sentence frames, student-dictated and shared writing, with occasional support.	3. Use age-appropriate articles and basic adjectives in sentence frames, sentences and student-dictated or shared writing, with minimal support.
4. Copy basic words to indicate time, sequence, and location (i.e., before, after, next, under, on) by labeling and matching pictures, with support.	4. Copy basic words to indicate time, sequence, and location in phrases (i.e., before the game, after school, next to the box, under the table, on the desk) by labeling and matching pictures, with support.	4. Use basic words to indicate time, sequence, and location in phrases and sentence frames (i.e., 'The dog ran ____: under the bed, around the tree, behind the bush.') by labeling and matching pictures, with support.	4. Use basic words to indicate time, sequence, and location in phrases and sentence frames, with occasional support.	4. Use age-appropriate words to indicate direction, time, sequence, and location in phrases and sentence stems and sentence frames, with minimal support.

4. Writing

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Grammar				
5. Repeat correct word order in modeled short phrases, highly patterned statements, with support.	5. Repeat correct word order in modeled simple statements, with support.	5. Use correct word order in modeled simple statements using sentence stems and sentence frames, with support.	5. Use correct word order in simple statements using sentence stems and sentence frames, with occasional support.	5. Use correct word order in statements using sentence stems and sentence frames, with minimal support.
6. Repeat correct word order in modeled basic questions, with support.	6. Repeat correct word order in basic questions, with support.	6. Use correct word order in modeled basic questions using sentence stems and sentence frames, with support.	6. Use correct word order in basic questions using sentence stems and sentence frames, with occasional support.	6. Use correct word order in questions using sentence stems and sentence frames, with minimal support.
7. Recognize the use of subject-verb agreement in highly patterned simple statements by drawing and labeling, with support.	7. Recognize the use of subject-verb agreement in highly patterned simple statements and sentence frames by drawing and labeling, with support.	7. Recognize the correct use of subject-verb agreement in sentence stems and sentence frames, with support.	7. Demonstrate the use of correct subject-verb agreement in sentence stems and sentence frames, with occasional support.	7. Use sentences with correct subject-verb agreement in sentence stems and sentence frames, with minimal support.
8. Recognize the use of noun-pronoun agreement in highly patterned simple statements by drawing and labeling, with support.	8. Recognize the use of noun-pronoun agreement in highly patterned simple statements and sentence frames by drawing and labeling, with support.	8. Recognize the correct use of noun-pronoun agreement in sentence stems and sentence frames, with support.	8. Demonstrate the use of correct noun-pronoun agreement in sentence stems and sentence frames, with occasional support.	8. Use sentences with correct noun-pronoun agreement in sentence stems and sentence frames, with minimal support.
9. Recognize verb tense to indicate present events in highly patterned simple statements, with support.	9. Recognize verb tense to indicate present, past, and future events in simple statements and phrases, with support.	9. Recognize verb tense to indicate present, past, and future events in phrases and sentence stems and sentence frames, with support.	9. Use verb tense to indicate present, past, and future events in phrases and sentence stems and sentence frames, with occasional support.	9. Use verb tense to indicate present, past, and future events in sentence stems and sentence frames, with minimal support.

4. Writing

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Writing Conventions				
10. Demonstrate an understanding that shapes or pictures convey meaning, with support.	10. Write or copy some recognizable letters, with support.	10. Write or copy letters in groups to form words, with support.	10. Copy or write familiar words, with occasional support.	10. Write familiar words, with minimal support.
11. Identify periods in shared writing activities, with support.	11. Copy periods within dictated or shared writing, with support.	11. Use periods within shared writing or sentence frames, with support.	11. Use end punctuation within shared writing or sentence frames, with occasional support.	11. Use end punctuation in a variety of writing activities with minimal support.
12. Identify capital letters in names, with support.	12. Copy capital letters at the beginning of sentences in shared writing activities, with support.	12. Use capital letters at the beginning of sentences and names in shared writing, with support.	12. Use capitalization to begin sentences and names in shared writing and sentence frames, with occasional support.	12. Use capital letters at the beginning of sentences and names with minimal support.
13. Copy first name correctly, with support.	13. Copy first and last names, with support.	13. Write first and last names, words with invented spelling, and phonetically regular high-frequency words, with support.	13. Write grade-level high-frequency words and correct initial consonants of words, with occasional support.	13. Spell grade-level high-frequency words and c-v-c words, with minimal support.
Personal Information				
14. Express personal information using drawings, symbols, letters, or words, with support.	14. Express personal information in dictated or shared writing, with support.	14. Complete sentence frames to express personal information and ideas, with support.	14. Use sentence frames to express personal information and ideas, with occasional support.	14. Express personal information and ideas, with minimal support.
15. Express opinions and feelings using drawings, symbols, letters, or words, with support.	15. Express opinions and feelings in dictated or shared writing, with support.	15. Complete sentence frames to express opinions and feelings, with support.	15. Use sentence frames to express opinions and feelings, with occasional support.	15. Express opinions and feelings, with minimal support.

4. Writing

Kindergarten

Beginning	High Beginning	Intermediate	High Intermediate	Advanced
Academic Information				
16. Use shared writing or dictation to retell events, stories, and experiences using pictures, words, and modeled phrases.	16. Use shared writing or dictation to retell events, stories, and experiences using pictures, words, and/or short phrases.	16. Use shared writing or dictation to retell events, stories, and experiences using pictures, words, phrases, and simple guided sentences.	16. Use shared writing or dictation to retell events, stories, and experiences using pictures, phrases, and sentences with detail.	16. Use shared writing or dictation to retell events, stories, and experiences using details in a short paragraph with support.
17. Use shared writing or dictation to describe attributes of people, places, and things using pictures, words, and modeled phrases.	17. Use shared writing or dictation to describe and compare attributes of people, places, and things using pictures, words, and adjectives in short phrases.	17. Use shared writing or dictation to describe and compare attributes and characteristics of people, places, and things using pictures, words, and adjectives in phrases and simple guided sentences.	17. Use shared writing or dictation to describe and compare attributes and characteristics of people, places, and things using pictures and adjectives in phrases and sentences with detail.	17. Use shared writing or dictation to write descriptive words and other details to expand and improve writing.
18. Use shared writing or dictation to express predictions and future events using pictures, words, and modeled phrases.	18. Use shared writing or dictation to express predictions and future events using pictures, words, and/or short phrases.	18. Use shared writing or dictation to express predictions and future events using pictures, words, phrases, and simple guided sentences.	18. Use shared writing or dictation to express predictions, probability, and future events using pictures, phrases, and sentences with detail.	18. Use shared writing or dictation to express predictions, probability, and future events using details in a short paragraph with support.