



English Language Arts Report Card Companion Kindergarten

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Foundational Skills: Reading

UNDERSTANDS THE ORGANIZATION AND BASIC FEATURES OF PRINT (*Print Concepts*)

Standard L.RF.K.1

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Follow(s) words from left to right, top to bottom, and page by page - Recognize(s) that spoken words are represented by sequences of letters in written language - Understand(s) that printed words are separated by spaces - Recognize(s) and name(s) all upper- and lower-case letters 			

ORALLY MANIPULATES SOUNDS IN SPOKEN WORDS (*Phonological Awareness*)

Standard L.RF.K.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Recognize(s) and produce(s) rhyming words - Count(s), pronounce(s), blend(s), and segment(s) syllables in <u>spoken</u> words - Blend(s) and segment(s) onsets and rhymes in 1-syllable <u>spoken</u> words - Orally repeat(s) multi-syllable words and pronounce(s) the separate syllables - Isolate(s) and pronounce(s) initial, medial, and final sounds in 1-syllable <u>spoken</u> words <ul style="list-style-type: none"> - NOTE: Does NOT include simple syllables ending in /l/, /m/, /r/, or /x/ sounds and consonant blends - Add(s) or substitute(s) individual sounds (phonemes) in simple 1-syllable words to make new words 			

USES GRADE-LEVEL PHONICS SKILLS TO DECODE UNKNOWN WORDS (*Phonics and Word Recognition*)

Standard L.RF.K.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Demonstrate(s) 1-to-1 letter correspondence by producing frequently-used each consonant sounds - Associate(s) long and short vowel sounds with their common spellings (graphemes) - Read(s) high-frequency and grade-level irregular words with automaticity - Recognize(s) the regular and irregular parts of high-frequency words - Distinguish(es) between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap) 			

READS WITH ACCURACY AND FLUENCY (*Fluency*)

Standard L.RF.K.4

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
- Read(s) emergent-reader (decodable) texts (including words with 1-to-1 letter-sound correspondence) orally with sufficient decoding, accuracy, and comprehension			

Reading Domain

WITH PROMPTS AND SUPPORT, ASKS AND ANSWERS QUESTIONS ABOUT KEY DETAILS IN LITERARY AND INFORMATIONAL TEXTS

Standards RL.CR.K.1, RI.CR.K.1

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

With prompts and support:

- Ask(s) and answer(s) who, what, where, when, why and how questions in a literary text and in an informational text

WITH PROMPTS AND SUPPORT, IDENTIFIES CENTRAL MESSAGE/MAIN TOPIC AND RETELLS KEY DETAILS IN TEXTS

Standards RL.CR.K.2, RI.CI.K.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

With prompts and support:

- Identify(ies) the central message in a literary text
- Retell(s) a familiar literary text with key details (e.g., who, what, where, when, why, how)
- Identify(ies) the main topic and key details in an informational text (e.g., who, what, where, when, why, how)

WITH PROMPTS AND SUPPORT, IDENTIFIES STORY ELEMENTS IN LITERARY TEXTS AND DESCRIBES CONNECTIONS BETWEEN TWO IDEAS/PIECES OF INFORMATION IN INFORMATIONAL TEXTS

Standards RL.IT.K.3, RI.IT.K.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<p>With prompts and support:</p> <ul style="list-style-type: none"> - Identify(ies) characters, setting, and major events in a literary text - Describe(s) the connection between 2 individuals, events, ideas, or pieces of information in an informational text 			

WITH PROMPTS AND SUPPORT, DESCRIBES THE RELATIONSHIP BETWEEN THE ILLUSTRATIONS AND THE STORY/TEXT IN LITERARY AND INFORMATIONAL TEXTS

Standards RL.MF.K.6, RI.MF.K.6

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

With prompts and support:

- Describe(s) how the illustrations and the text in which they appear go together
 - e.g., what moment an illustration depict in a literary text
 - e.g., what person, place, thing, or idea an illustration depicts in an informational text

WITH PROMPTS AND SUPPORT, IDENTIFIES THE REASONS AN AUTHOR GIVES TO SUPPORT IDEAS IN INFORMATIONAL TEXTS

Standard RI.AA.K.7

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
With prompts and support: <ul style="list-style-type: none"> - Name(s) the reason the author gives to support their argument in an informational text 			

WITH PROMPTS AND SUPPORT, IDENTIFIES BASIC SIMILARITIES AND DIFFERENCES BETWEEN TWO TEXTS

Standards RL.CT.K.8, RI.CT.K.8

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

With prompts and support:

- Name(s) basic similarities and differences between 2 literary texts on the same topic (e.g. characters, experiences, illustrations, descriptions, or procedures)
- Name(s) basic similarities and differences between 2 informational texts on the same topic (e.g. characters, experiences, illustrations, descriptions, or procedures)

Foundational Skills: Writing

DEMONSTRATES COMMAND OF GRADE-LEVEL WRITING CONVENTIONS (*Sound-Letter Basics*)

Standard L.WF.K.1

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Match(es) upper and lowercase letters - Write(s) upper and lowercase letters, <u>with reference to a model</u> - Write(s) left to right - Include(s) a space between words - Identify(ies) the letters used to represent vowel phonemes and consonants <ul style="list-style-type: none"> - Know(s) every syllable has a vowel - Write(s) a common grapheme (letter or letter group) for each phoneme - Orally segment(s) phonemes in a 1-syllable, spoken word 			

USES GRADE-LEVEL PHONICS SKILLS TO SPELL WORDS (*Spelling*)

Standard L.WF.K.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Represent(s) phonemes, <u>first to last</u>, in <u>simple</u> words, using letters with a clear relationship to sound (e.g. “o” in “rope” may be spelled with the letter o) - Select(s) or write(s) a missing initial or final consonant when spelling a CVC word - Spell(s) VC (at, in) and CVC (pet, mud) words with short vowel sounds - Write(s) frequently used words accurately - Attempt(s) phonetic spellings of unknown words - Write(s) initial and final consonant blends (e.g. -st, sl-, pl-) 			

DEMONSTRATES COMMAND OF GRADE-LEVEL CONVENTIONS OF SENTENCE COMPOSITION
(Sentence Composition: Grammar, Syntax, and Punctuation)

Standard L.WF.K.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Repeat(s) a sentence and identify(ies) how many words are in the sentence - Write(s) simple sentences - Writes sentences with increasing complexity - Capitalize(s) the 1st word in a sentence and proper names - Include(s) spaces between words - Use(s) end punctuation - Use(s) manipulatives or digital tools to construct complete sentences - Identify(ies) the “who,” “is doing,” and “what” in a subject-verb-object sentence frame 			

- Match(es) periods, question marks, and exclamation points to statements, questions, command, and exclamations
- **With prompts and support**, distinguish(es) between a complete sentence and a sentence fragment
- **With prompts and support**, write(s) statements in response to questions and questions from statements using conventional word order
- Elaborate(s) a simple subject or predicate in response to who, what, where, when, how, or why questions
- Use(s) conjunctions appropriately in sentences (e.g., and, but, so, and because)

WITH PROMPTS AND SUPPORT, UNDERSTANDS AND USES LANGUAGE CONVENTIONS WHEN SPEAKING AND LISTENING (*Sentence Composition: Grammar, Syntax, and Punctuation*)

Standards L.KL.K.1

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

With prompts and support when speaking and listening:

- Use(s) frequently occurring nouns and verbs
- Form(s) regular plural nouns orally by adding -s or -es (e.g, dog, dogs; wish, wishes)
- Understand(s) and use(s) question words (interrogatives) (e.g., who, what where, when, why, how)
- Use(s) most frequently occurring prepositions (e.g. to, from, in, out, on, off, for, of, by, with)
- Produce(s) and expand(s) complete sentences in shared learning activities

WITH PROMPTS AND SUPPORT, ASKS AND ANSWERS QUESTIONS TO HELP IDENTIFY NEW MEANINGS FOR WORDS AND PHRASES (*Sentence Composition: Grammar, Syntax, and Punctuation*)

Standard L.VL.K.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<p>With prompts and support:</p> <ul style="list-style-type: none"> - Identify(ies) new meanings for familiar words and apply(ies) them accurately (e.g., knowing duck is a verb and learning the verb to duck) - Use(s) the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word 			

WITH PROMPTS AND SUPPORT, UNDERSTANDS WORD RELATIONSHIPS AND NUANCES IN WORD MEANINGS (*Sentence Composition: Grammar, Syntax, and Punctuation*)

Standard L.VI.K.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

With prompts and support:

- Sort(s) common objects into categories (e.g., shapes, foods)
- Relate(s) frequently occurring verbs and adjectives to their opposites (antonyms)
- Identify(ies) real-life connections between words and their use (e.g., names places at school that are colorful)
- Distinguish(es) shades of meaning among verbs describing the same general action (e.g. walk, march, strut, prance) by acting out the meanings

Writing Domain

USES A COMBINATION OF DRAWING, DICTATING, AND WRITING TO COMPOSE OPINION PIECES

Standard W.AW.K.1

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
Using a combination of drawing, dictating, and writing, - Compose(s) opinion pieces on topics or texts (e.g., My favorite book is...)			

USES A COMBINATION OF DRAWING, DICTATING, AND WRITING TO COMPOSE INFORMATIVE/EXPLANATORY TEXTS

Standard W.IW.K.2

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<p>Using a combination of drawing, dictating, and writing,</p> <ul style="list-style-type: none"> - Compose(s) informative/ explanatory texts to convey ideas <ul style="list-style-type: none"> - Introduce(s) a topic - Develop(s) topic with <u>at least 2</u> facts or other information/examples related to topic, <u>including pictures</u> 			

USES A COMBINATION OF DRAWING, DICTATING, AND WRITING TO COMPOSE NARRATIVES

Standard W.NW.K.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :

Using a combination of drawing, dictating, and writing,

- Narrate(s) real or imagined experiences or events
 - Establish(es) a situation and/or introduce(s) characters
 - Organize(s) an event sequence (beginning, middle, end)
 - Provide(s) limited details of experiences, events, or characters
 - Provide(s) a reaction to the experiences or events

WITH PROMPTS AND SUPPORT, RECALLS OR GATHERS INFORMATION TO ANSWER A QUESTION

Standard W.SE.K.6

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
With prompts and support: - Answer(s) a question by recalling information from experiences or by gathering information from <u>provided</u> sources			

Speaking & Listening

PARTICIPATES IN COLLABORATIVE CONVERSATIONS			
Standard SL.PE.K.1			
1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Discuss(es) kindergarten topics and texts with peers and adults in small and larger groups <ul style="list-style-type: none"> - Follow(s) norms for discussion (e.g. listening to others, taking turns speaking, etc.) - Continue(s) a conversation through multiple exchanges 			

ASKS AND ANSWERS QUESTIONS TO GAIN INFORMATION, CLARIFY UNDERSTANDING, OR SEEK HELP

Standard SL.ES.K.3

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Ask(s) and answer(s) questions to: <ul style="list-style-type: none"> - Seek help - Get information <u>or</u> - Clarify something not understood 			

ADDS DRAWINGS TO DESCRIPTIONS TO PROVIDE ADDITIONAL DETAIL

Standard SL.UM.K.5

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
- Provide(s) additional detailing by adding drawings or other visual displays to descriptions			

DESCRIBES FAMILIAR PEOPLE, PLACES, THINGS, AND EVENTS WITH DETAIL

Standard SL.PI.K.4

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Describe(s) <u>familiar</u> people, places, things, and events - Provide(s) additional detail with prompts and support 			

EXPRESSES IDEAS, THOUGHTS, AND FEELINGS CLEARLY

Standard SL.AS.K.6

1	2	3	4
Does not meet grade level expectations of learning standards	Partially meeting grade level expectations of learning standards	Meeting grade level expectations of learning standards	Exceeding grade level expectations of learning standards
Student does not yet attempt to:	Student attempts to:	Student:	Student consistently and independently :
<ul style="list-style-type: none"> - Speak(s) audibly - Express(es) thoughts, feelings, and ideas clearly 			