

Literature and Informational Texts

Students who are working beyond the standard read at or above a level 16 and consistently exceed the end-of-year standard.

Term	Engages with grade level text with purpose and understanding. RL.10. RI.10; RL.7 and RI.7; RF.4; SL. 2
1	Engages in whole group reading activities (e.g. interactive read aloud, shared reading).
2	Engages in whole group and small group reading activities (e.g. interactive read aloud, shared reading, guided reading). Begins to use word-solving strategies (e.g. picture clues, initial sounds, cross-checking).
3	Engages in whole group and small group reading activities (e.g. interactive read aloud, shared reading, guided reading). Uses picture clues, initial sounds, and cross-checking as word-solving strategies. Recognizes common types of texts (story, poem, nonfiction). Reads predictable, emergent-level text (Level 3).
Term	With support, asks and answers questions about key details in a text. RL.1, RI.1, RL.3 and RI. 3; RL.4. RI.4, RL.5; RL..6, RI.6
1	With support, identifies characters and setting in a story.
2	With support, identifies characters, setting, and major events in a story. With support, defines the role of the author and illustrator in a story. With support, asks and answers questions about unknown words in a text.
3	With support, identifies characters, setting, and major events in a story. With support, defines the role of the author and illustrator in a story. With support, asks and answers questions about unknown words in a text. With support, asks and answers questions about information in a nonfiction text. <i>Also addressed in content areas.</i> With support, retells a simple story.

Foundational Skills

Term	<p style="text-align: center;">Understands concepts of print. RFS.1.a,1.b, and 1.c; L.2.b, and RI.5 A rating of "4" is not available for this standard.</p>
1	<p>Demonstrates understanding of directionality (left to right, top to bottom, page by page). Demonstrates concept of word by identifying a word on page.</p>
2	<p>Demonstrates understanding of directionality (left to right, top to bottom, page by page). Demonstrates concept of word by identifying first/last word in a sentence and first/last letter in a word. Names parts of a book (front cover, back cover, title page). Recognizes and names a period.</p>
3	<p>Demonstrates understanding of directionality (left to right, top to bottom, page by page) Demonstrates concept of word by identifying first/last word in a sentence and first/last letter in a word. Names parts of a book (front cover, back cover, title page). Recognizes and names end punctuation (.?!).</p>

Term	<p style="text-align: center;">Names upper and lower case letters. R.F.S.1d A rating of "4" is not available for this standard.</p>
1	<p>Names 20/26 upper case letters and 15/26 lower case letters.</p>
2	<p>Names all upper case letters and 20/26 lower case letters.</p>
3	<p>Names all upper and lower case letters.</p>

Term	Produces letter sounds. R.F.S. 3a, 3b <i>A rating of "4" is not available for this standard.</i>
1	Produces 15 consonant sounds.
2	Produces all consonant sounds (no digraphs). Produces short vowel sounds.
3	Produces all consonant sounds (no digraphs). Produces short and long vowel sounds.

Term	Recognizes and generates rhyming words. R.F.S.2a <i>A rating of "4" is not available for this standard.</i>
1	Recognizes and generates rhyming words.
2	Recognizes and generates rhyming words.
3	Recognizes and generates rhyming words.

Term	<p align="center">Blends and segments syllables and sounds. R.F.S. 2b <i>A rating of "4" is not available for this standard.</i></p>
1	Blends and segments syllables.
2	Blends and segments syllables. Blends and segments onset and rime.
3	Blends and segments syllables. Blends and segments onset and rime. Blends sounds in one-syllable words with three phonemes (ex. b-oo-k, c-a-t). Segments sounds in one-syllable words with three phonemes.

Term	<p align="center">Isolates sounds in beginning, middle, and end of words. R.F.S.2d <i>A rating of "4" is not available for this standard.</i></p>
1	Isolates beginning sounds.
2	Isolates beginning and ending sounds.
3	Isolates beginning, middle, and ending sounds.

Term	Reads Kindergarten high frequency words. R.F.S.3c
1	Reads 8 Kindergarten high frequency words.
2	Reads 15 Kindergarten high frequency words.
3	Reads 25 Kindergarten high frequency words.

Writing

Term	Uses a combination of drawing and writing to express ideas. W.1; W.2; W.3; W.5; W.7; W.8
1	<p>With support, generates ideas for stories.</p> <p>Dictates a story to an adult scribe.</p> <p>Expresses ideas through pictures.</p> <p>Begins to label with sounds or words, using inventive spelling.</p> <p>With support, adds details to pictures.</p>
2	<p>With support, generates ideas for stories.</p> <p>Dictates a story to an adult scribe.</p> <p>Begins to sequence events in a story.</p> <p>With support, adds details to pictures and words.</p>
3	<p>Generates ideas for stories.</p> <p>Uses a combination of drawing and writing to tell a story, state an opinion, or provide information.</p> <p>Includes a reaction at the end of a story (e.g. <i>I had fun!</i>)</p> <p>Sequences most events in a story.</p> <p>With support, adds details to pictures and words.</p>

Speaking and Listening

Term	<p style="text-align: center;">Follows rules for discussions. S.L.1</p> <p style="text-align: center; color: red;">A rating of "4" is not available for this standard.</p>
1	<p>Listens to others. Takes turns. Raises hand before speaking.</p>
2	<p>Listens to others. Takes turns. Raises hand before speaking.</p>
3	<p>Listens to others. Takes turns. Raises hand before speaking. With support, adds comments that are mostly on topic.</p>

Term	<p style="text-align: center;">Asks and answers questions to seek help, get information, or deepen understanding S.L.3</p> <p style="text-align: center; color: red;">A rating of "4" is not available for this standard.</p>
1	<p>With support, asks for help in an appropriate manner. With support, asks for clarification and further explanation when needed. With support, answers questions posed by others.</p>
2	<p>Asks for help in an appropriate manner. With support, asks for clarification and further explanation when needed. With support, answers questions posed by others.</p>
3	<p>Asks for help in an appropriate manner. Asks for clarification and further explanation when needed. Answers questions posed by others.</p>

Term	Speaks audibly and expresses thoughts, feelings, and ideas clearly. SL.4; SL.6 A rating of "4" is not available for this standard.
1	With prompting, speaks audibly and expresses thoughts, feelings, and ideas clearly.
2	Speaks audibly and expresses thoughts, feelings, and ideas clearly. With prompting, uses complete sentences when appropriate.
3	Speaks audibly and expresses thoughts, feelings, and ideas clearly. Uses complete sentences when appropriate.

Language

Term	Prints upper and lower case letters legibly. L.1.a A rating of "4" is not available for this standard.
1	Prints most upper case letters legibly.
2	Prints most upper case letters legibly. Prints some lower case letters legibly.
3	Prints most upper and lower case letters legibly.

Term	Uses grade-level conventions in daily writing. L.2.a, 2b
1	N/A
2	Begins to capitalize the word "I" and first word in a sentence. Begins to leave spaces between words. Begins to place words on the line.
3	Capitalizes the word "I" and first word in a sentence most of the time. Begins to use end punctuation. Leaves spaces between words most of the time. Places words on the line most of the time.

Term	Spells simple words phonetically and high frequency words correctly. L.2.c and L.2.d
1	Begins to spell words phonetically using some consonant sounds.
2	Spells simple words phonetically using most consonant sounds correctly. Uses a vowel in some words. Spells 15/25 Kindergarten high frequency words correctly.
3	Spells simple words phonetically using most consonant sounds correctly. Uses a vowel in most words. Spells 20/25 Kindergarten high frequency words correctly.