

Pre-first

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	Reads and comprehends a variety of grade level text. RL5; RL7. and RI. 7; RL 9 and RI9; RL.10 and RL.10
1	Participates in shared reading experiences. With prompting and support, makes predictions using picture clues. Reads predictable, emergent-level text. (Level 2)
2	Participates in shared reading experiences. Reads grade level fiction text. (Level 4) Makes predictions using picture clues.
3	Participates in shared reading experiences. Reads grade level fiction and informational text. (Level 6-8). Makes predictions using picture and text clues. Makes connections to text. Explains the difference between books that tell stories and books that give information.
Term	With support, asks and answers questions about key details in a text. RL.1 and RI.1; RL.2 and RI.2; RL3 and RI 3; RL4 and RI4; RL 6; and RI.8
1	With support, identifies characters, setting, and major events in a story. With support, asks and answers questions about words in a text.
2	With support, identifies characters, setting, and major events in a story. With support, asks and answers questions about non-fiction topics. <i>Also addressed in content areas.</i> With support, identifies the main topic of a non-fiction text. With support, asks and answers questions about words in a text. With support, defines the role of the author and illustrator in a story. With support, retells a simple story.

3	<p>With support, identifies characters, setting, and major events in a story.</p> <p>With support, asks and answers questions about non-fiction topics. <i>Also addressed in content areas.</i></p> <p>With support, identifies the main topic of a non-fiction text.</p> <p>With support, asks and answers questions about words in a text.</p> <p>With support, defines the role of the author and illustrator in a story.</p> <p>With support, identifies the reasons an author gives to support points in a text.</p> <p>With support, retells a simple story.</p>
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Term	Knows and uses nonfiction text features to locate information in a text. RI.5 <i>A rating of "4" is not available for this standard.</i>
1	N/A
2	With support, knows and uses title, illustrations, photographs, and labels to locate information in a text.
3	Knows and uses title, illustrations, photographs, and labels to locate information in a text.

Term	Demonstrates independent reading habits.
1	N/A
2	Sustains independent reading for 5 minutes.
3	Sustains independent reading for 10 minutes.

Foundational Skills

Term	Recognizes and generates rhyming words. RFS.2 <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	Isolates sounds in beginning, middle, and end of words. RFS. 2 <i>A rating of "4" is not available for this standard.</i>
1	Isolates sounds in the beginning and end of words.
2	Isolates sounds in the beginning, middle, and end of words.
3	Isolates sounds in the beginning, middle, and end of words.

Term	Blends and segments syllables and sounds. RFS.2 A rating of "4" is not available for this standard.
1	Blends and segments syllables. Blends and segments onset and rime.
2	Blends and segments syllables. Blends and segments onset and rime. Blends and segments individual sounds in words.
3	Blends and segments syllables. Blends and segments onset and rime. Blends and segments individual sounds in words.

Term	Knows and applies grade level phonics and word analysis skills. RFS.3
1	Produces all consonant sounds.
2	Produces all consonant sounds. Produces the sounds of consonant digraphs (sh, ch, th, wh) and short vowels. Reads words with short vowel sounds (CVC)
3	Produces all consonant sounds. Produces the sounds of consonant digraphs and short and long vowels. Reads words with short vowel sounds (CVC) and digraphs (sh, ch, th, wh).

Term	Reads grade level high frequency words. RFS.3
1	Reads 20/60 pre-first high frequency words.
2	Reads 40/60 pre-first high frequency words.
3	Reads 55/60 pre-first high frequency words.

Term	Reads orally with accuracy and fluency. RFS. 4
1	<p>Reads predictable, emergent-level text. (Level 2).</p> <p>Tracks print.</p> <p>Uses picture clues.</p> <p>Begins to use word-solving strategies such as beginning sound clues.</p>
2	<p>Reads Level 4 text accurately.</p> <p>Tracks print.</p> <p>Uses picture clues.</p> <p>With prompting, uses word-solving strategies such as blending sounds.</p> <p>Begins to self-correct using meaning, syntax, and visual information.</p>

Term	Reads orally with accuracy and fluency. RFS. 4
3	<p>Reads level 6-8 text accurately.</p> <p>Tracks print.</p> <p>Uses word-solving strategies (e.g., picture clues and blending sounds).</p> <p>Self-corrects using meaning, syntax, and visual information.</p> <p>Begins to read in short phrases.</p> <p>Begins to attend to punctuation.</p>

Writing

Term	Uses a combination of drawing and writing to tell stories, convey information, and express opinions. W.1, W.2, W.3; W.7; W.8
1	<p>Begins to use a combination of drawing and writing to tell a story.</p>
2	<p>Uses a combination of drawing and writing to tell a story and convey information.</p> <p>Begins to stay focused on a topic or event.</p> <p>Some events or ideas are sequenced.</p> <p>Includes a few details.</p>
3	<p>Uses a combination of drawing and writing to tell a story, convey information, and express an opinion.</p> <p>Stays focused on a topic or event most of the time.</p> <p>Sequences most ideas or events.</p> <p>Includes some supporting details.</p> <p>Ending provides some sense of closure.</p>

Term	With support, begins to revise and edit. W.5
1	With support, adds details to pictures.
2	With support, adds details to pictures and words.
3	With support, adds details to pictures (if present) and words. With support, begins to use an editing checklist.

Speaking and Listening

Term	Follows rules for discussions. SL.1 A rating of "4" is not available for this standard.
1	Follows rules for discussion.
2	Follows rules for discussions. Participates in discussions.
3	Follows rules for discussions. Participates in discussions. With support, adds comments that are on topic.

Term	<p style="text-align: center;">Asks and answers questions to seek help, get information, or deepen understanding. SL.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 clarification and further explanation when needed. With support, asks for help in an appropriate manner. With support, answers questions posed by other.</p>
2	<p>With support, asks for clarification and further explanation when needed. Asks for help in an appropriate manner. Answers questions posed by other.</p>
3	<p>Asks for clarification and further explanation when needed. Asks for help in an appropriate manner. Answers questions posed by other.</p>

Term	<p style="text-align: center;">Speaks audibly and expresses thoughts, feelings, and ideas clearly. SL.4 and SL.6</p> <p style="text-align: center; color: red;">A rating of "4" is not available for this standard.</p>
1	<p>With prompting, speaks audibly and expresses ideas clearly.</p>
2	<p>Speaks audibly and expresses ideas clearly. With prompting, uses complete sentences when appropriate.</p>
3	<p>Speaks audibly and expresses ideas clearly. Uses complete sentences when appropriate.</p>

Language

Term	Uses learned spelling patterns and high frequency words in daily writing. L. 2d
1	Spells simple words phonetically using some consonant sounds correctly. Spells 15/60 pre-first high frequency words correctly.
2	Spells simple words phonetically using most consonant sounds correctly. Uses a vowel in most words, though not always the correct one. Spells 25/60 pre-first high frequency words correctly.
3	Spells simple words phonetically using most consonant sounds and digraphs correctly. Uses short vowels correctly, most of the time. Begins to use long vowel markers such as silent e. Spells 50/60 pre-first high frequency words correctly.

Term	Uses grade-level grammar, punctuation and capitalization in daily writing. L.1 and L.2
1	Begins to use end punctuation. Capitalizes the pronoun "I" some of the time.
2	Uses end punctuation correctly some of the time. Capitalizes the pronoun "I" most of the time. Capitalizes the first word in a sentence some of the time.
3	Uses end punctuation correctly most of the time. Capitalizes the first word in a sentence, the pronoun "I", and names of people, most of the time. Uses singular and plural nouns appropriately most of the time (do not have to be spelled correctly). Uses simple past, present, and future verb tenses correctly, most of the time.

Term	Uses correct letter formation and placement to write legibly. L.1
1	Correctly forms letters that have been taught. Begins to leave spaces between words. Begins to place letters correctly on the line.
2	Correctly forms letters that have been taught. Leave spaces between words some of the time. Places letters correctly on the line some of the time.
3	Forms most letters correctly. Leaves spaces between words most of the time. Places letters correctly on the line, most of the time.