

Topic: Reading: Foundational	
Score	Description: (St: RF.K.1) Demonstrate understanding of the organization and basic features of print.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Student will perform these activities with an unfamiliar text.
3	<p>The student will: Demonstrate understanding of the organization and basic features of print.</p> <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print and can point with one-to-one correspondence. d. Recognize and name all upper- and lowercase letters of the alphabet.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • words, letters, written language, book, left, right, top, bottom, page, space, separate, print <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Points to words on the page but may not track or follow with one-to-one correspondence. • Recognizes and/or names some upper- and lower-case letters of the alphabet. Points to spaces, words, and/or punctuation when asked.
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Concepts of Print Checklist • Informal Observations - Leveled Readers, Shared Read, Decodable Readers • Reading, Writing, and Naming Uppercase and Lowercase Letters Checklist

Topic: Reading: Foundational	
Score	Description: (St: RF.K.2) Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Student can break down multi-syllabic words using manipulatives to show each phoneme.
3	<p>The student will: Demonstrate understanding of spoken words, syllables, and sounds (phonemes)</p> <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVC ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • rhyming words, onset, rhyme, blend, segment, initial, medial, final, sounds <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Recognize but not produce rhyming words. • Can pronounce the initial sounds in some words. • Can clap syllables but cannot count to tell how many are in words. • Isolate the onset of the word but cannot isolate the rime.
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Heggerty Assessments • Wonders Unit Assessments • Big Book – Rhyming / Syllable • Word Work – Picture Sort / Response Board / Extend the Concept

Topic: Reading: Foundational	
Score	Description: (St: RF.K.3) Know and apply grade-level phonics and word analysis skills in decoding words.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Students can blend and read multi-syllabic words and/or recognize less-common words by sight.
3	<p>The student will: Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., bat/cat, bat/bit/, bat/bad).
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • short vowel, long vowel, decode, blend, high frequency words <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Read some words by decoding • Understand each letter has a corresponding sound • Read some sounds in isolation but cannot consistently blend sounds to read words independently. • May be able to read the short sounds for the vowels but does not understand the graphemes that dictate the long sounds. • May read sight words with prompting and/or support (say-spell-say)
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Wonders Progress Monitoring Checklist • Reading, Writing, and Naming Uppercase and Lowercase Letters Checklist • High Frequency Word Multiple Choice Questions on Wonders Unit Assessments • Quick Erase Strategy (used in small groups) • Heggerty <p>Wonders Unit Assessment (not fully assessed until Unit 6)</p>

Topic: Reading: Informational	
Score	Description: RI.K.1 With prompting and support, students will ask and answer questions about key details in a text.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Without prompting and support, students will ask and answer questions about key details in a text.
3	The student will: With prompting and support, students will ask and answer questions about key details in a text.
2	The student will recognize or recall specific vocabulary, such as: “text,” “illustrations,” “details” The student will perform basic processes, such as: <ul style="list-style-type: none"> • Open close ended and/or yes or no questions regarding the text or illustrations.
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Reading Writing Companion or class journal • Through discussion during interactive read-aloud, literature big-book and paired selection lessons. • Wonders Unit Assessments

Topic: Reading: Informational	
Score	Description: RI.K.2 With prompting and support, identify the main topic and retell key details of a text.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Without prompting and support, student responds with complete sentences when identifying the main topic and retelling key details of a story.
3	The student will: With prompting and support, identify the main topic and retell key details of a text.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • idea, text, or retell <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identifies the main topic but cannot retell key details. • Can retell the key details but cannot identify the main topic.
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Reading Writing Companion or class journal • Through discussion during interactive read-aloud, literature big-book and paired selection lessons. • Wonders Unit Assessments

Topic: Reading: Informational	
Score	Description: RI.K.5 Identify the front cover, back cover, and title page of a book.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Not applicable for this standard.
3	Description: RI.K.5 Identify the front cover, back cover, and title page of a book.
2	The student will recognize or recall specific vocabulary, such as: “front” “cover” “back,” “title,” “book,” “page,” “name.” The student will perform basic processes, such as: <ul style="list-style-type: none"> • Identify one or two of the three items in the standard, but not all three.
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Concepts of Print Checklist • Informal Observation

Topic: Reading: Literature	
Score	Description: R.L.K.1 With prompting and support, ask, and answer questions about key details in a text.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> Without prompting and support, students will ask and answer questions about key details in a text.
3	The student will: With prompting and support, ask, and answer questions about key details in a text.
2	<p>The student will recognize or recall specific vocabulary, such as: “text,” “Illustrations,” “details”</p> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Open close ended and/or yes or no questions regarding the text or illustrations.
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> Reading Writing Companion or class journal Through discussion during interactive read-aloud, literature big-book and paired selection lessons. Wonders Unit Assessments

Topic: Reading: Literature	
Score	Description: R.L.K.2 With prompting and support, retell familiar stories, including key details.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Independently, retell familiar stories and stories they have read, including key/supporting details.
3	<p>The student will: With prompting and support, retell familiar stories, including key details.</p>
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Retell, sequence, beginning, middle, end, character, setting, detail, main idea <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify characters • Identify the setting • Recall events from beginning, middle, and/or end of the story • Tell familiar stories • Can retell or partially retell a familiar story but lacks key details.
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Reading Writing Companion or class journal • Through discussion during interactive read-aloud, literature big-book and paired selection lessons. • Wonders Unit Assessments

Topic: Reading: Literature	
Score	Description: R.L.K.3 With prompting and support, identify characters, settings, and major events in a story.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Without prompting and support, identify characters, settings, and major events in a story.
3	The student will: With prompting and support, identify characters, settings, and major events in a story.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • ‘character,” “setting,” “events,” “story.” <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Identify one or two of the three items in the standard, but not all three. • Can identify or expand on one of the items in the standard but not all items.
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Reading Writing Companion or class journal • Unit Assessments • Through Small Group using Leveled Readers

Topic: Speaking and Listening	
Score	Description: (St: SL.K.4) Use details to describe familiar people, places, things, and/or events with prompting and support
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Without prompting and support able to describe familiar people, places, things, or events with prompting and support.
3	The student will: Use details to describe familiar people, places, things, or events with prompting and/or support.
2	<p>The student will recognize or recall specific vocabulary, such as: “people,” “place,” “thing,” “event,” “noun,” “adjective,” “details”</p> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Naming vocabulary with no descriptive words.
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Through discussion during interactive read-aloud and big-book lessons. • Informal observations during classroom discussions.

Topic: Speaking and Listening	
Score	Description: (St: SL.K.5) Add drawings or other visual displays to descriptions as desired to provide additional detail.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Not applicable for this standard.
3	The student will: Add drawings or other visual displays to descriptions as desired to provide additional detail.
2	The student will recognize or recall specific vocabulary, such as: “drawing,” “illustration/illustrate,” “picture,” “detail” The student will perform basic processes, such as: <ul style="list-style-type: none"> • Draw a simple picture with few to no details that pertain to the subject of their drawing. • Does not add relevant or appropriate details to their drawing.
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Reading Writing Companions or class journal • Informal observations during purposeful play centers • Adding pictures/details to writing

Topic: Speaking and Listening	
Score	Description: (St: SL.K.7) Demonstrate command of the conventions of standards English grammar and usage when speaking.
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> Independently produce and expand complete sentences in everyday conversations
3	The student will: Demonstrate command of the conventions of standards English grammar and usage when speaking. <ol style="list-style-type: none"> Use frequently occurring nouns and verbs in speech. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). Produce and expand complete sentences in shared language activities.
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> Sentence, letter, question, nouns, and verbs The student will perform basic processes, such as: <ul style="list-style-type: none"> Responds with words/phrases that make sense but not in complete sentences.
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> Informal observation during purposeful play Think pair share with peers Participation in Classroom discussions.

Topic: Speaking and Listening	
Score	Description: (St: SL.K.8) Use words and phrases acquired through conversations, reading, and through being read to.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • Uses new words in the correct context in complete sentences. • Explains the explicit meaning of new words.
3	<p>The student will: Use words and phrases acquired through conversations, reading, and through being read to.</p>
2	<p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Use synonyms of recently acquired words but not the actual vocabulary word.
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Wonders oral vocabulary • Informal observation during purposeful play • Think pair share with peers • Participation in Classroom discussions.

Topic: Writing Kinder	
Score	Description: (St:W.K.1.) Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
4	In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as: <ul style="list-style-type: none"> • Write to compose an opinion piece. • Introduces and writes the topic or the name of the book that I am writing about. • State an opinion or preference about the book or topic and supplies a reason. • Provide some sense of closure.
3	The student will: <ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).
2	The student will recognize or recall specific vocabulary, such as: <ul style="list-style-type: none"> • “draw,” “dictate,” “write,” “compose,” “opinion,” “topic,” “preference.” The student will perform basic processes, such as: <ul style="list-style-type: none"> • Use a combination of drawing, dictating, or emergent writing to express thoughts and ideas. • Tell a reader with questioning or prompting, the topic or the name of the book that I am writing about. • Has an implied opinion or preference about the topic or book.
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Reading Writing Companion or class journal • Writing activities/tasks (sharing with partner, author’s chair, etc.) • Small group writing (writing workshop time)

Topic: Writing Kinder	
Score	Description: (St: W.K.2) Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • writes to compose an informative/explanatory piece • writes the name of the topic • supplies facts that teach about the topic • provides some sense of closure
3	<p>The student will:</p> <ul style="list-style-type: none"> • use a combination of drawing, dictating, and writing to compose informative/ explanatory texts. • name what I am writing about (The student can verbalize the topic to the reader, it may not be written.) • supply some information about the topic <p>*Student must include an attempt at letters and words to score a 3.</p>
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • “draw,” “dictate,” “write,” “compose,” “explain” <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • use a combination of drawing, dictating, or emergent writing to compose informative/ explanatory texts • name what I am writing about (The student can verbalize the topic to the reader, it may not be written.) • supply some information about the topic
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Reading Writing Companion • Writing activities/tasks (sharing with partner, author’s chair, etc.) • Small group writing (writing workshop time)

Topic: Writing Kinder	
Score	Description: (St: W.K.3.) Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
4	<p>In addition to a level 3 score, the student exceeds an in-depth understanding of the material and demonstrates advanced applications such as:</p> <ul style="list-style-type: none"> • use a combination of drawing, dictation, and writing to narrate an event, with some details • tell about several events, in order, that build on each other, to make a story • provide some sense of closure
3	<p>The student will:</p> <ul style="list-style-type: none"> • Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • drawing, dictating, event, detail <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • use a combination of drawing, dictating, or emergent writing to express thoughts and ideas • tell about events, but not in a logical order • inconsistently provides a reaction
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Reading Writing Companion • Writing activities/tasks (sharing with partner, author’s chair, etc.) • Small group writing (writing workshop time)

Topic: Writing Kinder	
Score	Description: (St: W.K.10) Demonstrate command of the conventions of standard English grammar and usage when writing.
4	N/A
3	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing. <ul style="list-style-type: none"> a. Print many upper and lowercase letters. (e.g., more than half of the alphabet) b. Use frequently occurring nouns and verbs in writing. c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). d. Use the most frequently occurring prepositions in written work (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities.
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • Letters, noun, verb, preposition, sentences <p>The student will perform basic processes, such as:</p> <p>Inconsistently demonstrates an understanding of the English language in terms of grade level appropriate grammar</p> <ul style="list-style-type: none"> a. print some upper-and lower-case letters (e.g., letters in their name, less than half of the alphabet) b. use frequently occurring nouns and verbs e. produce complete sentences in shared language activities (with support) <p>*Shared Language Activities Refers to:</p> <ul style="list-style-type: none"> -Interactive Writing -Journal Writing -Group Writing -Peer Editing
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Reading Writing Companion • Writing activities/tasks (sharing with partner, author’s chair, etc.) • Small group writing (writing workshop time)

Topic: Writing Kinder	
Score	<p>Description: (St: W.K.11) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short vowel sounds.</p> <p>d. Spell simple words phonetically, drawing on knowledge of letter-sound relationships.</p>
4	N/A
3	<p>The student will:</p> <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short vowel sounds.</p> <p>d. Spell simple words phonetically, drawing on knowledge of letter-sound relationships.</p>
2	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • “capital,” “sentence,” “punctuation,” “letter,” “consonant,” “vowel,” “words,” “spelling,” “writing.” <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Inconsistently capitalizes the first word in a sentence and the pronoun I. • Recognizes and names some end punctuation. • Use some letters to match sounds in words (e.g., uses the beginning letter to write or represent a word or "trk" for truck). • Write from left to right.
1	No understanding of the standard is demonstrated.
Possible Data Points	<ul style="list-style-type: none"> • Reading Writing Companion • Writing activities/tasks (sharing with partner, author’s chair, etc.) • Small group writing (writing workshop time)