



Kindergarten Standards Based Report Card Guidance English Language Arts

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| <p>3=Meets Proficiency Demonstrates mastery of grade level standard accurately, consistently, and independently.</p> <p>*Examples below represent a 3.</p> | <p>2=Approaching Proficiency Demonstrates partial understanding of grade level standard.</p> | <p>1=Below Proficiency Demonstrates minimal or no understanding of standard at grade level.</p> |
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Students are expected to demonstrate proficiency multiple times using similar examples.

| Standard | Example |
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| Identifies parts of a book. | Student successfully shows the teacher the title page, and the front and back cover of a book. |
| Demonstrates an understanding of how to read a book: left to right, top to bottom, and page by page. | Student successfully demonstrates how to follow a book page by page, words from left to right, and words from top to bottom when reading text or following along with text. |
| Differentiates between letters, words, and numbers. | Student successfully tells the difference between a letter (A), word (hat), and number (20). |
| Demonstrates understanding of one-to-one correspondence in terms of text. | Students successfully matches the written word with the spoken word. |
| Recognizes and produces rhyming words. | Recognizes example: Teacher says “ran, fun, run” and student says “fun, run”. Produces example: Teachers says “-in” and students says “bin, fin, or tin, etc”. |
| Counts, pronounces, blends, and segments syllables in spoken words. | Given a one, two or three syllable words, students can count/clap/tap the number of syllables in the word (e.g., chair (1); dessert (2); museum (3). They can, orally, put syllables together (blend) to make a word (e.g., ti – ger = tiger) and they can take syllables apart (segment) (e.g., dinosaur = di – no – saur). |
| Blends and segments single-syllable spoken words. | Blending is combining sounds. Teacher says “c-a-t” and student says “cat”. Segmenting is separating sounds. Teachers says “cat” and student says “c-a-t”. |
| Isolates and pronounces the initial sound in CVC words. | Given a CVC (consonant-vowel-consonant) word, student can isolate the initial sound. Teachers says “dog” and student says “/d/”. |

| Isolates and pronounces the final sound in CVC words. | Given a CVC (consonant-vowel-consonant) word, student can isolate the final sound. Teachers says “dog” and student says “/g/”. | | | | | | | | | | | | |
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| Isolates and pronounces the medial vowel in CVC words. | Given a CVC (consonant-vowel-consonant) word, student can isolate the medial (middle) sound. Teachers say “dog” and students says “/o/”. | | | | | | | | | | | | |
| Demonstrates the understanding of letter/sound correspondence for consonants. | <table border="1"> <thead> <tr> <th>Letter</th> <th>Sound</th> <th>Example</th> </tr> </thead> <tbody> <tr> <td>b</td> <td>/d/</td> <td>bat</td> </tr> <tr> <td>t</td> <td>/t/</td> <td>top</td> </tr> <tr> <td>f</td> <td>/f/</td> <td>fun</td> </tr> </tbody> </table> | Letter | Sound | Example | b | /d/ | bat | t | /t/ | top | f | /f/ | fun |
| Letter | Sound | Example | | | | | | | | | | | |
| b | /d/ | bat | | | | | | | | | | | |
| t | /t/ | top | | | | | | | | | | | |
| f | /f/ | fun | | | | | | | | | | | |
| Identifies the long and short sounds for five major vowels. | <p>Student successfully gives the short vowel sound for all vowels and the long vowel sound.</p> <p>Short: a=apple, e=Ed, i=itch, o=octopus, u=up Long: a=safe, e=Pete, i=pine o=home, u=mule</p> | | | | | | | | | | | | |
| Names all uppercase and lowercase letters in random order. | <p>Example:</p> <p>M a s L W b u c P D o t</p> | | | | | | | | | | | | |
| Reads high frequency words. | Student reads the 50 high frequency words for kindergarten. | | | | | | | | | | | | |
| Reads high frequency words with automaticity. | Student reads the 50 high frequency words for kindergarten automatically when shown the words. | | | | | | | | | | | | |
| Reads letters with automaticity. | Student reads the all 26 letters automatically when shown the letters. | | | | | | | | | | | | |
| Identifies letter sounds with automaticity. | Student says the sound for all 26 letters automatically when shown the letters. | | | | | | | | | | | | |
| With prompting, can retell familiar stories with key details. | After the teacher reads a book aloud, the student can orally retell the story with beginning, middle, and end. | | | | | | | | | | | | |
| With prompting, can identify characters, settings, and major events in a story. | After the teacher reads a book aloud, the student can orally tell the characters (people or animals in the story), the setting (where the story took place), and the important events (key things that happened) in a story. | | | | | | | | | | | | |
| Capitalizes the first word in a sentence and the pronoun I. | <p>Example:</p> <p><u>T</u>he dog and <u>I</u> ran home.</p> | | | | | | | | | | | | |

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| Recognizes and uses end punctuation. | Student successfully uses end punctuation to complete their sentence. Example: Do you like flowers? I went for a walk. Today is my birthday! |
| Spells simple words phonetically. | Examples: gon for gone whill for will plez for please |
| Uses spaces between words. | Student successfully uses spaces between words when writing a sentence. |
| Uses a combination of drawing, dictating, and writing to tell about a topic. | Student's writing matches the illustration drawn. Example: Student draws a person and a playground. Then student writes about going down the slide at the playground. |
| Forms uppercase and lowercase letters correctly. | Student forms uppercase and lowercase letters using Foundations letter formation. |