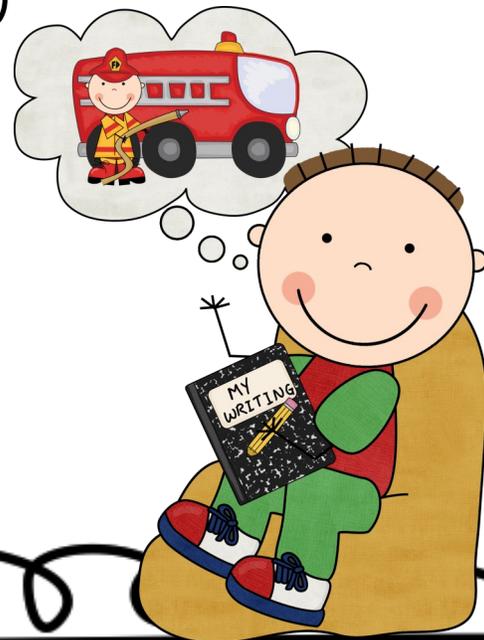


Murray City School District

Language Arts

Teaching and Assessment Guide

Kindergarten



Introduction

Welcome to the Murray School District Language Arts Teaching and Assessment Guide for kindergarten. This guide was created to provide kindergarten teachers with a scope and sequence for teaching all kindergarten standards throughout the year as well as assessments to ensure students mastery of essential language arts standards.

Layout

A copy of kindergarten ELA standards are the beginning of this document, followed by MCSD ELA Essentials Assessment Pacing Guide (by term).

This guide is broken up into four terms. Each term starts out with a list of standards to be assessed in that term. Items in red are notes to indicate how some standards are broken down to be taught in smaller portions throughout the year.

At the beginning of each term is a rubric. Assessments are all scored on a scale from 1-4. Next will come the assessments, instructions, and materials for each assessment for that term. Please follow these assessment instructions and rubric to insure consistency throughout the district.

Expectations

- Teachers are expected to teach ALL kindergarten standards no matter if they are assessed or not.
- Assessments are expected to be given in the term they appear.
- Assessments should be given using the instructions and promptings in the assessment instructions. Teachers may not give students other promptings to help them answer correctly.
- Any standards that are assessed and not passed with a score of 3 or 4 should be retaught and then reassessed the following term until mastered.



Language Arts Standards to Cover

Strand: Speaking and Listening (K.SL)

Students will learn to collaborate, express and listen to ideas, integrate and evaluate information from various sources, use media and visual displays as well as language and grammar strategically to help achieve communicative purposes, and adapt to context and task.

Standard K.SL.1: Prepare for and participate effectively in a range of conversations using grade-level appropriate vocabulary on topics and texts with both peers and adults, and express their own ideas in small and large groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others, raising hands, and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges, and gain attention appropriately.

Standard K.SL.2: Speak clearly and audibly while expressing thoughts, feelings, and ideas while asking and answering questions relating to a topic presented in diverse media and formats.

Standard K.SL.3: Ask and answer questions to seek help, get information, or clarify something that is not understood.

Standard K.SL.4: Present information clearly while speaking to others.

- a. Use grade-appropriate language, grammar, volume, and clear pronunciation while actively engaged in listening.
- b. Use visual displays when appropriate to present or describe information to others.

Strand: Reading (K.R)

Students will learn to proficiently read and comprehend grade level literature and informational text, at the high end of the grade level text complexity band, with scaffolding as needed.

Standard K.R.1: Mastered in preschool.

Standard P4.R.1: Demonstrate mastery of grade-level-appropriate concepts of print.

- a. Correctly hold a book and demonstrate that print is read from top to bottom, left to right, and from front to back.

Standard K.R.2: Demonstrate mastery of grade-level-appropriate phonological awareness skills.

- a. Recognize auditorily and verbally use rhyming and alliteration.
- b. Blend and segment at the syllable level.
- c. Identify the initial, medial, and final sound in 2-3 phoneme words.
- d. Substitute and delete one base part in a compound word.
- e. Blend and segment onset-rime of single-syllable spoken words.
- f. Pronounce, blend, and segment phonemes (2-3 phoneme words)-except for CVCs ending with /l/, /r/, or /k/s/ for the letter x.

Standard K.R.3: Demonstrate mastery of grade-level-appropriate phonics skills.

- a. Demonstrate mastery of all consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle) including mastery of the hard sound and soft sounds of c and g.
- b. Demonstrate mastery of short vowel sounds (/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/) in isolation and in VC and CVC words in single syllable words.
- c. Demonstrate mastery of long vowel sounds (/ā/, /ē/, /ī/, /ō/, /ū/) associated with single letters; open syllables in single syllable words.
- d. Demonstrate mastery of isolating and blending sounds in VC and CVC words while reading.

Language Arts Standards to Cover—Continued

Standard K.R.4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

Standard K.R.5: With prompting and support, ask and answer questions about key details in text. (RL & RI)

Standard K.R.6: With prompting and support, retell stories (RL); share key details from a text. (RI) **Standard**

K.R.7: With prompting and support, identify characters, settings, and major events in a story or . key information in a text. (RL & RI)

Standard K.R.8: Ask and answer questions about unknown words in a text. (RL & RI)

Standard K.R.9: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in context.

a. Identify new meanings for familiar words and apply them accurately.

b. Use the most frequently occurring inflections as a clue to the meaning of an unknown word.

Standard K.R.10: Begins in grade 1.

Standard K.R.11: Begins in grade 4.

Standard K.R.12: Begins in grade 2.

Standard K.R.13: Begins in grade 2.

Standard K.R.14: Begins in grade 2.

Strand: Writing (K.W)

Students will learn to write for a variety of tasks, purposes, and audiences using appropriate grammar/conventions, syntax, and style.

Standard K.W.1: Use a combination of drawing, dictating, and writing to compose opinion pieces where a topic and an opinion are identified.

a. Produce and expand a complete sentence using appropriate capitalization and punctuation.

Standard K.W.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces and provide information about the topic.

a. Produce and expand a complete sentence using appropriate capitalization and punctuation.

Standard K.W.3: Use a combination of drawing, dictating, and writing to compose narrative pieces about an event. Provide details about the event in the appropriate sequence and a reaction to what happened.

a. Produce and expand a complete sentence using appropriate capitalization and punctuation.

Standard K.W.4: Participate in shared writing projects.

a. Begins in grade 2.

b. Begins in grade 3.

c. Recall information from experiences or learned information.

d. Interact and collaborate with others.

e. Legibly write all upper- and lowercase manuscript letters.

Kindergarten English Language Arts Essentials Assessment Pacing

(Standards highlighted in yellow are [MCSD Power Standards](#))

	Term 1	Term 2	Term 3	Term 4
Speaking & Listening	<p>K.SL.1: Prepare for and participate effectively in a range of conversations using grade-level appropriate vocabulary on topics and texts with both peers and adults, and express their own ideas in small and large groups.</p> <p>-K.SL.1a: Follow agreed-upon rules for discussions (e.g., listening to others, raising hands, and taking turns speaking about the topics and texts under discussion).</p> <p>-K.SL.1b: Continue a conversation through multiple exchanges, and gain attention appropriately.</p> <p>K.SL.2: Speak clearly and audibly while expressing thoughts, feelings, and ideas while asking and answering questions relating to a topic presented in diverse media and formats.</p>			
Reading Phonemic Awareness	<p>K.R.1 (PRE-K Mastered)</p> <p>K.R.2a: Recognize auditorily and verbally use rhyming and alliteration.</p> <p>K.R.2c: Identify the initial, medial, and final sound in 2-3 phoneme words.</p> <p>K.R.2d: Substitute and delete one base part in a compound word.</p> <p>K.R.2f: Pronounce, blend, and segment phonemes (2-3 phoneme words)-except for CVCs ending with /l/, /r/, or /k/s/ for the letter x.</p>			
Phonics	<p>K.R.2b: Blend and segment at the syllable level.</p> <p>K.R.2c: Identify the initial, medial, and final sound in 2-3 phoneme words.</p> <p>K.R.2d: Substitute and delete one base part in a compound word.</p> <p>K.R.2e: Blend and segment onset-rime of single-syllable spoken words.</p> <p>K.R.2f: Pronounce, blend, and segment phonemes (2-3 phoneme words)-except for CVCs ending with /l/, /r/, or /k/s/ for the letter x.</p>			
	<p>K.R.3a: Demonstrate mastery of 13 consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle) including mastery of the hard sound and soft sounds of c and g.</p>			
	<p>K.R.3a: Demonstrate mastery of all 21 consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle) including mastery of the hard sound and soft sounds of c and g.</p>			
	<p>K.R.3a: Demonstrate mastery of all 21 consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle) including mastery of the hard sound and soft sounds of c and g.</p>			
	<p>K.R.3b: Demonstrate mastery of short vowel sounds (/ă/, /ĕ/, /ĭ/, /ŏ/, /ŭ/) in isolation and in VC and CVC words in single syllable words.</p> <p>K.R.3c: Demonstrate mastery of long vowel sounds (/ā/, /ē/, /ī/, /ō/, /ū/) associated with</p>			

Term

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Term 1

Language Arts Standards Testing Rubric

Standard	4 Highly Proficient	3 Proficient	2 Approaching Proficient	1 Below Proficient
K.SL.2 Speaks Clearly and Audibly	Consistently speaks clearly about feelings, ideas, and when asking questions.	Sometimes speaks clearly about feelings, ideas, and when asking questions.	Rarely speaks clearly about feelings, ideas, and when asking questions.	Never speaks clearly about feelings, ideas, and when asking questions.
K.R.1 Concepts of Print	Student answers 6 questions correctly	Student answers 4-5 questions correctly	Student answers 2-3 questions correctly	Student answers 0-1 questions correctly
K.R.2 a Recognize Rhymes Auditorily	Student answers 6 questions	Student answers 4-5 questions	Student answers 2-3 question	Student answers 0-1 questions
K.R.2 c First Sound Fluency	Student answers 6 questions	Student answers 4-5 questions	Student answers 2-3 question	Student answers 0-1 questions
K.R.2 f Pronounce Phonemes (repeat word)	Student answers 6 questions	Student answers 4-5 questions	Student answers 2-3 question	Student answers 0-1 questions
K.R.2 d Word Part Deletion	Student answers 4 questions	Student answers 3 questions	Student answers 2 question	Student answers 0-1 questions
K.R.3 a Uppercase Letters	Names 13+ Letters	Names 9-12 Letters	Names 7-8 Letters	Names 0-6 Letters
K.R.3 a Lowercase Letters	Names 13+ Letters	Names 9-12 Letters	Names 7-8 Letters	Names 0-6 Letters
K.R.3 a Consonant Letter Sounds	Names 13+ Consonant Letter Sounds	Names 9-12 Consonant Letter Sounds	Names 7-8 Consonant Letter Sounds	Names 0-6 Consonant Letter Sounds
K.R.3 b Short Vowel Sounds	Names 3-5 Vowel Sounds	Names 2 Vowel Sounds	Names 1 Vowel Sounds	Names 0 Vowel Sounds

Term 1

Language Arts Standards Testing Rubric—Continued

Standard	4 Highly Proficient	3 Proficient	2 Approaching Proficient	1 Below Proficient
K.R.4 High Frequency Words	Reads 10+ sight words	Reads 8-9 sight words	Reads 5-7 sight words	Reads 0-4 sight words
K.W.4 e Letter Writing Write First Name	Writes first name with appropriate case formation (ex: Sam, McKenna)	Writes first name with out appropriate case formation (ex: sam, mckenna)	Writes some letters of their name.	Writes 0-1 letters in their name

Term 1

Speaking and Listening

Standard K.SL.2: Speak clearly and audibly while expressing thoughts, feelings, and ideas while asking and answering questions ~~relating to a topic presented in diverse media and formats.~~

Assess individually

Assess informally through observation throughout the term.

Term 1

Reading Standards

Standard K.R.1: Mastered in preschool.

Standard P4.R.1: Demonstrate mastery of grade-level-appropriate concepts of print.

- a. Correctly hold a book and demonstrate that print is read from top to bottom, left to right, and from front to back.

Assess Individually

Hand the student a book **UPSIDE DOWN**. Ask the student the following questions:

- Can you show me the front of this book?
- Can you open the book to the first page?
- Please point to the first word I would read.
- Which word do I read next? (Have student keep going to end of line.)
- Where do I go next? (Referring to going to the next line)
- (At the end of the page) Now what would I do? (turn the page)

Standard K.R.2: Demonstrate mastery of grade-level-appropriate phonological awareness skills

- a. Recognize auditorily ~~and verbally~~ use rhyming ~~and alliteration~~.

Assess individually for part 1 and part 2 of this assessment

Part 1

Say: "I am going to say two words. You say yes if the words rhyme and no if the words do not rhyme. Lets try one.

Do these words rhyme? cat/hat?"

If the student answers correctly, begin the assessment. If the student does not answer correctly say: "listen to the words again. cat/hat. Those words rhyme. Lets try another one. Do these words rhyme? fun/run?"

If the student answers correctly begin the assessment. If the student does not answer correctly Discontinue the assessment and mark the student a 1.

pig/wig red/bed down/boy clock /dock can/cape bug/rug

Term 1

Reading Standards

Standard K.R.2: Demonstrate mastery of grade-level-appropriate phonological awareness skills

c. Identify the initial, ~~media~~, and final sound in 2-3 phoneme words.

f. Pronounce, ~~blend~~, and segment phonemes (2-3 phoneme words)-except for CVCs ending with /l/, /r/, or /k/s/ for the letter x.

Part 1: (K.R.2 c)

Assess individually

Say, " I am going to tell you a word. I want you to repeat the word back to me. The word is mag.

Now you say it."

If the student does not say the word say the word mag, say, "Say the word mag." If the student still doesn't say the word mag, discontinue part 1 and continue with part 2.

Part 2: (K.R.2 f)

Say, "The first sound in mag is /m/. What is the first sound in mag?"

If the student does not respond tell them again "Listen to the word mag. The first sound in mag is /m/. What is the first sound in mag?" If the student still does not say the correct sound discontinue part 2.

If the student answers correctly say, "Now I am going to tell you some more words. Please repeat the word and then tell me the first sound in the word."

pag

sev

foz

gub

nif

ret

Term 1

Reading Standards

Standard K.R.2: Demonstrate mastery of grade-level-appropriate phonological awareness skills

d. ~~Substitute and~~ delete one base part in a compound word.

Assess Individually

Say: "We can take away a part of a word to make a new word. Listen while I take one part of this word away to make a new word."

"The word is cupcake. Can you say cupcake?" (wait for response).

"Now I am going to take away the word *cup*. My new word is cake. Say cake." (Wait for response)

"Now it is your turn. Say the word flashlight." Wait for a response. If the student does not say the word, prompt them again to say the word flashlight. If the student still does not say the word correctly discontinue the assessment.

If the student says flashlight correctly say, "now take away the word *flash*. What is the new word? (light)

If the student does not say the word correctly discontinue the assessment.

If the student says the word correctly say, "good job! Now we are going to change some more words."

hotdog

Sunrise

playground

fireman

Take away hot

Take away rise

Tale away play

Take away man

What is left? (dog)

What is left? (sun)

What is left? (ground)

What is left? (fire)

Term 1

Reading Standards

Standard K.R.3: Demonstrate mastery of grade-level-appropriate phonics skills.

- a. Demonstrate mastery of all 13+ consonant names and sounds using one-to-one letter-sound correspondence (alphabetic principle) ~~including mastery of the hard sound and soft sounds of c and g.~~
- b. Demonstrate mastery of 2+ short vowel sounds (/ă/, /ě/, /ĩ/, /ǒ/, /ů/) in isolation ~~and in VC and CVC words in single syllable words.~~

Assess individually

Use assessment sheet for this standard.

Letter Naming:

Assess Uppercase and Lowercase letters separately.

Uppercase consonant and vowel recognition will be assessed together.

Lowercase consonant and vowel recognition will be assessed together.

Students should be able to recognize and identify the name for 13 or more letters by the end of first term.

Letter Sounds:

Assess all letter sounds together.

Score consonant and vowel sounds separately.

Students should be able to recognize and identify the sound for 13 or more consonants by the end of the first term.

Students should be able to recognize and identify the sounds for 2 or more short vowel sounds by the end of first term.

Standard K.R.4: Read grade-level text with sufficient accuracy and fluency ~~to support comprehension.~~ (read common high frequency words by sight)

Assess individually

Use assessment sheet for this standard.

Students should be able to recognize and read 10+ sight words by the end of first term.

K.R.3 - a Assessment—Uppercase

O B A C X P

S E H T W R

M K D F Y L

Z G J N I Q

U V

Term 1

K.R.3 - a Assessment—Lowercase

c b x o p a

t w e m h s

f d l k y r

j n g i z q

v u

Term 1

K.R.3 - a & b Assessment—Letter Sounds / short vowel sounds

Cc Aa Ss Bb Tt Pp

Kk Oo Jj Zz Ff Dd

Mm Vv Ee Gg Ll Hh

Nn Rr Qq Ii Ww Xx

Uu Yy

Term 1

R.R.4 Assessment—High Frequency Words

I	so
a	look
the	want
to	come
play	said
see	saw
for	be
like	he
have	she
you	me
who	we
what	black
where	blue
go	brown

Term 1

RF.3.c Assessment—sight words

yellow

are

little

with

find

no

they

help

jump

was

will

went

one

two

three

four

that

this

there

do

my

too

am

down

must

can

at

now

Term 1

RF.3.c Assessment—sight words

well

into

new

pretty

not

funny

all

away

good

came

say

our

out

eat

soon

please

ride

white

under

Term 1

Reading Standards—writing

Standard K.W.4e: Legibly write upper and lowercase letters.

Writes first name with appropriate case formation (ex: Sam or McKenna)

Assess in small groups or all together.

Use 5 star writing sheet or your own name writing sheet.

Have each student to write their first name.

You may remind them to use the correct letter case one time before you begin.

Name Writing

Pre:

1st:

2nd:

3rd:

4th:

Term

2

Term 2

Language Arts Standards to Cover

Reading Literature:

RL.1 With prompting and support, ask and answer questions about key details in a text.

RL.2 With prompting and support, retell familiar stories, including key details.

RL.4 Ask and answer questions about unknown words in a text.

RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.10 Actively engage in group reading activities with purpose and understanding.

Reading Informational:

RI.1 With prompting and support, ask and answer questions about key details in a text.

RI.2 With prompting and support, identify the main topic and retell key details of a text.

RI.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.5 Identify the front cover, back cover, and title page of a book.

RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.10 Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills:

Print concepts

RF.1 Demonstrate understanding of the organization and basic features of print.

- 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.
- d. Recognize and name all uppercase and lowercase letters.

All 26 letters for 2nd –4th terms

Phonological Awareness

RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming 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 CVCs ending with /l/, /r/, or /x/.)

This will be assessed with DIBELS Phoneme segmentation fluency

Term 2

Language Arts Standards to Cover—Continued

Phonics and Word Recognition

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

All 26 for 2nd-4th terms

- b. Associate the long and short sounds with the 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).

25+ words for 2nd term

Fluency

RF.4 Read emergent-reader texts with purpose and understanding.

Writing:

W.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...*).

Speaking and Listening:

SL.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- a. With guidance and support, identify and write many upper - and lowercase letters, including those in the student's name.
- b. Use frequently occurring nouns and verbs.
- c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- f. Produce and expand complete sentences in shared language activities.

Term 2

Language Arts Standards to Cover—Continued

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Capitalize the first word in a sentence and the pronoun *I*.
- b. Recognize and name end punctuation.
- c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
- d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.

- a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
- d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Standard K.R.2: Demonstrate mastery of grade-level-appropriate phonological awareness skills

- d. Substitute ~~and delete~~ one base part in a compound word.

Assess Individually

Say: “Words can be broken into parts. Listen while I change one part in a word to make a new word.”

“The word is cupcake. Can you say cupcake?” (wait for response).

“Now I am going to change the word *cup* to the word *pan*. My new word is pancake. Say pancake.” (Wait for response)

“Now it is your turn. Say the word flashlight.” Wait for a response. If the student does not say the word, prompt them again to say the word flashlight. If the student still does not say the word correctly discontinue the assessment.

If the student says flashlight correctly say, “now take away the word *flash* and add the word *day*. What is the new word?”

If the student does not say the word correctly discontinue the assessment.

If the student says the word correctly say, “good job! Now we are going to say some more words.”

hotdog	Sunrise	playground	fireman
change hot to corn	change rise to set	change play to back	change man to truck
corndog	sunset	background	firetruck

Term 2

Language Arts Standards Testing Rubric

Standard	4 Excellent	3 Satisfactory	2 Needs Improvement	1 Unsatisfactory	0 Cannot Complete
RI.2 Key Details	Identifies 3 key details of the story	Identifies 2 key details of the story	NA	Identifies 1 key detail of the story	Student does not identify any key details
RF.1.d Uppercase letters	Names 25-26 Letters	Names 19-24 Letters	Names 14-18 Letters	Names 1-13 Letters	Names 0 letters
RF.1.d Lowercase letters	Names 25-26 Letters	Names 19-24 Letters	Names 14-18 Letters	Names 1-13 Letters	Names 0 letters
RF.2.a Rhyming	Student answers 9-10 questions	Student answers 7-8 questions	Student answers 5-6 question	Student answers 1-4 questions	Students answers 0 questions correctly
RF.3.a Letter Sounds	Names 25-26 Letters	Names 19-24 Letters	Names 14-18 Letters	Names 1-13 Letters	Names 0 letters
RF.3.c Sight Words	Reads 25+ sight words	Reads 20-24 sight words	Reads 13–19 sight words	Reads 1-12 sight words	Reads 0 Sight Words
W.1 Opinion Writing	Students can express their opinion through drawing and writing	Students can express their opinion through drawing, writing, with dictation	NA	NA	Student can not express their opinion with drawing and writing components

Term 2

Reading Standards: Informational Text

RI.1 With prompting and support, ask and answer questions about key details in a text.

Assess individually

After reading a selected non fiction text to the class at least twice, pull each student individually and ask student to tell you details from the text. You may prompt the student by saying, "What else do you remember from the text?"

Student should give you 3 or more details from the text.

Term 2

Reading Standards: Foundational Skills

RF.1.d Recognize and name all upper and lowercase letters.

Assess individually

Use assessment sheet for this standard.

Students should be able to recognize and name all 26 letters by the end of second term.

RF.1.d Assessment—Uppercase

O B A C X P

S E H T W R

M K D F Y L

Z G J N I Q

U V

Term 2

RF.1.d Assessment—Lowercase

c b x o p a

t w e m h s

f d l k y r

j n g i z q

v u

Term 2

Reading Standards: Foundational Skills Cont.

RF.3.a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

Assess individually

Use assessment sheet for this standard.

Students should be able to say the sounds of all 26 letters by the end of second term.

RF.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Assess individually

Use assessment sheet for this standard.

Students should be reading 25 or more sight words by the end of second term.

RF.2.a Recognize and produce rhyming words

Assess individually for part 1 and part 2 of this assessment

Part 1

Say: "I am going to say two words. You say yes if the words rhyme and no if the words do not rhyme. Lets try one. Do these words rhyme? cat/hat?"

If the student answers correctly, begin the assessment. If the student does not answer correctly say: "listen to the words again. cat/hat. Those words rhyme. Lets try another one. Do these words rhyme? fun/run?"

If the student answers correctly begin the assessment. If the student does not answer correctly skip this standard and mark the student as a 0 on part one and part 2.

pig/wig red/bed down/boy clock /dock can/cape

Part 2

Say: "I am going to say two words that rhyme. You will need to listen to the rhyming words and tell me another word that rhymes with them. Lets try one. can/man tell me another word that rhymes with can and man."

If the student answers correctly start the assessment. If the student does not answer correctly say: "listen to the words can/man another word that would rhyme with can and man is tan or fan. Lets try another one. Listen to the words pig/fig. What is another word that rhymes with pig and fig?"

If the student answers correctly start the assessment. If the student does not answer correctly score a 0 and move on. (nonsense words can be accepted as answers on this assessment)

bake/lake rack/sack pop/hop king/sing hat/rat

RF.1.d Assessment—Letter Sounds

Cc Aa Ss Bb Tt Pp

Kk Oo Jj Zz Ff Dd

Mm Vv Ee Gg Ll Hh

Nn Rr Qq Ii Ww Xx

Uu Yy

Term 2

RF.3.c Assessment—sight words

I	you
can	and
we	it
like	on
a	me
see	look
go	no
to	do
am	he
as	she
at	be
the	have
is	by
in	my

Term 2

RF.3.c Assessment—sight words

of

that

was

or

are

with

his

they

this

from

for

had

not

what

all

when

said

use

an

how

her

has

Term 2

Writing

W.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...*).

This assessment can be done in a whole class or small group setting.

Show the following video to the class.

<https://www.youtube.com/watch?v=hPCoe-6RRks>

Use the 5 star writing page and give students the following promptings

On the top line write the title of the story. (Duck or Rabbit)

Together write “I think it is a ... “ (have the students fill in the blank) “because ...” have student do their best to write their reasoning for the animal they chose. Remind them to check for all 5 star writing components.

Ask the student to illustrate their writing.

Standard K.W.4: Participate in shared writing projects.

e. Legibly write all 13+ upper- and lowercase manuscript letters

Assess in small groups.

Assess uppercase and lowercase letters separately.

Use the assessment sheet for this standard.

Make sure the students can not see the alphabet in your room.

Say: “I am going to say a letter, If you know how to write the letter I want you to write it in the box. If you don’t know how to write the letter, I want you to leave the box blank. On this assessment we are only going to write uppercase letters. Let’s begin.”

“In box 1 please write an uppercase A” Pause for a few seconds to give the students time to write the letter.

“In box 2 please write an uppercase B” Pause for a few seconds to give the students time to write the letter.

Continue through the rest of the alphabet.

Repeat the process for lowercase letters.

Letter reversals are okay as long as the shape is correct except for lowercase letters b, d, p, q.

Letters should be in the writing lines correctly so it is clear whether they intended to write an uppercase or lowercase letter. This matters because of letters C, S, P, etc. that are the same shape just different size for uppercase and lowercase.

Name: _____

I Can Write My Uppercase Letters!

1 _____ ----- _____	2 _____ ----- _____	3 _____ ----- _____	4 _____ ----- _____
5 _____ ----- _____	6 _____ ----- _____	7 _____ ----- _____	8 _____ ----- _____
9 _____ ----- _____	10 _____ ----- _____	11 _____ ----- _____	12 _____ ----- _____
13 _____ ----- _____	14 _____ ----- _____	15 _____ ----- _____	16 _____ ----- _____
17 _____ ----- _____	18 _____ ----- _____	19 _____ ----- _____	20 _____ ----- _____
21 _____ ----- _____	22 _____ ----- _____	23 _____ ----- _____	24 _____ ----- _____
25 _____ ----- _____	26 _____ ----- _____		

Name: _____

I Can Write My Lowercase Letters!

1 _____ ----- _____	2 _____ ----- _____	3 _____ ----- _____	4 _____ ----- _____
5 _____ ----- _____	6 _____ ----- _____	7 _____ ----- _____	8 _____ ----- _____
9 _____ ----- _____	10 _____ ----- _____	11 _____ ----- _____	12 _____ ----- _____
13 _____ ----- _____	14 _____ ----- _____	15 _____ ----- _____	16 _____ ----- _____
17 _____ ----- _____	18 _____ ----- _____	19 _____ ----- _____	20 _____ ----- _____
21 _____ ----- _____	22 _____ ----- _____	23 _____ ----- _____	24 _____ ----- _____
25 _____ ----- _____	26 _____ ----- _____		

Term

3

Term 3

Language Arts Standards to Cover

Reading Literature:

RL.1 With prompting and support, ask and answer questions about key details in a text.

RL.2 With prompting and support, retell familiar stories, including key details.

RL.3 With prompting and support, identify characters, settings, and major events in a story.

RL.4 Ask and answer questions about unknown words in a text.

RL.5 Recognize common types of texts (e.g., storybooks, poems).

RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.10 Actively engage in group reading activities with purpose and understanding.

Reading Informational:

RI.1 With prompting and support, ask and answer questions about key details in a text.

RI.2 With prompting and support, identify the main topic and retell key details of a text.

RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.5 Identify the front cover, back cover, and title page of a book.

RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.10 Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills:

Print concepts

RF.1 Demonstrate understanding of the organization and basic features of print.

- 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.
- d. Recognize and name all uppercase and lowercase letters.

Term 3

Language Arts Standards to Cover—Continued

Phonological Awareness

RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- 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.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- b. Associate the long and short sounds with the 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).

40+ words for 3rd term

Fluency

RF.4 Read emergent-reader texts with purpose and understanding.

Writing:

W.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.

W.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

Speaking and Listening:

SL.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Term 3

Language Arts Standards to Cover—Continued

Language:

- L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- With guidance and support, identify and write many upper - and lowercase letters, including those in the student's name.
 - Use frequently occurring nouns and verbs.
 - 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 (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - Produce and expand complete sentences in shared language activities.
- L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Capitalize the first word in a sentence and the pronoun *I*.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Term 3

Language Arts Standards Testing Rubric

Standard	4 Excellent	3 Satisfactory	2 Needs Improvement	1 Unsatisfactory	0 Cannot Complete
RL.3 Character, setting, problem, solution	Answers 4 questions	Answers 3 questions	Answers 2 questions	Answers 1 question	Answers 0 questions correctly
RI.2 Main idea and key details	Student gives main idea and at least 3 details	Student gives main idea and at least 2 details	Students gives either main idea and 1 detail OR 2 details and no main idea	Students gives either the main idea OR 1 detail and no main idea	Student is unable to tell the main idea or any details
RF.2.b Segmenting/counting syllables	7-8 points	5-6 points	3-4 points	1-2 points	Student could not segment or count syllables in the words.
RF.2.c Onset and rime	Answers 5-6 correctly	Answers 4 correctly	Answers 3 correctly	Answers 1-2 correctly	Answers 0 correctly
RF.3.c Sight Words	Reads 40+ sight words	Reads 31-39 sight words	Reads 21-30 sight words	Reads 1-20 sight words	Reads 0 Sight Words
W.3 Writing about events	Student can write 2 or more details in a sequence AND a reaction	Student can write 1 detail in a sequence AND a reaction	NA	Student can write 1 detail in a sequence OR a reaction	The student can not provide an event or reaction
L.1.a Uppercase letters	Writes 25-26 Letters	Writes 19-24 Letters	Writes 14-18 Letters	Writes 1-13 Letters	Writes 0 letters
L.1.a Lowercase letter	Writes 25-26 Letters	Writes 19-24 Letters	Writes 14-18 Letters	Writes 1-13 Letters	Writes 0 letters
L.2 Punctuation	Can name all 3 types of punctuation	Can name 2 types of punctuation	NA	Can name 1 type of punctuation	Names 0 types of punctuation

Term 3

Reading Standards: literature

RL.3 With prompting and support, identify characters, settings, and major events in a story.

Assess individually

After reading a fictional story to the class at least twice, pull students individually and ask:

“Who are the characters in this story?”

“What is the setting?”

“What is the problem in this story?”

“How was the problem solved in the story?”

Term 3

Reading Standards: Informational text

RI.2 With prompting and support, identify the main topic and retell key details of a text.

Assess individually

After reading a non fictional at least twice as a class, pull students individually and ask:

“What is the main idea of this text?” (Student must answer with the main idea not a detail!)

“Can you tell me some details about this text?” Teacher may prompt once by saying “What else do you remember from the text?” (student should give at least 3 details.)

Standard K.R.2: Demonstrate mastery of grade-level-appropriate phonological awareness skills

- a. Recognize auditorily ~~and verbally~~ use rhyming ~~and alliteration~~.

Assess individually for part 1 and part 2 of this assessment

Part 1

Say: “I am going to say two words. You say yes if the words rhyme and no if the words do not rhyme. Lets try one.

Do these words rhyme? cat/hat?”

If the student answers correctly, begin the assessment. If the student does not answer correctly say: “listen to the words again. cat/hat. Those words rhyme. Lets try another one. Do these words rhyme? fun/run?”

If the student answers correctly begin the assessment. If the student does not answer correctly skip this section and move to part 2.

pig/wig

red/bed

down/boy

clock /dock

can/cape

Part 2

Say: “I am going to say two words that rhyme. You will need to listen to the rhyming words and tell me another word that rhymes with them. Lets try one; list to these words can/man tell me another word that rhymes with can and man.”

If the student answers correctly start the assessment. If the student does not answer correctly say: “ listen to these words can/man another word that would rhyme with can and man is tan or fan. Lets try another one. Listen to the words pig/fig. What is another word that rhymes with pig and fig?”

If the student answers correctly start the assessment. If the student does not answer correctly score discontinue assessment. (nonsense words can be accepted as answers on this assessment)

bake/lake

rack/sack

pop/hop

king/sing

hat/rat

Term 3

Reading Standards: Reading Foundational Skills

Phonological awareness

RF.2.b. Count, pronounce, blend, and segment syllables in spoken words.

Assess individually

Ask the student to segment the following words, and tell you how many syllables are in the word.

Say, "I am going to tell you a word. I want you to segment the word with syllables. Let's practice. The word is apple."

Pause for the student to segment the word. Once the student has segmented the word correctly ask, "How many syllables are there in the word apple?" If the student segments the word and counts the syllables correctly move on to the assessment.

If the student segments incorrectly or can not segment the word show them how and practice again with the word computer. If the student segments the word computer correctly move on to the assessment. If the student still can not segment the word, discontinue the assessment and give the student a 0.

The student will be awarded 1 point for segmenting each word correctly and 1 point for counting the correct number of syllables in the word.

spaghetti

toe

racecar

pizza

RF.2.c Blend and segment onsets and rimes of single-syllable spoken words.

Assess individually

Say, "I am going to say the onset and rime of a word. I want you to tell me what the word is. Lets practice./s/...at. What is the word?"

If the students tell you the word correctly move on to the assessment. If the student answers incorrectly tell them the word and try the practice word /m/...ud.

If the student answers correctly move onto the assessment. If the student answers incorrectly discontinue the assessment and give the student a 0.

/f/...ish

/l/...ock

/t/...ape

Next say, "Now I am going to say some words and you are going to tell me the onset and rime. Let's practice, the word is hug."

If the student segments the word correctly move on to the assessment. If the student answers incorrectly tell them how to segment the word and practice again with the word dog.

If the student segments the word correctly move onto the assessment. If the student answers incorrectly discontinue the assessment and give the student a 0.

sun

bat

cone

Term 3

Reading Standards: Reading Foundational Skills

Phonics and Word Recognition

RF.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

Pull students individually for this assessment

Use assessment sheet for this standard.

Students should be reading 40 or more sight words by the end of third term.

Term 3

RF.3.c Assessment—sight words

I	you
can	and
we	it
like	on
a	me
see	look
go	no
to	do
am	he
as	she
at	be
the	have
is	by
in	my

Term 3

RF.3.c Assessment—sight words

of

all

that

when

was

said

or

use

are

an

with

how

his

her

they

has

this

from

for

had

not

what

Term 3

Reading Standards: Writing

W.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.

Conduct assessment whole class or in small groups

Conduct this assessment after a field trip or a whole class activity of some kind.

After the activity, as a group, have the students tell you about what happened first, next, then, and last during the activity.

Give each student a 5 start writing paper.

Ask the students to write as many sentences as they can about the activity. Ask the students to write about details in the order in which they happened.

Next ask the students to write a reaction (or their feelings about the activity. (The zoo was fun because....)

Remind them to check their writing for all the components of a good 5 star sentence.

Term 3

Reading Standards: Language

L.1.a. With guidance and support, identify and write many upper - and lowercase letters, including those in the student's name.

Conduct assessment whole class or in small groups

Use the assessment pages for this standard

Give each student an assessment page and have them write all their letters in uppercase then in lowercase.

L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Recognize and name end punctuation.

Assess individually

Use the assessment sheet for this standard

Show the student the assessment sheet and ask them to tell you the name of each of the punctuation.

Term 3

L.2—recognize punctuation

•

?

!

Term

4

Term 4

Language Arts Standards to Cover

Reading Literature:

RL.1 With prompting and support, ask and answer questions about key details in a text.

RL.2 With prompting and support, retell familiar stories, including key details.

RL.3 With prompting and support, identify characters, settings, and major events in a story.

RL.4 Ask and answer questions about unknown words in a text.

RL.5 Recognize common types of texts (e.g., storybooks, poems).

RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.10 Actively engage in group reading activities with purpose and understanding.

Reading Informational:

RI.1 With prompting and support, ask and answer questions about key details in a text.

RI.2 With prompting and support, identify the main topic and retell key details of a text.

RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

RI.4 With prompting and support, ask and answer questions about unknown words in a text.

RI.5 Identify the front cover, back cover, and title page of a book.

RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

RI.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.8 With prompting and support, identify the reasons an author gives to support points in a text.

RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

RI.10 Actively engage in group reading activities with purpose and understanding.

Reading Foundational Skills:

Print concepts

RF.1 Demonstrate understanding of the organization and basic features of print.

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.

d. Recognize and name all uppercase and lowercase letters.

Term 4

Language Arts Standards to Cover—Continued

Phonological Awareness

RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- 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.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)

This will be assessed with DIBELS Phoneme segmentation fluency

- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- b. Associate the long and short sounds with the 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).

All 50 words for 4th term

- d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Fluency

RF.4 Read emergent-reader texts with purpose and understanding.

Writing:

W.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.

W.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them)

W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening:

SL.1 Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- b. Continue a conversation through multiple exchanges.

Term 4

Language Arts Standards to Cover—Continued

- SL.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
- SL.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- SL.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- SL.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.
- SL.6 Speak audibly and express thoughts, feelings, and ideas clearly.

Language:

- L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. With guidance and support, identify and write many upper - and lowercase letters, including those in the student's name.
 - b. Use frequently occurring nouns and verbs.
 - c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - d. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
 - f. Produce and expand complete sentences in shared language activities.
- L.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Capitalize the first word in a sentence and the pronoun *I*.
 - b. Recognize and name end punctuation.
 - c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
- L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - b. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.
- L.5 With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Term 4—Language Arts Standards Testing Rubric

Term 4 assessments are not required while we are required to use the state KEEP Exit exam.

Standard	4 Excellent	3 Satisfactory	2 Needs Improvement	1 Unsatisfactory	0 Cannot Complete
RF.2.e Change sounds to make new words	Answers 3-4 correctly	Answers 2 correctly	NA	Answers 1 correctly	Answers 0 correctly
RF.3.b Vowel sounds	Answers 4-5 correctly	Answers 3 correctly	Answers 2 correctly	Answers 1 correctly	Answers 0 correctly
RF.3.c Sight Words	Reads 48-50 sight words	Reads 36-47 sight words	Reads 26-35 sight words	Reads 1-25 sight words	Reads 0 Sight Words
W.2 Informational Writing	Student wrote a title and at least 2 details	Student wrote the title and at least 1 detail	NA	Student wrote at least 1 detail	Student was unable to write a title or details.
L.2.c&d Encoding	28-29 points	21-27 points	15 -20 points	1-14 points	0 points

Term 4

Reading Standards: Foundational Skills

RF.2.e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Assess individually

Say, “Listen to me say all the sounds in bag /b/ /a/ /g/. Now you say all the sounds in the word bag” (pause for student to say sounds)

“The beginning sound of bag is b. what is the beginning sound?” (pause for student to say sound.)

“Now I am going to change beginning sound /b/ to /t/. Listen to the new word tag. Now say the new word” (student should say tag)

Now you try it by yourself (follow the script for the following words)

cat—/c/ to /b/ (bat) pig—/p/ to /w/ (wig)

“Now I am going to say all the sounds in the word pat /p/ /a/ /t/. Now you say all the sounds in the word pat.” (pause for the student to say the sounds)

“The beginning sound of pat is p. what is the beginning sound?” (pause for student to say sound.)

“Now I am going to change the ending sound /t/ to /n/. listen to the new word pan. Now you say the new word.” (student should say pan)

Now you try it by yourself (follow the script for the following words)

man—/n/ to /p/ (map) bug—/g/ to /n/ (bun)

RF.3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.

Assess individually

Show the student the assessment page for this standard

Point to the first picture

Say, “ This is an apple. What vowel do you hear in the word apple? (Student should say A) Is the A sound in apple a long A sound or a short A sound?” (student should say long A sound)

Follow the same script for the rest of the pictures.

feet tie sock sun

RF.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

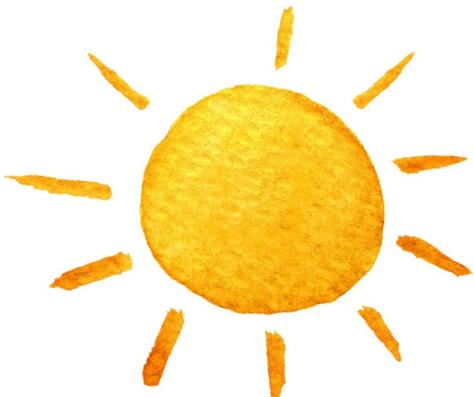
Pull students individually for this assessment

Use assessment sheet for this standard.

Students should be reading all 50 sight words by the end of fourth term.

Term 4

RF.3.b Assessment—Vowel Sounds



Term 4

RF.3.c Assessment—sight words

I	you
can	and
we	it
like	on
a	me
see	look
go	no
to	do
am	he
as	she
at	be
the	have
is	by
in	my

Term 4

RF.3.c Assessment—sight words

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Term 4

Reading Standards: Writing

W.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.

Conduct assessment with whole class

Read an informational text at least twice to your class.

Give each student a 5 start writing paper.

Ask them to write a title on the top line that matches the topic you read about. (ie: Horses)

Ask the students to write as many sentences as they can about the topic you just read using key details they remember from the text.

Remind them to check their writing for all the components of a good 5 star sentence.

Student should write at least 2 details about the text.

Term 4

Reading Standards: Language

L.2.c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Assess whole class or in small groups

Provide lined paper of your choice to each student

Say to the students, "I am going to tell you some words. Write the words I say on your paper. Try to write all the sounds you hear."

"The first word is pet. Say the word pet with me "pet". Now write the word pet on the first line of your paper"

"The next word is jam. Say the word jam with me "jam". Now write the word jam on the next line of your paper."

"The next word is log. Say the word log with me "log" Now write the word log on the next line of your paper"

"Now we will write a sentence. Write the sentence I say on the next line of your paper. The sentence is We like to run. Say the sentence with me "We like to run." now write the sentence on the next line of your paper. Remember all the important parts of five star writing."

You may repeat the sentence as many times as needed. Remember to say the sentence at a normal rate.

1 point for each sound spelled correctly (20 points)

1 point for each whole word spelled correctly (7 points)

1 point for a capital letter at the beginning of the sentence. (1 point)

1 point for ending punctuation. (. or !) (1 point)