

## Reading: Literature

### Key Ideas and Details

<p>With prompting and support, retell familiar stories, including key details.</p> <p>K.RL.2 - Retell familiar stories, including key details.</p>	<ul style="list-style-type: none"> <li>Independently retell stories, including key details and demonstrate understanding of their central message or lesson.</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support, retell familiar stories, including key details</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Retell familiar stories, including key details</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Retell familiar stories, including key details</li> </ul>
<p>With prompting and support, identify characters, settings, and major events in a story.</p> <p>K.RL.3 - Identify characters, settings, and major events in a story.</p>	<ul style="list-style-type: none"> <li>Independently describes characters, settings, and major events in a story using key details.</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support, identify characters, settings, and major events in a story.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Identify characters, settings, and major events in a story.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Identify characters, settings, and major events in a story.</li> </ul>

### Craft and Structure

<p>With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>K.RL.6 - Name the author and illustrator of a story and define the role of each in telling the story.</p>	<ul style="list-style-type: none"> <li>Independently name the author and illustrator of a story and define the role of each in telling the story.</li> </ul>	<p>With prompting and support.</p> <ul style="list-style-type: none"> <li>Name the author and illustrator of a story and define the role of each in telling the story.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Name the author and illustrator of a story and define the role of each in telling the story.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Name the author and illustrator of a story and define the role of each in telling the story.</li> </ul>
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### Integration of Knowledge and Ideas

<p>With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p> <p>K.RL.9 - Compare and contrast the adventures and experiences of characters in familiar stories.</p>	<ul style="list-style-type: none"> <li>Independently compares and contrasts the adventures and experiences of characters in stories.</li> </ul>	<p>With prompting and support.</p> <ul style="list-style-type: none"> <li>Compare and contrast the adventures and experiences of characters in familiar stories.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Compare and contrast the adventures and experiences of characters in familiar stories.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Compare and contrast the adventures and experiences of characters in familiar stories.</li> </ul>
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Range of Reading and Level of Text Complexity				
<p>Actively engage in group reading activities with purpose and understanding.</p> <p>K.RL.10 - Actively engage in group reading activities.</p>	<ul style="list-style-type: none"> <li>Independently reads above grade level material fluently in longer phrases, adjusts tone to convey meaning, and attends to punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Actively engage in group reading activities with purpose and understanding.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Actively engage in group reading activities with purpose and understanding.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Actively engage in group reading activities with purpose and understanding.</li> </ul>
Reading: Informational Text				
Key Ideas and Details				
<p>With prompting and support, identify the main topic and retell key details of text.</p> <p>K.RI.2 - Identify the main topic and retell key details of text.</p>	<ul style="list-style-type: none"> <li>Independently retell stories, including key details and demonstrate understanding of their central message or lesson.</li> </ul>	<p>With prompting and support.</p> <ul style="list-style-type: none"> <li>Identify the main topic and retell key details of text.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Identify the main topic and retell key details of text.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Identify the main topic and retell key details of text.</li> </ul>
<p>With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in text.</p> <p>K.RI.3 - Describe the connection between two individuals, events, ideas, or pieces of information in text.</p>	<ul style="list-style-type: none"> <li>Independently describe the connection between two individuals, events, ideas, or pieces of information in text.</li> </ul>	<p>With prompting and support.</p> <ul style="list-style-type: none"> <li>Describe the connection between two individuals, events, ideas, or pieces of information in text.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Describe the connection between two individuals, events, ideas, or pieces of information in text.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Describe the connection between two individuals, events, ideas, or pieces of information in text.</li> </ul>
Craft and Structure.				
<p>Identify the front cover, back cover, and title page of a book.</p> <p>K.RI.5 – same</p>	<ul style="list-style-type: none"> <li>Know and use varies text features (e.g., headings, tables of contents, glossaries, electronic menus, and icons) to locate key facts or information in a text.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the front cover, back cover, and title page of a book.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Identify the front cover, back cover, and title page of a book.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Identify the front cover, back cover, and title page of a book.</li> </ul>
Integration of Knowledge and Ideas				

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<p>With prompting and support, identify basic similarities in and differences between two texts on the same topic</p> <p><i>e.g., in illustrations, descriptions, or procedures.</i></p> <p>K.RI.9 - identify basic similarities in and differences between two texts on the same topic.</p>	<ul style="list-style-type: none"> <li>Independently identifies basic similarities in and differences between two texts on the same topic.</li> </ul>	<ul style="list-style-type: none"> <li>With prompting and support.</li> <li>Identify basic similarities in and differences between two texts on the same topic.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Identify basic similarities in and differences between two texts on the same topic.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Identify basic similarities in and differences between two texts on the same topic.</li> </ul>
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Range of Reading and Level of Text Complexity

<p>Actively engage in group reading activities with purpose and understanding.</p> <p>K.RI.10 - Actively engage in group reading activities.</p>	<ul style="list-style-type: none"> <li>Independently reads above grade level material fluently in longer phrases, adjusts tone to convey meaning, and attends to punctuation.</li> </ul>	<ul style="list-style-type: none"> <li>Actively engage in group reading activities with purpose and understanding.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Actively engage in group reading activities with purpose and understanding.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Actively engage in group reading activities with purpose and understanding.</li> </ul>
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Reading: Foundational Skills

Print Concepts

<p>Demonstrate understanding of the organization and basic features of print.</p> <p>K.RI.1 - same</p>	<ul style="list-style-type: none"> <li>Independently applies reading strategy of directionality to read above grade level material.</li> </ul>	<ul style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Follow words from left to right, top to bottom, and page by page.</li> </ul>
<p>Recognize and name all uppercase letters of the alphabet.</p> <p>K.RI.1di – same</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>Recognize and name all uppercase letters of the alphabet.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Recognize and name all uppercase letters of the alphabet.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Recognize and name all uppercase letters of the alphabet.</li> </ul>
<p>Recognize and name all lower letters of the alphabet.</p> <p>K.RI.1d - same</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>Recognize and name all lower letters of the alphabet.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Recognize and name all lowercase letters of the</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Recognize and name all lowercase letters of the</li> </ul>

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			alphabet.	alphabet.
<b>Phonological Awareness.</b>				
<p>Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. 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/.)</p> <p>b. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>K.RF.2 – Uses phonological awareness.</p>	<ul style="list-style-type: none"> <li>Independently and accurately generates a list of rhyming words.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Recognize and produce rhyming words.</li> </ul>
<p>Count, pronounce, blend, and segment syllables in spoken words.</p> <p>K.RF.2a – Recognizes rhymes.</p>		<ul style="list-style-type: none"> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Count, pronounce, blend, and segment syllables in spoken words.</li> </ul>

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<p>Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>a. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words <i>(This does not include CVCs ending with /l/, /r/, or /x/.)</i></p> <p>b. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>K.RF.2c – Blend and segment onsets and rimes of single-syllable spoken words.</p>		<ul style="list-style-type: none"> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Blend and segment onsets and rimes of single-syllable spoken words.</li> </ul>
<p><b>Phonics and Word Recognition.</b></p>				
<p>Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>K.RF.3 - Know and apply grade-level phonics and word analysis.</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>Independently produces the primary sound of consonants.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>To produce the primary sound of consonants.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>To produce the primary sound of consonants.</li> </ul>
<p>Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p>K.RF.3b - Associate the long and short sounds with the common</p>	<p>N/A</p>	<ul style="list-style-type: none"> <li>Independently produces long and short vowel sounds</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Produce long and short vowel sounds.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Produce long and short vowel sounds.</li> </ul>

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spellings.				
<p>Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>K.RF.3c – same</p>	<ul style="list-style-type: none"> <li>Independently reads common high-frequency words by sight above grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Independently reads common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</li> </ul> <p>See K List in RtI Binder</p>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Read common high-frequency words by sight.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Read common high-frequency words by sight.</li> </ul>

**Fluency.**

<p>Read emergent-reader texts with purpose and understanding.</p> <p>K.RF.4 – Read emergent-reader texts.</p>	<ul style="list-style-type: none"> <li>Read with purpose and understanding</li> <li>Read orally with accuracy</li> <li>Read orally at an appropriate rate</li> <li>Read orally with expression</li> <li>Use context to aid in word recognition</li> </ul>	<p>Read emergent-reader texts with purpose and understanding.</p> <ul style="list-style-type: none"> <li>Apply the reading strategies of one-to-one matching and using initial consonant sound.</li> <li>Memorize or read books with simple patterns</li> <li>Use illustrations and print to gain meaning</li> <li>Begin making meaningful predictions and connections to real life</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Apply the reading strategies of one-to-one matching and using initial consonant sound.</li> <li>Memorize or read books with simple patterns</li> <li>Use illustrations and print to gain meaning</li> <li>Begin making meaningful predictions and connections to real life</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Apply the reading strategies of one-to-one matching and using initial consonant sound.</li> <li>Memorize or read books with simple patterns</li> <li>Use illustrations and print to gain meaning</li> <li>Begin making meaningful predictions and connections to real life</li> </ul>
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**Writing**

**Text types and Purposes.**

<p>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</p>	<ul style="list-style-type: none"> <li>Write opinion pieces in which they introduce the topic or name the book they are</li> </ul>	<ul style="list-style-type: none"> <li>Use drawing, dictating, and writing to reflect preferences or opinions on a topic</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Use drawing, dictating, and writing to reflect</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Use drawing, dictating, and writing to reflect</li> </ul>
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<p>state an opinion or preference about the topic or book</p> <p>(e.g., <i>My favorite book is...</i>).</p> <p>K.W.2 - Use a combination of drawing, dictating, and writing to compose opinion pieces.</p>	<p>writing about, state an opinion, supply a reason for the opinion, and provide closure.</p>	<p>or book</p> <ul style="list-style-type: none"> <li>Use drawings and writing to express their opinion</li> </ul>	<p>preferences or opinions on a topic or book</p> <ul style="list-style-type: none"> <li>Use drawings and writing to express their opinion</li> </ul>	<p>preferences or opinions on a topic or book</p> <ul style="list-style-type: none"> <li>Use drawings and writing to express their opinion</li> </ul>
<p>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.</p> <p>K.W.1 - Use a combination of drawing, dictating, and writing to compose informative texts.</p>	<ul style="list-style-type: none"> <li>Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide closure.</li> </ul>	<ul style="list-style-type: none"> <li>Identify qualities of informative/explanatory text</li> <li>Select a topic for original writing</li> <li>Select interesting information about the topic</li> <li>Use drawing, dictation, and writing to create short informative/explanatory pieces</li> <li>Meaningfully connect drawings and writings</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Identify qualities of informative/explanatory text</li> <li>Select a topic for original writing</li> <li>Select interesting information about the topic</li> <li>Use drawing, dictation, and writing to create short informative/explanatory pieces</li> <li>Meaningfully connect drawings and writings</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Identify qualities of informative/explanatory text</li> <li>Select a topic for original writing</li> <li>Select interesting information about the topic</li> <li>Use drawing, dictation, and writing to create short informative/explanatory pieces</li> <li>Meaningfully connect drawings and writings</li> </ul>
<p>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.</p> <p>K.W.3 - Use a combination of drawing, dictating, and writing to narrate.</p>	<ul style="list-style-type: none"> <li>Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide</li> </ul>	<ul style="list-style-type: none"> <li>Use a combination of drawing, dictating, and writing to create a narrative</li> <li>Tell events in the order that they occurred</li> <li>Explain one's thoughts and feelings about an</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Use a combination of drawing, dictating, and writing to create a narrative</li> <li>Tell events in the order that they occurred</li> <li>Explain one's</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Use a combination of drawing, dictating, and writing to create a narrative</li> <li>Tell events in the order that they occurred</li> <li>Explain one's</li> </ul>

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	closure.	<ul style="list-style-type: none"> <li>experience or event</li> <li>Connect drawings and writings meaningfully to the event sequence</li> </ul>	<p>thoughts and feelings about an experience or event</p> <p>Connect drawings and writings meaningfully to the event sequence</p>	<p>thoughts and feelings about an experience or event</p> <p>Connect drawings and writings meaningfully to the event sequence</p>
<b>Production and Distribution of Writing.</b>				
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	<ul style="list-style-type: none"> <li>With guidance and support from adults, focus on topic, respond to questions and suggestions from peers and add details to strengthen writing as needed.</li> </ul>	<ul style="list-style-type: none"> <li>Use adult guidance and support to strengthen writing</li> <li>Respond appropriately to questions and suggestions from peers</li> <li>Add details to strengthen writing</li> </ul>	Requires some assistance to: <ul style="list-style-type: none"> <li>Use adult guidance and support to strengthen writing</li> <li>Respond appropriately to questions and suggestions from peers</li> <li>Add details to strengthen writing</li> </ul>	Requires significant assistance to: <ul style="list-style-type: none"> <li>Use adult guidance and support to strengthen writing</li> <li>Respond appropriately to questions and suggestions from peers</li> <li>Add details to strengthen writing</li> </ul>
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.	<ul style="list-style-type: none"> <li>With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</li> </ul>	<ul style="list-style-type: none"> <li>Explore a variety of digital tools to produce and publish writing</li> <li>Work with peers to use digital tools to produce and publish writing</li> </ul>	Requires some assistance to: <ul style="list-style-type: none"> <li>Explore a variety of digital tools to produce and publish writing</li> <li>Work with peers to use digital tools to produce and publish writing</li> </ul>	Requires significant assistance to: <ul style="list-style-type: none"> <li>Explore a variety of digital tools to produce and publish writing</li> <li>Work with peers to use digital tools to produce and publish writing</li> </ul>
<b>Research to Build and Present Knowledge.</b>				
Participate in shared research and writing projects  <i>(e.g., explore a number of books by a favorite author and express opinions about them.)</i>	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	<ul style="list-style-type: none"> <li>Participate in shared research and writing projects</li> </ul>	Requires some assistance to: <ul style="list-style-type: none"> <li>Participate in shared research and writing projects</li> </ul>	Requires significant assistance to: <ul style="list-style-type: none"> <li>Participate in shared research and writing projects</li> </ul>



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<p>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>Respond to a question using recalled information from experiences or gathered information from provided sources</li> </ul>	<ul style="list-style-type: none"> <li>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</li> </ul>

**Speaking & Listening**

**Comprehension and Collaboration.**

<p>Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <ol style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>Continue a conversation through multiple exchanges.</li> </ol>	<p>Participate in collaborative conversations with diverse partners about <i>above grade level topics and texts</i> with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> <li>Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>Build on conversations by responding to comments of others through multiple exchanges.</li> <li>Ask questions to clear up any</li> </ul>	<ul style="list-style-type: none"> <li>Listen attentively to conversations</li> <li>Add to conversations about kindergarten topics and texts</li> <li>Take turns speaking</li> <li>Converse with peers and adults</li> <li>Converse in small and large groups</li> <li>Extend conversations</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Listen attentively to conversations</li> <li>Add to conversations about kindergarten topics and texts</li> <li>Take turns speaking</li> <li>Converse with peers and adults</li> <li>Converse in small and large groups</li> <li>Extend conversations</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Listen attentively to conversations</li> <li>Add to conversations about kindergarten topics and texts</li> <li>Take turns speaking</li> <li>Converse with peers and adults</li> <li>Converse in small and large groups</li> <li>Extend conversations</li> </ul>
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	confusion about the topics and texts under discussion.			
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.	<ul style="list-style-type: none"> <li>Ask questions about what they have seen or heard</li> <li>Answer questions about what they have seen or heard</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions when needed</li> <li>Answer questions about key details of what they have seen or heard</li> </ul>	Requires some assistance to: <ul style="list-style-type: none"> <li>Ask questions when needed</li> <li>Answer questions about key details of what they have seen or heard</li> </ul>	Requires significant assistance to: <ul style="list-style-type: none"> <li>Ask questions when needed</li> <li>Answer questions about key details of what they have seen or heard</li> </ul>
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>Ask and answer questions about key details in a text read aloud, a presentation, or through other media.</li> </ul>	<ul style="list-style-type: none"> <li>Ask and answer questions in order to seek help, get information, or clarify something.</li> </ul>	Requires some assistance to: <ul style="list-style-type: none"> <li>Ask and answer questions in order to seek help, get information, or clarify something.</li> </ul>	Requires significant assistance to: <ul style="list-style-type: none"> <li>Ask and answer questions in order to seek help, get information, or clarify something .</li> </ul>
<b>Presentation of Knowledge and Ideas.</b>				
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> <li>Describe people, places, things, and events with relevant details, expressing ideas and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> </ul>	Requires some assistance to: <ul style="list-style-type: none"> <li>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> </ul>	Requires significant assistance to: <ul style="list-style-type: none"> <li>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> </ul>
Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> <li>Add drawings or other visual displays to descriptions when appropriate to clarify ideas thoughts and feelings.</li> </ul>	<ul style="list-style-type: none"> <li>Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> </ul>	Requires some assistance to: <ul style="list-style-type: none"> <li>Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> </ul>	Requires significant assistance to: <ul style="list-style-type: none"> <li>Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> </ul>

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<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> <li>Produce complete sentences when appropriate to task and situation.</li> </ul>	<ul style="list-style-type: none"> <li>Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul>
<p><b>Language</b></p>				
<p>Conventions of Standard English.</p>				
<p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> Print many upper- and lowercase letters.</p>	<ul style="list-style-type: none"> <li>Use of all upper- and lowercase letters</li> </ul>	<ul style="list-style-type: none"> <li>Use of many upper- and lowercase letters</li> </ul>	<p>Requires some assistance to:</p>	<p>Requires significant assistance to:</p>
<p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> Use frequently occurring nouns and verbs.</p>	<ul style="list-style-type: none"> <li>Use a variety of nouns</li> <li>Appropriate pronoun use</li> <li>Use of verbs to convey a sense of time</li> <li>Use of correct words to convey meaning (adjectives, conjunctions, determiners, prepositions)</li> </ul>	<ul style="list-style-type: none"> <li>Use of frequently occurring nouns and verbs</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Use of frequently occurring nouns and verbs</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Use of frequently occurring nouns and verbs</li> </ul>
<p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b> Form regular plural nouns orally by adding/s/ or /es/</p>	<ul style="list-style-type: none"> <li>Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops</i>; <i>We hop</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Form regular plural nouns orally by adding/s/ or /es/</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Form regular plural nouns orally by adding/s/ or /es/</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Form regular plural nouns orally by adding/s/ or /es/</li> </ul>

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<p><i>(e.g., dog, dogs; wish, wishes).</i></p>				
<p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>Understand and use question words (interrogatives)</p>		<ul style="list-style-type: none"> <li>Understand and use question words (interrogatives) <i>(e.g., who, what, where, when, why, how).</i></li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Understand and use question words (interrogatives)</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Understand and use question words (interrogatives)</li> </ul>
<p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>Use the most frequently occurring prepositions</p>	<p>Use frequently occurring prepositions <i>(e.g., during, beyond, toward)</i></p>	<ul style="list-style-type: none"> <li>Use the most frequently occurring prepositions <i>(e.g., to, from, in, out, on, off, for, of, by, with).</i></li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Use the most frequently occurring prepositions</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Use the most frequently occurring prepositions</li> </ul>
<p><b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b></p> <p>Produce and expand complete sentences in shared language activities</p>	<p>Use of a variety of sentences to respond to prompts (simple, compound, declarative, interrogative, imperative, exclamatory)</p>	<ul style="list-style-type: none"> <li>Produce and expand complete sentences in shared language activities</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Produce and expand complete sentences in shared language activities</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Produce and expand complete sentences in shared language activities</li> </ul>
<p><b>Demonstrate command of the conventions of stand English capitalization, punctuation, and spelling when writing.</b></p> <p>Capitalize the first word in a sentence and the pronoun <i>I</i>.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Capitalize dates</li> <li>Capitalize names of people</li> </ul>	<ul style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> </ul>

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<p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>Recognize and name end punctuation.</p>	<ul style="list-style-type: none"> <li>• Use end punctuation for sentences</li> <li>• Use commas in date</li> <li>• Use commas to separate single words in a series</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and name end punctuation.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>• Recognize and name end punctuation.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>• Recognize and name end punctuation.</li> </ul>
<p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	<ul style="list-style-type: none"> <li>• Spell words with common spelling patterns</li> </ul>	<ul style="list-style-type: none"> <li>• Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>• Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>• Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> </ul>
<p><b>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</b></p> <p>Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> <li>• Spell frequently occurring irregular words</li> <li>• Spell unknown words phonetically</li> </ul>	<ul style="list-style-type: none"> <li>• Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>• Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>• Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>

**Vocabulary Acquisition and Use.**

<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <ol style="list-style-type: none"> <li>Identify new meanings for familiar words and apply them accurately (e.g. knowing duck is a <i>bird</i> and learning the verb <i>to duck</i>).</li> <li>Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i></li> </ol>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• Determine or clarify meaning of unknown words or phrases by drawing upon sentence-level context clues</li> <li>• Use affixes as clues to the meaning of unknown words</li> <li>• Identify frequently occurring root</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>• Recognize and use words with multiple meanings (i.e. duck or can)</li> <li>• Recognize and use inflections and affixes to help determine the meaning of unknown words</li> </ul>	<p>Requires some assistance to:</p>	<p>Requires significant assistance to:</p>
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, <i>pre-</i> , <i>-ful</i> , <i>-less</i> ) as a clue to the meaning of an unknown word.	words and their inflectional forms			
<p>With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> <li>Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</li> <li>Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</li> <li>Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</li> <li>Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings.</li> </ol>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Sort common words into categories</li> <li>Gain a sense of concepts represented by categories</li> <li>Define words by category and key attributes</li> <li>Identify real-life connections between words and their use</li> <li>Define, choose, or act out the meaning of verbs describing the same general action to distinguish shades of meaning among the verbs</li> <li>Define, choose, or act out the meaning of adjectives differing in intensity to distinguish shades of meaning among the adjectives</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Sort common objects into categories</li> <li>Gain a sense of concepts represented by categories</li> <li>Relate frequently occurring verbs and adjectives to their opposites</li> <li>Identify real-life connections between words and their use</li> <li>Act out the meaning of verbs describing the same general action to distinguish shades of meaning among the verbs</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Sort common objects into categories</li> <li>Gain a sense of concepts represented by categories</li> <li>Relate frequently occurring verbs and adjectives to their opposites</li> <li>Identify real-life connections between words and their use</li> <li>Act out the meaning of verbs describing the same general action to distinguish shades of meaning among the verbs</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Sort common objects into categories</li> <li>Gain a sense of concepts represented by categories</li> <li>Relate frequently occurring verbs and adjectives to their opposites</li> <li>Identify real-life connections between words and their use</li> <li>Act out the meaning of verbs describing the same general action to distinguish shades of meaning among the verbs</li> </ul>
<p>Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Learn new words and phrases in a variety of ways (conversation,</li> </ul>	<p>Students are able to:</p> <ul style="list-style-type: none"> <li>Learn new words and phrases in a variety of ways (conversation,</li> </ul>	<p>Requires some assistance to:</p> <ul style="list-style-type: none"> <li>Learn new words and phrases in a variety of ways</li> </ul>	<p>Requires significant assistance to:</p> <ul style="list-style-type: none"> <li>Learn new words and phrases in a variety of ways</li> </ul>

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	<p>reading, being read to, responding to text)</p> <ul style="list-style-type: none"> <li>• Use words and phrases learned in one context in a different context</li> <li>• Appropriately use frequently occurring conjunctions to signal simple relationships (i.e. “because”)</li> </ul>	<p>reading, being read to, responding to text)</p> <ul style="list-style-type: none"> <li>• Use words and phrases learned in one context in a different context</li> </ul>	<p>(conversation, reading, being read to, responding to text)</p> <ul style="list-style-type: none"> <li>• Use words and phrases learned in one context in a different context</li> </ul>	<p>(conversation, reading, being read to, responding to text)</p> <ul style="list-style-type: none"> <li>• Use words and phrases learned in one context in a different context</li> </ul>
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