



Name: \_\_\_\_\_

ELA Kindergarten Checklist

**Language Arts:**

**Listening:**

**K.1.A-** The student is expected to listen actively and ask questions to understand information and answer questions using multi-word responses

1	2	3
The student demonstrates mastery of 0-1 indicators	The student demonstrates mastery of 2 indicators	The student demonstrates mastery of 3-4 indicators
Listens when someone is speaking	Asks questions to help clarify meaning or understanding	
Asks questions that are on topic	Answers open-ended questions with multi-word responses	

**Speaking:**

**K.1.C** The student is expected to share information and ideas by speaking audibly and clearly using the conventions of language

1	2	3
The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4+ indicators
Uses speech that is understood by most children and adults	Uses simple sentences with proper grammar and vocabulary	
Has clear articulation that is clearly understood	Uses correct pronouns when speaking	
Uses correct tenses when speaking		

**Reading:**

**Rhyme:**

**K.2A.i-** Identify and produce rhyming words

1	2	3
The student demonstrates mastery of 0-2 indicators	The student demonstrates mastery of 3 indicators	The student demonstrates mastery of 4-5 indicators

Identifying 1NW	Identifying 2NW	Produces: 3NW
rock, made	dog, frog	day
hen, pen	man, cap	tie
jam, did	sat, pat	fan
sick, pick	color, car	dot
nap, map	jet, wet	red

**Blending: (words, syllables, onset/rime, sounds)**

**K.2.A** Demonstrate phonological awareness- Blending

1	2	3
The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3 indicators	The student demonstrates mastery of: 4-5 indicators

1NW – Blending Words	2NW- Blending Multisyllabic Words	3NW- Blending Onset and Rime	4NW- Blending Phonemes
foot-ball	fro-zen	c-at	l-o-g
pop-corn	can-dy	f-ox	h-i-t

bed-room	pump-kin	l-ip	p-a-n
back-pack	bas-ket	s-un	r-u-g
rain-bow	mar-ker	b-ed	f-e-d

**Segmenting: (words, syllables, onset/rime, sounds)**

**K.2.A Demonstrate phonological awareness- Segmenting**

1	2	3
The student demonstrates mastery of 0-2 indicators	The student demonstrates mastery of 3 indicators	The student demonstrates mastery of 4-5 indicators

1NW- Segmenting Words	2NW- Segmenting Multisyllabic Words	3NW- Segmenting Onset and Rime	4NW- Segmenting Phonemes
lipstick	fro-zen	map (m-ap)	hot
treehouse	can-dy	not (n-ot)	jet
keychain	pump-kin	tin (t-in)	tap
cowgirl	bas-ket	bug (b-ug)	wig
doorbell	mar-ker	red (r-ed)	mug

**Manipulating (words, syllables, onset/rime, sounds)**

**K.2.A.ix Manipulating syllables within a multisyllabic word (assess and give feedback in 3<sup>rd</sup> and 4<sup>th</sup> NW only)**

1	2	3
The student demonstrates mastery of 0-2 indicators	The student demonstrates mastery of 3 indicators	The student demonstrates mastery of 4-5 indicators

3NW- Removing Initial & Final Syllable	4NW- Adding and Changing Syllables
If I say <i>football</i> and take away <i>foot</i> , what do I have left? (ball)	If I say <i>loud</i> and add <i>er</i> , what is my word? (louder)
If I say <i>napkin</i> and take away <i>nap</i> , what do I have left? (kin)	If I say <i>talk</i> and add <i>ing</i> , what is my word? (talking)
If I say <i>robot</i> and take away <i>bot</i> , what do I have left? (ro)	If I say <i>slow</i> and add <i>ly</i> , what is my word? (slowly)
If I say <i>toothbrush</i> and take away <i>brush</i> , what do I have left? (tooth)	If I say <i>sunset</i> and I change <i>set</i> to <i>shine</i> , what is my new word? (sunshine)
If I say <i>basket</i> and take away <i>bas</i> , what do I have left? (ket)	If I say <i>bedroom</i> and I change <i>room</i> to <i>time</i> , what is my new word? (bedtime)
If I say <i>pencil</i> and take away <i>cil</i> , what do I have left? (pen)	If I say <i>jellyfish</i> and I change <i>jelly</i> to <i>star</i> , what is my new word? (starfish)

**Demonstrate Print Awareness:**

1	2	3
The student demonstrates mastery of 0-2 indicators	The student demonstrates mastery of 3 indicators	The student demonstrates mastery of 4-5 indicators
1NW: 1 <sup>st</sup> 2 indicators only; 2-4NW all 5 indicators		
1. Holds book right side up and turns pages correctly (K.2Di)	3. knows reading moves from top to bottom and left to right with return sweep (K.2Dii)	
2. Locate the title of the book (K.2Di)	4. recognize the difference between a letter and a word (K.2Div)	
	5. recognize that sentences are comprised of words separated by spaces (K.2Diii)	

**Demonstrates letter identification and sound knowledge:**

**K.2.B.iv - Identifying and producing letter sounds**

1	2	3
The student demonstrates mastery of: 1NW: <10 letters / <5 sounds 2NW: <24 letters / <12 sounds 3NW: <39 letters / <17 sounds 4NW: <45 letters / <22 sounds	The student demonstrates mastery of 1NW: 11-25 letters / 6-12 sounds 2NW: 25-51 letters / 13-25 sounds 3NW: 40-51 letters / 18-25 sounds 4NW: 46-51 letters / 23-25 sounds	The student demonstrates mastery of: 1NW- 26 letters / 13 sounds 2NW- 52 letters / 26 sounds 3NW- 52 letters / 26 sounds 4NW- 52 letters / 26 sounds

	B	M	A	R	S	T	G	N	I	P	C	H	O	F	D	L	E	K	J	W	U	Y	Z	V	X	Q
--	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

UPPER																			
lower																			
Sound																			

**Demonstrates and applies phonetic knowledge to reading and spelling:**

**K.2Bii- using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words**

1		2		3	
The student decodes and spells 4 or less of words within the pattern correctly.		The student decodes and spells 5-8 of words within the pattern correctly.		The student decodes and spells 9 or more of words within the pattern correctly.	
2NW Decodes and Spells VC Words such as:		3NW Decodes and spells CVC words such as:		4NW Decodes and spells CCVC and CVCC words such as:	
in	at	wet	bet	flag	melt
if	up	dog	lip	drip	land
us	ox	man	bus	best	plus
on	it	hum	rod	lump	milk
ax	ad	hip	sat	plug	stop

**Identifies and reads high frequency words:**

**K.2.B.iv - Identifying and reading high frequency words with accuracy**

1 <sup>st</sup> Nine Weeks (circle the ones the child knows)	2 <sup>nd</sup> Nine Weeks (circle the ones the child knows)	3 <sup>rd</sup> Nine Weeks (circle the ones the child knows)	4 <sup>th</sup> Nine Weeks (circle the ones the child knows)
am at can go is me my see the to up we	and do got had has he his in it like look on	are with did for get what him of play said she will you	all down saw that they this here was went have when where come

**Uses a variety of strategies to comprehend text:**

1	2	3
The student demonstrates mastery of: 1NW: 0 indicators 2NW: 0-1 indicators 3NW: 0-3 indicators 4NW: 0-4 indicators	The student demonstrates mastery of: 1NW: 0 indicators 2NW: 2 indicators 3NW: 4 indicators 4NW: 5-6 indicators	The student demonstrates mastery of: 1NW: 0 indicators 2NW: 3+ indicators 3NW: 5+ indicators 4NW: 7+ indicators
<b>During shared reading/ IRA/ Guided Reading, the student can:</b>		
Make connections (t-s, t-t, t-w) (K.5.E)	Make predictions (predict, adjust, confirm predictions) (K.5.C)	Generate questions (before, during, and after reading) (K.5.B)
Create mental images (supported by text and can describe to someone) (K.5.D)	Make inferences (using schema, personal experiences, and text evidence with adult assistance) (K.5.F)	Monitor comprehension (checking for understanding, using visual ques, rereading, asking clarifying questions) (K.5.I)
Identifies characters (K.7B)	Describes the setting (K.7D)	Provide oral, pictorial, or written response using text evidence. (K.6B & K.6C)

**Writing:**

**Develop drafts in oral, pictorial, or written form:**

**K.10B – develop drafts in oral pictorial, or written form by organizing ideas**

1	2	3	
The student demonstrates mastery of: 1NW: 0-1 indicators with assistance 2-3NW: 0-2 indicators with assistance 4NW: 0-4 indicators with assistance	The student demonstrates mastery of: 1NW: 1 indicator with minimal guidance 2-3NW: 1-2 indicators with minimal guidance 4NW: 2-4 indicators with minimal guidance	The student demonstrates mastery of: 1NW: 1 indicator independently 2-3NW: 2 indicators independently 4NW: 3-4 indicators independently	
1NW	2NW	3NW	4NW
Develop drafts pictorially and share orally	Develop drafts in written form	Develop drafts in written form related to picture	Develops drafts in written form by organizing ideas

	Use letter knowledge to write a simple sentence using invented spelling	Applies phonetic knowledge and accurately spells presented high frequency words	Multiple sentences related to topic
			Uses conventions of writing such as capitalization, punctuation, and spacing
			Applies phonetic knowledge and accurately spells high frequency words

**Handwriting**

***Forms uppercase and lowercase letters legibly***

**K.2E – develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality**

1	2	3
The student demonstrates mastery of 0-1 indicators <b>with assistance</b>	The student demonstrates mastery of 1 indicator with minimal assistance	The student demonstrates mastery of 1 indicator independently
Forms uppercase and lowercase letter legibly		