

## Midlothian ISD Standards Based Report Card Rubric: Kindergarten Reading

Report Card Section	Report Card Strand	Standards Assessed	Learning Progression			
			Area of Concern - Scored 1	Limited Progress - Scored 2	Approaching Standard - Scored 3	Mastery of Standard - Scored 4
FIRST REPORTING PERIOD						
Beginning Reading and Writing Skills	Identify words in a spoken sentence	<b>K.2A.iii</b> Identifying the individual words in a spoken sentence	The student is able to <b>repeat</b> the individual words in a spoken sentence <b>with teacher assistance.</b>	The student is able to <b>repeat</b> the individual words in a spoken sentence.	The student is able to <b>identify</b> the words in a spoken sentence and <b>put an emphasis on each word.</b>	The student is able to <b>identify and count</b> the words in a spoken sentence.
	Identify and match the common sounds that letters represent	<b>K.2B.i</b> Identify and match the common sounds that letters represent	The student is able to <b>produce less than 2</b> of the common sounds that letters represent	The student is able to <b>produce 2/26</b> of the common sounds that letters represent	The student is able to <b>produce 3/26</b> of the common sounds that letters represent	The student is able to <b>produce 5/26</b> of the common sounds that letters represent
Oral Language Skills	Restate and follow a series of 3 spoken directions	<b>K.1B</b> Restate and follow oral directions that involve a short, related sequence of actions.	The student is able to <b>restate and follow 1</b> spoken direction with <b>teacher assistance.</b>	The student is able to <b>restate and follow 1</b> spoken direction	The student is able to <b>restate and follow</b> a series of <b>2</b> spoken directions	The student is able to <b>restate and follow</b> a series of <b>3</b> spoken directions.
SECOND REPORTING PERIOD						
Beginning Reading and Writing Skills	Demonstrate print awareness	<b>K.2D.ii</b> holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	The student is able to <b>demonstrate</b> print awareness by holding a book right side up, turning pages correctly <b>with teacher assistance.</b>	The student is able to <b>demonstrate</b> print awareness by holding a book right side up, turning pages correctly.	The student is able to <b>demonstrate</b> print awareness by holding a book right side up, turning pages correctly, and <b>knowing that reading moves from top to bottom and left to right.</b>	The student is able to <b>demonstrate</b> print awareness by <b>holding a book</b> right side up, <b>turning pages</b> correctly, and knowing that reading moves from <b>top to bottom and left to right with return sweep.</b>
	Identify and match the common sounds that letters represent	<b>K.2B.i</b> Identify and match the common sounds that letters represent	The student is able to <b>produce less than 4</b> of the common sounds that letters represent	The student is able to <b>produce 4/26</b> of the common sounds that letters represent	The student is able to <b>produce 6/26</b> of the common sounds that letters represent	The student is able to <b>produce 10/26</b> of the common sounds that letters represent
	Identify words in a spoken sentence	<b>K.2A.iii</b> Identifying the individual words in a spoken sentence	The student is able to <b>identify</b> the individual words in a spoken sentence <b>with teacher assistance.</b>	The student is able to <b>repeat</b> the individual words in a spoken sentence.	The student is able to <b>identify</b> the words in a spoken sentence and <b>put an emphasis on each word.</b>	The student is able to <b>identify and count</b> the words in a spoken sentence.
	Identify syllables in a spoken word	<b>K.2A.iv</b> Identifying syllables in spoken words	The student is able to <b>repeat</b> the individual syllables in spoken words <b>with teacher assistance.</b>	The student is able to <b>repeat</b> the individual syllables in the spoken word.	The student is able to <b>segment a spoken word into it's syllables</b>	The student is able to <b>identify and count</b> the syllables in a spoken word <b>up to 4 syllables.</b>
	Blend, segment, and manipulate syllables in words	<b>K.2A.v</b> blending syllables to form multisyllabic words;	The student is able to <b>blend</b> syllable within a multisyllabic word <b>with maximum teacher assistance.</b>	The student is able to <b>blend</b> syllables within a multisyllabic word <b>with minimal teacher support.</b>	The student is able to <b>blend</b> syllables within a multisyllabic word. <b>(2 syllables)</b>	The student is able to <b>blend</b> syllables within a multisyllabic word <b>(3+ syllables)</b>
Genre	Dictate or write a personal narrative	<b>K.11A</b> Dictate or compose literary texts, including personal narratives	The student is able to <b>dictate or compose</b> a personal narrative <b>with teacher assistance.</b>	The student is able to <b>dictate or compose</b> a personal narrative	The student is able to <b>dictate or compose</b> a personal narrative <b>in chronological order.</b>	The student is able to <b>dictate or compose</b> a personal narrative and <b>include details about the experience in chronological order.</b>

Compositic	Dictate or write informational text	<b>K.11B</b> Dictate or compose informational texts.	The student is able to <b>dictate or compose</b> informational texts focusing on the central idea <b>with teacher assistance</b>	The student is able to <b>dictate or compose</b> informational texts.	The student is able to <b>dictate or compose</b> informational texts <b>focusing on the central idea.</b>	The student is able <b>dictate or compose</b> informational texts focusing on the central idea <b>and including facts.</b>
Oral Language Skills	Restate and follow a series of 3 spoken directions	<b>K.1B</b> Restate and follow oral directions that involve a short, related sequence of actions.	The student is able to <b>restate and follow</b> a spoken direction with <b>teacher assistance.</b>	The student is able to <b>restate and follow 1</b> spoken direction	The student is able to <b>restate and follow</b> a series of <b>2</b> spoken directions	The student is able to <b>restate and follow</b> a series of <b>3</b> spoken directions.
Response Skills	Retell a story in ways that maintain meaning	<b>K.6D</b> Retell texts in ways that maintain meaning.	The student is able to <b>sequence</b> a story by <b>describing</b> the beginning, middle, and end using the text/pictures for support <b>with teacher assistance.</b>	The student is able to <b>sequence</b> a story by <b>describing</b> the beginning, middle, and end <b>using the text/pictures for support.</b>	The student is able to <b>sequence</b> a story by <b>describing the beginning and end.</b>	The student is able to <b>sequence</b> a story by <b>describing the beginning, middle, and end.</b>

### THIRD REPORTING PERIOD

	Demonstrate print awareness	<b>K.2D.ii</b> holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;	The student is able to <b>demonstrate</b> print awareness by holding a book right side up, turning pages correctly <b>with teacher assistance.</b>	The student is able to <b>demonstrate</b> print awareness by holding a book right side up, turning pages correctly.	The student is able to <b>demonstrate</b> print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from <b>top to bottom and left to right.</b>	The student is able to <b>demonstrate</b> print awareness by holding a book right side up, turning pages correctly, and knowing that reading moves from <b>top to bottom and left to right with return sweep.</b>
	Identify and match the common sounds that letters represent	<b>K.2B.i</b> Identify and match the common sounds that letters represent	The student is able to <b>produce less than 10</b> of the common sounds that all letters represent	The student is able to <b>produce 10/26</b> of the common sounds that letters represent	The student is able to <b>produce 15/26</b> of the common sounds that letters represent	The student is able to <b>produce 20/26</b> of the common sounds that letters represent
	Identify and read high-frequency words	<b>K.2B.iv</b> identifying and reading at least 25 high-frequency words from a research-based list	The student is able to read and identify <b>less than 5 high-frequency words</b> from the Wonders curriculum list	The student is able to read and identify <b>5-9 high-frequency words</b> from the Wonders curriculum list	The student is able to read and identify <b>10-14 high-frequency words</b> from the Wonders curriculum list	The student is able to read and identify <b>15+ high-frequency words</b> from the Wonders curriculum list
	Recognize the difference between a letter, word, and sentence	<b>K.2D.iv</b> recognizing the difference between a letter and a printed word; <b>K.2D.iii</b> recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries	The student is able to <b>recognize a letter or a word with teacher assistance.</b>	The student is able to <b>recognize a letter or a word.</b>	The student is able to <b>recognize the difference</b> between a <b>letter and a word.</b>	The student is able to <b>recognize the difference</b> between a <b>letter, word, and that a sentence is made up of words.</b>
	Recognize words that begin with the same sounds	<b>K.2A.ii</b> recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	The student is able to <b>repeat</b> the group of words with the <b>same beginning sound</b> when given orally with <b>teacher assistance.</b>	The student is able to <b>repeat</b> a group of words with the same <b>beginning sound</b> when given orally.	The student is able to <b>choose 2 words</b> with the <b>same beginning sound</b> when given a list of <b>three words</b> orally. (beach, ball, wave)	The student is able to <b>recognize a group of words</b> that <b>begin</b> with the <b>same sound.</b>
	Identify words in a spoken sentence	<b>K.2A.iii</b> identifying the individual words in a spoken sentence	The student is able to <b>repeat the words in a spoken sentence</b> with teacher assistance.	The student is able to <b>repeat the individual words</b> in a <b>spoken sentence.</b>	The student is able to <b>identify the words</b> in a <b>spoken sentence</b> and <b>put an emphasis on each word.</b>	The student is able to <b>identify and count</b> the <b>words in a spoken sentence.</b>

Beginning Reading and Writing Skills

Identify syllables in a spoken word	<b>K.2A.iv</b> identifying syllables in spoken words	The student is able to <b>repeat the individual syllables</b> in words with <b>teacher assistance</b> .	The student is able to <b>repeat the syllables</b> in the spoken word.	The student is able to <b>segment a spoken word into syllables</b>	The student is able to <b>identify and count the syllables</b> in a spoken word <b>up to 4 syllables</b> .
Blend, segment, and manipulate syllables in words	<b>K.2A.v</b> blending syllables to form multisyllabic words; <b>K.2A.vi</b> segmenting multisyllabic words into syllables	The student is able to <b>blend OR segment syllables</b> within a multisyllabic word with <b>teacher assistance</b> .	The student is able to <b>blend AND segment syllables</b> within a multisyllabic word. with <b>teacher assistance</b> .	The student is able to <b>blend OR segment syllables</b> within a multisyllabic word.	The student is able to <b>blend AND segment syllables</b> within a multisyllabic word.
Segment words into individual phonemes	<b>K.2A.x</b> segmenting spoken one-syllable words into individual phonemes	The student is able to <b>repeat segmented individual phonemes within a word with teacher assistance</b> .	The student is able to <b>segment individual phonemes within words with teacher support</b> .	The student is able to <b>segment individual phonemes within a word. (2 phonemes)</b>	The student is able to <b>segment individual phonemes into a word. (3+ phonemes)</b>
Blend individual phonemes into a word	<b>K.2A.viii</b> blending spoken phonemes to form one-syllable words	The student is able to <b>repeat blended individual phonemes within a word with teacher assistance</b> .	The student is able to <b>blend individual phonemes within words with teacher support</b> .	The student is able to <b>blend individual phonemes within a word. (2 phonemes)</b>	The student is able to <b>blend individual phonemes into a word. (3+ phonemes)</b>
Decode words using letter-sound relationships	<b>K.2B.ii</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	The student is able to <b>identify the letter-sound relationships in a VC word with teacher assistance</b> .	The student is able to <b>identify the letter-sound relationships in a VC word</b> .	The student is able to <b>decode</b> using letter-sound relationships including <b>VC words</b>	The student is able to <b>decode</b> using letter-sound relationships including <b>VC and CVC words</b>
Spell high-frequency words	<b>K.2C.iii</b> spelling high-frequency words from a research-based list.	The student will be able to <b>spell 1 HFW</b> accurately. (the, can, see) with <b>teacher assistance</b>	The student will be able to <b>spell 1 HFW</b> accurately. (the, can, see)	The student will be able to <b>spell 2 HFW</b> accurately. (the, can, see)	The student will be able to <b>spell 3 HFW</b> accurately. (the, can, see)
Accurately form all upper and lower case letters	<b>K.2E</b> Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	The student is able to <b>form</b> all uppercase <b>OR</b> lowercase letters with <b>teacher assistance</b> .	The student is able to accurately <b>form</b> all uppercase <b>OR</b> lowercase letters. .	The student is able to accurately <b>form MOST</b> uppercase <b>AND</b> lowercase letters using basic conventions of print such as left to right and top to bottom.	The student is able to accurately <b>form ALL</b> uppercase <b>AND</b> lowercase letters using basic conventions of print such as left to right and top to bottom.

Composition: Genres	Dictate or write a personal narrative	<b>K.11A</b> Dictate or compose literary texts, including personal narratives	The student is able to <b>dictate or compose</b> a personal narrative with <b>teacher assistance</b> .	The student is able to <b>dictate or compose</b> a personal narrative	The student is able <b>dictate or compose</b> a personal narrative in <b>chronological order</b> .	The student is able to <b>dictate or compose</b> a personal narrative and include <b>details about the experience in chronological order</b> .
	Dictate or write informational text	<b>K.11B</b> Dictate or compose informational texts.	The student is able to <b>dicat e or compose</b> informational texts focusing on the central idea with <b>teacher assistance</b>	The student is able to <b>dicat e or compose</b> informational texts.	The student is able to <b>dicat e or compose</b> informational texts focusing on the <b>central idea</b>	The student is able <b>dictate or compose</b> informational texts focusing on the <b>central idea and including facts</b> .
Composition/ Writing Process	Plan, develop, and revise drafts using oral, pictures or written form	<b>K.10A</b> Plan by generating ideas for writing through class discussions and drawings. <b>K.10B</b> Develop drafts in oral, pictorial, or written form by organizing ideas. <b>K.10C</b> Revise drafts by adding details in pictures or words. <b>K.10D</b> Edit drafts with adult assistance using standard English conventions, including	The student is able to <b>plan and generate ideas</b> for writing through class discussions or drawing with <b>teacher assistance</b> .	The student is able to <b>plan and generate ideas</b> for writing through class discussions or drawing;	The student is able to <b>plan and generate ideas</b> for writing through class discussions or drawing; <b>develop drafts and organize ideas</b> (oral, pictorial, or written form)	The student is able to <b>plan and generate ideas</b> for writing through class discussions or drawing; <b>develop drafts and organize ideas</b> (oral, pictorial, or written form); and <b>revise their drafts</b> by adding details (pictures or words).
Multiple Genres	Identify and describe the main characters of a story and a play	<b>K.7B</b> Identify and describe the main character (s) <b>K.8C</b> Discuss main characters in drama.	The student is able to <b>identify the main characters</b> of a story or a play with <b>teacher assistance</b> .	The student is able to <b>identify the main characters</b> of a story and a play.	The student is able to <b>identify and describe the main characters (physical or personality traits)</b> of a story or a play.	The student is able to <b>identify and describe the main characters (physical or personality traits)</b> of a story or a play using <b>evidence</b> from the text.
Oral Language Skills	Restate and follow a series of 3 spoken directions	<b>K.1B</b> Restate and follow oral directions that involve a short, related sequence of actions.	The student is able to <b>restate and follow</b> a spoken direction with <b>teacher assistance</b> .	The student is able to <b>restate and follow 1</b> spoken direction	The student is able to <b>restate and follow</b> a series of <b>2</b> spoken directions	The student is able to <b>restate and follow</b> a series of <b>3</b> spoken directions.
Response Skills	Provide an oral, pictorial, or written response to a text	<b>K.6B</b> Provide an oral, pictorial, or written response to a text.	The student is able to provide an <b>oral, pictorial, or written response</b> selecting their favorite part of a text with <b>teacher assistance</b>	The student is able to provide an <b>oral, pictorial, or written response</b> selecting their favorite part of a text.	The student is able to provide an <b>oral, pictorial, or written response</b> selecting their favorite part of a text and <b>explain why</b> .	The student is able to provide an <b>oral, pictorial, or written response</b> selecting their favorite part of a text and <b>explaining why using details</b> .
	Retell a story in ways that maintain meaning	<b>K.6D</b> Retell texts in ways that maintain meaning.	The student is able to <b>retell</b> a story in ways that maintain meaning by <b>sequencing</b> the beginning, middle, and end using picture support and <b>teacher assistance</b> .	The student is able to <b>retell</b> a story in ways that maintain meaning by <b>sequencing</b> the beginning, middle, and end using <b>picture support</b>	The student is able to <b>retell</b> a story in ways that maintain meaning by <b>describing</b> the beginning, middle, and end.	The student is able to <b>retell</b> a story in ways that maintain meaning by <b>describing</b> the beginning, middle, and end using <b>important details</b> from the story (ex. character names, setting, vocabulary)

**FOURTH REPORTING PERIOD**

Demonstrate print awareness	<p><b>K.2D.i</b> identifying the front cover, back cover, and title page of a book;</p> <p><b>K.2D.ii</b> holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right with return sweep;</p>	The student is able to <b>demonstrate</b> print awareness by <b>holding a book right side up, turning pages correctly</b> with <b>teacher assistance</b> .	The student is able to <b>demonstrate</b> print awareness by <b>holding a book right side up, turning pages correctly</b> .	The student is able to <b>demonstrate</b> print awareness by <b>holding a book right side up, turning pages correctly, and knowing that reading moves from top to bottom and left to right</b> .	The student is able to <b>demonstrate</b> print awareness by <b>holding a book</b> right side up, <b>turning pages</b> correctly, and knowing that reading moves from <b>top to bottom and left to right</b> with <b>return sweep</b> .
Identify and match the common sounds that letters represent	<b>K.2B.i</b> Identify and match the common sounds that letters represent	The student is able to <b>produce less than 18</b> of the common sounds that all letters represent	The student is able to <b>produce 18/26</b> of the common sounds that all letters represent	The student is able to <b>produce 23/26</b> of the common sounds that all letters represent	The student is able to <b>produce</b> the common sounds that <b>all</b> letters represent
Identify and read high-frequency words	<b>K.2B.iv</b> identifying and reading at least 25 high-frequency words from a research-based list	The student is able to read and <b>identify less than 10</b> high-frequency words from the Wonders curriculum list	The student is able to read and <b>identify 10-19 high-frequency words</b> from the Wonders curriculum list	The student is able to read and <b>identify 20-24 high-frequency words</b> from the Wonders curriculum list	The student is able to read and <b>identify 25+ high-frequency words</b> from the Wonders curriculum list
Recognize the difference between a letter, word, and sentence	<p><b>K.2D.iv</b> recognizing the difference between a letter and a printed word;</p> <p><b>K.2D.iii</b> recognizing that sentences are comprised of words separated by spaces and recognizing word boundaries</p>	The student is able to <b>recognize a letter or a word</b> with <b>teacher assistance</b> .	The student is able to <b>recognize a letter or a word</b> .	The student is able to <b>recognize the difference between a letter and a word</b> .	The student is able to <b>recognize the difference between a letter, word, and that a sentence is made up of words</b> .
Recognize words that begin with the same sounds	<b>K.2A.ii</b> recognizing spoken alliteration or groups of words that begin with the same spoken onset or initial sound;	The student is able to <b>repeat the group of words with the same beginning sound</b> when given orally with <b>teacher assistance</b> .	The student is able to <b>repeat a group of words with the same beginning sound</b> when given orally.	The student is able to <b>choose 2 words with the same beginning sound when given a list of three words</b> orally. (beach, ball, wave)	The student is able to <b>recognize a group of words that begin with the same sound</b> .
Identify words in a spoken sentence	<b>K.2A.iii</b> identifying the individual words in a spoken sentence	The student is able to <b>identify the individual words</b> in a spoken sentence with <b>teacher assistance</b> .	The student is able to <b>repeat the individual words</b> in a spoken sentence.	The student is able to <b>identify the words</b> in a spoken sentence and <b>put an emphasis on each word</b> .	The student is able to <b>identify and count</b> the words in a spoken sentence.
Identify syllables in a spoken word	<b>K.2A.iv</b> identifying syllables in spoken words	The student is able to <b>blend syllables</b> within a multisyllabic word with <b>teacher assistance</b> .	The student is able to <b>repeat the syllables</b> in the spoken word.	The student is able to <b>segment a spoken word into it's syllables</b>	The student is able to <b>identify and count the syllables</b> in a spoken word <b>up to 4 syllables</b> .
Blend, segment, and manipulate syllables in words	<p><b>K.2A.v</b> blending syllables to form multisyllabic words;</p> <p><b>K.2A.vi</b> segmenting multisyllabic words into syllables</p> <p><b>K.2A.ix</b> manipulating syllables within a multisyllabic word</p>	The student is able to <b>blend syllables</b> within a multisyllabic word with <b>teacher assistance</b>	The student is able to <b>blend syllables</b> within a multisyllabic word.	The student is able to <b>blend and segment syllables</b> within a multisyllabic word.	The student is able to <b>blend, segment, and manipulate syllables</b> within a multisyllabic word.

Beginning Reading	Segment words into individual phonemes	<b>K.2A.x</b> segmenting spoken one-syllable words into individual phonemes	The student is able to <b>repeat segmented individual phonemes</b> within a word with <b>teacher assistance</b> .	The student is able to <b>segment individual phonemes</b> within words with <b>teacher support</b> .	The student is able to <b>segment individual phonemes</b> within a word. <b>(2-3 phonemes)</b>	The student is able to <b>segment individual phonemes</b> into a word. <b>(4+ phonemes)</b>
	Blend individual phonemes into a word	<b>K.2A.viii</b> blending spoken phonemes to form one-syllable words	The student is able to <b>repeat blended individual phonemes</b> within a word with <b>teacher assistance</b> .	The student is able to <b>blend individual phonemes</b> within words with <b>teacher support</b> .	The student is able to <b>blend individual phonemes</b> within a word. <b>(2-3 phonemes)</b>	The student is able to <b>blend individual phonemes</b> into a word. <b>(4+ phonemes)</b>
	Decode words using letter-sound relationships	<b>K.2B.ii</b> using letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words	The student is able to <b>decode</b> using letter-sound relationships including <b>VC words</b> with <b>teacher assistance</b>	The student is able to <b>decode</b> using letter-sound relationships including <b>VC words</b>	The student is able to <b>decode</b> using letter-sound relationships including <b>VC, CVC words</b>	The student is able to <b>decode</b> using letter-sound relationships including <b>VC, CVC, CCVC, and CVCC words</b>
	Recognize new words created when letters are changed, added or deleted	<b>K.2B.iii</b> recognizing that new words are created when letters are changed, added, or deleted such as it - pit - tip - tap	The student is able to <b>recognize</b> that <b>new words</b> are created when <b>letters are changed, added, or deleted in the initial position</b> with <b>teacher assistance</b> .	The student is able to <b>recognize</b> that <b>new words</b> are created when <b>letters are changed, added, or deleted in the initial position</b> .	The student is able to <b>recognize</b> that new words are created when <b>letters re changed, added, or deleted in the initial AND final position</b> .	The student is able to <b>recognize</b> that new words are created when <b>letters are changed, added, deleted in the initial, final, AND medial positions</b> .
	Spell words using sound-spelling patterns	<b>K.2C.ii</b> spelling words using sound-spelling patterns	The student is able to <b>spell</b> using letter-sound relationships including <b>VC words with teacher assistance</b>	The student is able to <b>spell</b> using letter-sound relationships including <b>VC words</b>	The student is able to <b>spell</b> using letter-sound relationships including <b>VC, CVC words</b>	The student is able to <b>spell</b> using letter-sound relationships including <b>VC, CVC, and CCVC words</b>
	Spell high-frequency words	<b>K.2C.iii</b> spelling high-frequency words from a research-based list.	The student will be able to <b>spell less than 3 HFW</b> accurately. (the, can, see, like, and, to)	The student will be able to <b>spell 3 HFW</b> accurately. (the, can, see, like, and, to)	The student will be able to <b>spell 4-5 HFW</b> accurately. (the, can, see, like, and, to)	The student will be able to <b>spell 6 HFW</b> accurately. (the, can, see, like, and, to)
	Accurately form all upper and lower case letters	<b>K.2E</b> Develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality.	The student is able to form all uppercase <b>OR</b> lowercase letters <b>with teacher assistance</b> .	The student is able to accurately form all uppercase <b>OR</b> lowercase letters. .	The student is able to accurately form <b>MOST</b> uppercase <b>AND</b> lowercase letters using basic conventions of print such as left to right and top to bottom.	The student is able to accurately form <b>ALL</b> uppercase <b>AND</b> lowercase letters using basic conventions of print such as left to right and top to bottom.
Genres	Dictate or write a personal narrative	<b>K.11A</b> Dictate or compose literary texts, including personal narratives	The student is able to <b>dictate or compose a personal narrative</b> with <b>teacher assistance</b> .	The student is able to <b>dictate or compose a personal narrative</b>	The student is able to <b>dictate or compose a personal narrative</b> in <b>chronological order</b> .	The student is able to <b>dictate or compose a personal narrative</b> and include <b>details</b> about the experience <b>in chronological order</b> .

Compositic	Dictate or write informational text	<b>K.11B</b> Dictate or compose informational texts.	The student is able to <b>dictate or compose informational texts</b> focusing on the <b>central idea with teacher assistance</b>	The student is able to <b>dictate or compose informational texts.</b>	The student is able to <b>dictate or compose informational texts</b> focusing on the <b>central idea</b>	The student is able <b>dictate or compose informational texts</b> focusing on the <b>central idea and including facts.</b>
Composition./Writing Process	Plan, develop, and revise drafts using oral, pictures or written form	<b>K.10A</b> Plan by generating ideas for writing through class discussions and drawings. <b>K.10B</b> Develop drafts in oral, pictorial, or written form by organizing ideas. <b>K.10C</b> Revise drafts by adding details in pictures or words. <b>K.10D</b> Edit drafts with adult assistance using standard English conventions, including	The student is able to <b>plan and generate</b> ideas for writing through <b>class discussions or drawing with teacher assistance.</b>	The student is able to <b>plan and generate</b> ideas for writing through <b>class discussions or drawing.</b>	The student is able to <b>plan and generate</b> ideas for writing through <b>class discussions or drawing; develop drafts and organize ideas</b> (oral, pictorial, or written form)	The student is able to <b>plan and generate</b> ideas for writing through <b>class discussions or drawing; develop drafts and organize ideas</b> (oral, pictorial, or written form); and <b>revise their drafts</b> by adding details (pictures or words).
Multiple Genres	Identify and describe the setting of a story	<b>K.7D</b> Describe the setting.	The student is able to <b>identify and describe</b> the <b>setting</b> of a story including the <b>time or location with teacher assistance.</b>	The student is able to <b>identify and describe</b> the <b>setting</b> of a story including the time <b>or</b> location.	The student is able to <b>identify and describe</b> the <b>setting</b> of a story including the time <b>and</b> location.	The student is able to <b>identify and describe</b> the <b>setting</b> of a story including the time and location using <b>specific details from the text.</b>
	Identify and describe the main chracters of a story and a play	<b>K.7B</b> Identify and describe the main character (s) <b>K.8C</b> Discuss main characters in drama.	The student is able to <b>identify</b> the <b>main characters</b> of a story and a play with <b>teacher assistance.</b>	The student is able to <b>identify</b> the <b>main characters</b> of a story and a play.	The student is able to <b>identify and describe</b> the <b>main characters (physical or personality traits)</b> of a story and a play.	The student is able to <b>identify and describe</b> the <b>main characters (physical or personality traits)</b> of a story; and a play <b>using evidence from the text.</b>
Oral Language Skills	Restate and follow a series of 3 spoken directions	<b>K.1B</b> Restate and follow oral directions that involve a short, related sequence of actions.	The student is able to <b>restate and follow</b> a spoken direction with <b>teacher assistance.</b>	The student is able to <b>restate and follow 1</b> spoken direction	The student is able to <b>restate and follow</b> a series of <b>2</b> spoken directions	The student is able to <b>restate and follow</b> a series of <b>3</b> spoken directions.
Response Skills	Provide an oral, pictorial, or written response to a text	<b>K.6B</b> Provide an oral, pictorial, or written response to a text.	The student is able to <b>provide an oral, pictorial, or written response</b> selecting their <b>favorite part</b> of a text with <b>teacher assistance.</b>	The student is able to <b>provide an oral, pictorial, or written response</b> selecting their <b>favorite part</b> of a text.	The student is able to <b>provide an oral, pictorial, or written response</b> selecting their <b>favorite part</b> of a text and <b>explain why.</b>	The student is able to <b>provide an oral, pictorial, or written response</b> selecting their <b>favorite part</b> of a text and <b>explaining why using details.</b>
	Retell a story in ways that maintain meaning	<b>K.6D</b> Retell texts in ways that maintain meaning.	The student is able to <b>retell a story</b> in ways that <b>maintain meaning</b> by <b>sequencing</b> the <b>beginning, middle, and end</b> using <b>picture support and teacher assistance.</b>	The student is able to <b>retell</b> a story in ways that <b>maintain meaning</b> by <b>sequencing</b> the <b>beginning, middle, and end</b> using <b>picture support</b>	The student is able to <b>retell</b> a story in ways that <b>maintain meaning</b> by <b>describing the beginning, middle, and end.</b>	The student is able to <b>retell</b> a story in ways that <b>maintain meaning</b> by <b>describing the beginning, middle, and end</b> using <b>important details</b> from the story (ex. character names, setting, vocabulary)