



Kindergarten ELA Rubric

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Foundational Skills

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Phonological Awareness (R.F.K.2) Rhyming: Identifies and produces rhymes			
1, 2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> identify or say a rhyme 	<ul style="list-style-type: none"> identifies and/or says rhymes 	<ul style="list-style-type: none"> identifies and says a rhyming word with accuracy
Phonological Awareness (R.F.K.2) Syllables: Count, pronounce, blend, and segment single-syllables in spoken words			
1, 2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> count, pronounce, blend or segment syllables in spoken words 	<ul style="list-style-type: none"> counts, pronounces, blends and/or segments syllables in spoken words 	<ul style="list-style-type: none"> counts, pronounces, blends and segments syllables in spoken words
Phonological Awareness (R.F.K.2) Onset-Rime: Puts together and breaks apart sounds in words			
1, 2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> hear sounds in words and put them together to say the word (ex: "/s/ /it/"-"sit") break a word into beginning sound and remainder of word (ex: "rug"-/r/ /ug/)" 	<ul style="list-style-type: none"> hears sounds in words and puts them together to say the word (ex: "/s/ /it/"-"sit") breaks a word into beginning sound and remainder of word (ex: "rug"-/r/ /ug/)" 	<ul style="list-style-type: none"> hears sounds in words and puts them together to say the word (ex: "/s/ /it/"-"sit") breaks a word into beginning sound and remainder of word (ex: "rug"-/r/ /ug/)"
Phonological Awareness (R.F.K.2) Phoneme Isolation: Identifies beginning, middle, and end sounds in words			
1, 2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> identify initial sounds in words 	<ul style="list-style-type: none"> identifies initial and final sounds in words 	<ul style="list-style-type: none"> identifies initial, final, and middle sounds in words

Phonological Awareness (R.F.K.2)

Phoneme Blending & Segmenting: Puts together and breaks apart beginning, middle and ending sounds in words

1, 2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> listen to individual sounds in words and put them together to say the word (ex: /c/ /a/ /t/ makes the word cat) to break a word into individual sounds (ex: hat has the sounds /h/ /a/ /t/) 	<ul style="list-style-type: none"> listens to the individual sounds in words and puts them together to say the word (ex: /c/ /a/ /t/ makes the word cat) but is unable to break a word into individual sounds (ex: hat has the sounds /h/ /a/ /t/) 	<ul style="list-style-type: none"> listens to the individual sounds in words and puts them together to say the word (ex: /c/ /a/ /t/ makes the word cat) breaks a word into individual sounds (ex: hat has the sounds /h/ /a/ /t/)
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Phonological Awareness (R.F.K.2)

Phoneme Manipulation: Changes sounds to create new words

1			
2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> change sounds to create new words <p>Examples: -sun without the /s/ is /un/ -change the /m/ in mat to /s/ sat -change the /a/ in sat to /i/ sit -change the /t/ in sit to /p/ sip</p>	<ul style="list-style-type: none"> changes sounds to create new words <p>Examples: -sun without the /s/ is /un/ -change the /m/ in mat to /s/ sat -change the /a/ in sat to /i/ sit -change the /t/ is sit to /p/ sip</p>	<ul style="list-style-type: none"> changes sounds to create new words <p>Examples: -sun without the /s/ is /un/ -change the /m/ in mat to /s/ sat -change the /a/ in sat to /i/ sit -change the /t/ is sit to /p/ sip</p>

Print Concepts (R.F.K.1)

Recognizes and names upper and lowercase letters of the alphabet

1	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> follow words from left to right, top to bottom and page by page recognize and/or name 6 of the upper-and lowercase letters of the alphabet introduced in T1; Oo,Aa,Dd,Gg,Cc,Tt,Mm,Ll,Hh,Nn 	<ul style="list-style-type: none"> follows words from left to right, top to bottom and page by page recognizes and/or names between 7 and 10 upper-and lowercase letters of the alphabet introduced in T1; Oo,Aa,Dd,Gg,Cc,Tt,Mm,Ll,Hh,Nn 	<ul style="list-style-type: none"> follows words from left to right, top to bottom and page by page recognizes and names all 10 upper-and lowercase letters of the alphabet introduced in T1; Oo,Aa,Dd,Gg,Cc,Tt,Mm,Ll,Hh,Nn
2	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> follow words from left to right, top to bottom and page by page recognize and/or name 10 of the upper-and lowercase letters of the alphabet introduced 	<ul style="list-style-type: none"> follows words from left to right, top to bottom and page by page recognizes and/or names between 10 and 19 upper-and lowercase letters of the alphabet introduced in T1 and T2; Oo,Aa,Dd,Gg,Cc,Tt, 	<ul style="list-style-type: none"> follows words from left to right, top to bottom and page by page recognizes and names all 19 upper-and lowercase letters of the alphabet introduced in T1 and T2;Oo,Aa,Dd,Gg,Cc,Tt,Mm

	in T1 and T2; Oo,Aa,Dd,Gg,Cc,Tt,Mm, Ll,Hh,Nn,li,Rr,Pp,Uu,Jj,Ss,Ff,Bb,Kk	Mm, Ll,Hh,Nn,li,Rr,Pp,Uu,Jj,Ss,Ff,Bb,Kk	,Ll,Hh,Nn,li,Rr,Pp,Uu,Jj,Ss,Ff,Bb,Kk
3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> follow words from left to right, top to bottom and page by page recognize and/or name 15 of the upper-and lowercase letters of the alphabet introduced in T1, T2, T3; Oo,Aa,Dd,Gg,Cc,Tt,Mm,Ll,Hh,Nn,li,Rr,Pp,Uu, Jj,Ss,Ff,Bb,Kk,Ee,Ww, Vv,Xx,Zz,Yy,Qq 	<ul style="list-style-type: none"> follows words from left to right, top to bottom and page by page recognizes and/or names between 15 and 26 upper-and lowercase letters of the alphabet introduced in T1, T2, T3; Oo,Aa,Dd,Gg,Cc,Tt,Mm,Ll,Hh,Nn,li,Rr,Pp,Uu, Jj,Ss,Ff,Bb,Kk,Ee,Ww, Vv,Xx,Zz,Yy,Qq 	<ul style="list-style-type: none"> follows words from left to right, top to bottom and page by page recognizes and names all 26 upper-and lowercase letters of the alphabet introduced in T1, T2, T3;Oo,Aa,Dd,Gg,Cc,Tt,Mm,Ll,Hh,Nn,li,Rr,Pp, Uu,Jj,Ss,Ff,Bb,Kk,Ee,Ww, Vv,Xx,Zz,Yy,Qq

Phonics and Word Recognition (R.F.K.3)

Produces letter sounds

1	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> produce 6 letter sounds introduced in T1; Oo,Aa,Dd,Gg Cc,Tt,Mm,Ll,Hh,Nn 	<ul style="list-style-type: none"> produces between 7 and 10 letter sounds introduced in T1; Oo,Aa,Dd,Gg Cc,Tt,Mm,Ll,Hh,Nn 	<ul style="list-style-type: none"> produces 10 letter sounds introduced in T1; Oo,Aa,Dd,Gg Cc,Tt,Mm,Ll,Hh,Nn
2	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> produce 10 letter sounds introduced in T2; Oo,Aa,Dd,Gg Cc,Tt,Mm,Ll,Hh,Nn,li,Rr,Pp,Uu,Jj,Ss,Ff,Bb,Kk 	<ul style="list-style-type: none"> produces between 10 and 19 letter sounds introduced in T2; Oo,Aa,Dd,Gg,Cc,Tt,Mm,Ll,Hh,Nn,li,Rr,Pp,Uu, Jj,Ss,Ff,Bb,Kk 	<ul style="list-style-type: none"> produces 19 letter sounds introduced in T2; Oo,Aa,Dd,Gg,Cc,Tt,Mm,Ll,Hh,Nn,li,Rr,Pp,Uu, Jj,Ss,Ff,Bb,Kk
3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> produce 15 letter sounds introduced in T3; Oo,Aa,Dd,Gg,Cc,Tt,Mm,Ll,Hh, Nn,li,Rr,Pp,Uu,Jj,Ss,Ff,Bb,Kk,Ee,Ww,Vv,Xx, Zz,Yy,Qq 	<ul style="list-style-type: none"> produces between 15 and 26 letter sounds introduced in T3; Oo,Aa,Dd,Gg,Cc,Tt,Mm,Ll,Hh, Nn,li,Rr,Pp,Uu,Jj,Ss,Ff,Bb,Kk,Ee,Ww,Vv,Xx, Zz,Yy,Qq 	<ul style="list-style-type: none"> produce 26 letter sounds introduced in T3; Oo,Aa,Dd,Gg,Cc,Tt,Mm,Ll,Hh, Nn,li,Rr,Pp,Uu,Jj,Ss,Ff,Bb,Kk,Ee,Ww,Vv,Xx, Zz,Yy,Qq

Phonics and Word Recognition (R.F.K.3)

Reads common grade level high frequency words

1			
2	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> read 9 common high frequency words by sight (below 60% mastery of Layer 1 Red 	<ul style="list-style-type: none"> reads 9-14 common high frequency words by sight (60-89% mastery of Layer 1 Red Word List for T2) 	<ul style="list-style-type: none"> reads 15 common high frequency words by sight (90-100% mastery of Layer 1 Red Word List)

	Word List for T2)		
3	shows limited progress or is unable to <ul style="list-style-type: none"> ● read 16 common high frequency words by sight (below 60% mastery of Layer 1 Red Word List for T2 and T3) 	<ul style="list-style-type: none"> ● reads 16-25 common high frequency words by sight (60-89% mastery of Layer 1 Red Word List for T2 and T3) 	<ul style="list-style-type: none"> ● reads 26 common high frequency words by sight (based on 90-100% mastery of Layer 1 Red Word List for T2 and T3)
Fluency (R.F.K.4) Uses reading strategies and monitors for meaning			
1			
2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> ● read emergent-reader texts with <ul style="list-style-type: none"> ○ expression ○ accuracy ○ appropriate rate ○ understanding 	<ul style="list-style-type: none"> ● reads emergent-reader texts with <ul style="list-style-type: none"> ○ expression ○ accuracy ○ appropriate rate ○ understanding 	<ul style="list-style-type: none"> ● reads emergent-reader texts with <ul style="list-style-type: none"> ○ expression ○ accuracy ○ appropriate rate ○ understanding

Reading Literature

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Literature: Key Ideas and Details (RL.K.1, RL.K.2, RL.K.3) Unit 1, Unit 2, Unit 3, Unit 4, Unit 5 Demonstrates comprehension of a story with prompting and support			
1, 2	shows limited progress or is unable to <ul style="list-style-type: none"> ● ask and answer questions about key details in a text ● retell familiar stories ● identify characters and settings in a story 	<ul style="list-style-type: none"> ● asks and answers some questions about key details in a text ● retells familiar stories ● identifies characters and settings in a story 	<ul style="list-style-type: none"> ● asks and answers questions about key details in a text. ● retells familiar stories, including key details ● identifies characters, settings and major events in a story
3	<i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i>		

Craft and Structure (RL.K.4, RL.K.5, RL.K.6) Unit 1, Unit 4, Vocabulary Lessons
Identifies different types of texts (storybooks, poems)

1, 2	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> identify unknown words recognize common types of text (storybooks, poems) 	<ul style="list-style-type: none"> identifies unknown words and uses additional words, phrases, or illustrations in the text to figure out the meaning recognizes some common types of text (storybooks, poems) 	<ul style="list-style-type: none"> identifies unknown words and uses additional words, phrases, or illustrations in the text to figure out the meaning recognizes common types of text (storybooks, poems)
3	<p><i>Not explicitly taught. Ongoing instruction provided to work towards mastery.</i></p>		

Reading Informational

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently

Key Ideas and Details (RI.K.1, RI.K.2, RI.K.3) Unit 5, Unit 6, Unit 7, Unit 8
Demonstrates comprehension of a text

1			
2, 3	<p>shows limited progress or is unable to</p> <ul style="list-style-type: none"> ask and answer questions about key details in a text identify the main topic retell key details of a text 	<ul style="list-style-type: none"> asks and answers questions about key details in a text identifies the main topic retells some key details of a text 	<ul style="list-style-type: none"> asks and answers questions about key details in a text identifies the main topic retells key details of a text

Writing

Trimester	Needs Support (NS)	Approaching Standards (AS)	Meets Standards (MS)
	With significant teacher support	With prompting and support	Consistently and independently
Uses a combination of drawing, dictating, and writing to compose various types of texts (WK.1, WK.2, WK.3)			
1, 2, 3	shows limited progress or is unable to <ul style="list-style-type: none"> use a combination of drawing, dictating, or writing to compose various types of texts (opinion, informative, narrative) 	<ul style="list-style-type: none"> uses a combination of drawing, dictating, or writing to compose various types of texts (opinion, informative, narrative) 	<ul style="list-style-type: none"> uses a combination of drawing, dictating, and writing to compose various types of texts (opinion, informative, narrative)
Prints upper and lowercase letters, uses proper letter formation, and word spacing (L.K.1, L.K.2)			
1	shows limited progress or is unable to <ul style="list-style-type: none"> tell a story or idea orally or through drawings or scribbling 	<ul style="list-style-type: none"> makes shapes that resemble letters to express an idea or story 	<ul style="list-style-type: none"> writes strings of letters to express an idea or story
2	shows limited progress or is unable to <ul style="list-style-type: none"> make shapes that resemble letters to express an idea or story 	<ul style="list-style-type: none"> writes strings of letters to express an idea or story attempts to write simple sentences 	<ul style="list-style-type: none"> writes beginning, middle or end sounds to represent words. writes simple sentences
3	shows limited progress or is unable to <ul style="list-style-type: none"> write strings of letters to express an idea or story write simple sentences 	<ul style="list-style-type: none"> writes beginning, middle or end sounds to represent words. uses appropriate spacing between words 	<ul style="list-style-type: none"> writes beginning, middle and end sounds to represent words uses appropriate spacing between words uses capital letters and ending punctuation in sentences