

Kindergarten Benchmarks-English Language Arts

English Language Arts/Reading

Reads at grade level-Emergent

https://connect.readingandwritingproject.org/file/download?google_drive_document_id=1yeBT2ubRM_W_NOKh_6mctAhr9ZUgFpT-

| Trimesters | 1 | 2 | 3 Grade Level Standard | 4 |
|------------|---|--|---|---|
| 1st | Student is unable or rarely able to demonstrate reading behaviors. | Student has achieved reading success at Level A. | Student has achieved reading success at Level B. | Student has achieved reading success at Level C or above |
| 2nd | Student is beginning to demonstrate reading behaviors or student has achieved reading success at Level A. | Student has achieved reading success at Level B. | Student has achieved reading success at Level C. | Student has achieved reading success at Level D or above. |
| 3rd | Student has achieved reading success at Level B or below. | Student has achieved reading success at Level C. | Student has achieved reading success at Level D or E. | Student has achieved reading success at Level F or above. |

Recognizes sight words

| Trimesters | 1 | 2 | 3 Grade Level Standard | 4 |
|------------|--|--|---|--|
| 1st | Student recognizes 4 or fewer sight words on Word Identification Assessment. | Student recognizes 5 to 8 sight words on Word Identification Assessment. | Student recognizes 9 to 16 sight words on Word Identification Assessment. | Student recognizes 17 or more sight words on Word Identification Assessment. |

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| 2nd | Student recognizes 8 or fewer sight words on Word Identification Assessment. | Student recognizes 9 to 16 sight words on Word Identification Assessment. | Student recognizes 17 to 24 sight words on Word Identification Assessment. | Student recognizes 25 or more sight words on Word Identification Assessment. |
| 3rd | Student recognizes 16 or fewer sight words on Word Identification Assessment. | Student recognizes 17 to 24 sight words on Word Identification Assessment | Student recognizes 25 to 34 sight words on Word Identification Assessment. | Student recognizes 35 or more sight words on Word Identification Assessment. |

Identifies uppercase/ lowercase letters

| Trimesters | 1 | 2 | 3 Grade Level Standard | 4 |
|------------|---------------------------------|------------------------------|--------------------------------|------------------------------|
| 1st | Student recognizes 14 or below. | Student recognizes 15 to 29. | Student recognizes 30 to 41. | Student recognizes 42 to 54. |
| 2nd | Student recognizes 29 or below. | Student recognizes 30 to 41. | Student recognizes 42 to 54. | N/A (comment) |
| 3rd | Student recognizes 39 or below. | Student recognizes 40 to 53. | Student recognizes 54 letters. | N/A (comment) |

Identifies and produces rhyming words

| Trimesters | 1 | 2 | 3 Grade Level Standard | 4 |
|------------|---|---|--|--|
| 1st | Student is unable to recognize rhyming words. | Student is beginning to recognize rhyming words (recognizes 1-2 words). | Student can recognize some rhyming words (recognizes 3-4 words). | Student can recognize and produce rhyming words independently (recognizes 5 and produces 3-4 words). |

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|------------|---|--|--|--|
| 2nd | Student is unable to recognize rhyming words (recognizes 0-2 and produces 0-2 words). | Student is beginning to recognize and produce rhyming words (recognizes 3-4 and produces 0-2 words). | Student can recognize and produce some rhyming words (recognizes 5 and produces 3-4 words). | Student can recognize and produce rhyming words independently (recognizes 5 and produces 5 words). |
| 3rd | Student is unable to recognize and produce rhyming words (recognizes 0-4 and produces 0-2 words). | Student is beginning to recognize and produce rhyming words (recognizes 5 and produces 3-4 words). | Student can consistently recognize and produce many rhyming words (recognizes 5 and produces 5 words). | Student can recognize and produce rhyming words independently as well as create three rhyming pairs independently (recognizes 5 words, produces 5 words, and independently creates 3 rhyming pairs). |

Demonstrates concept of print

| Trimesters | 1 | 2 | 3 Grade Level Standard | 4 |
|------------|---|--|--|---|
| 1st | <p>Student cannot:</p> <ul style="list-style-type: none"> Identify book orientation. Identify the purpose for pictures and words in a story. Understand reading goes from left to right. | <p>Student is beginning to:</p> <ul style="list-style-type: none"> Identify book orientation. Identify the purpose for pictures and words in a story. Understand reading goes from left to right. | <p>Student can:</p> <ul style="list-style-type: none"> Identify book orientation. Identify the purpose for pictures and words in a story. Understand reading goes from left to right. | <p>Student is beginning to understand</p> <ul style="list-style-type: none"> • Page sequencing • letters vs. words • the first and last letters of a word • Return sweep • One to one correspondence |
| 2nd | <p>Student cannot identify:</p> <ul style="list-style-type: none"> • Page sequencing • letters vs. words • the first and last letters of a word | <p>Student is beginning to understand:</p> <ul style="list-style-type: none"> • Page sequencing • letters vs. words • the first and last | <p>Student usually understands:</p> <ul style="list-style-type: none"> • Page sequencing: • Can identify letters vs. words. • Can identify the | <p>Student consistently understands:</p> <ul style="list-style-type: none"> • Page sequencing • Can identify letters vs. words. • Can identify the |

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| | <ul style="list-style-type: none"> Return sweep One to one correspondence | letters of a word <ul style="list-style-type: none"> Return sweep One to one correspondence | first and last letters of a word. <ul style="list-style-type: none"> Return sweep One to one correspondence | first and last letters of a word. <ul style="list-style-type: none"> Return sweep One to one correspondence |
|------------|---|--|--|---|
| 3rd | Student is beginning to understand: <ul style="list-style-type: none"> Page sequencing letters vs. words the first and last letters of a word Return sweep One to one correspondence | Student usually understands: <ul style="list-style-type: none"> Page sequencing Can identify letters vs. words. Can identify the first and last letters of a word. Return sweep One to one correspondence | Student consistently understands <ul style="list-style-type: none"> Page sequencing Can identify letters vs. words. Can identify the first and last letters of a word. Return sweep One to one correspondence | N/A with comment |

Retells using simple story elements

| Trimesters | 1 | 2 | 3 Grade Level Standard | 4 |
|------------|---|---|--|--|
| ALL | Student is unable to retell a story, even with teacher prompting. | Student is unable to recall events of a story in proper sequence – no or limited elaboration even with teacher prompting. | Student is able to retell a story in proper sequence, using characters names, with at least two events (teacher can prompt). | Student is able to retell a story in proper sequence, using character, setting and feelings with no prompts. |

Produces letter sounds in isolation

| Trimesters | 1 | 2 | 3 Grade Level Standard | 4 |
|------------|-----------------------------|---------------------------------|----------------------------------|----------------------------------|
| 1st | Student produces 6 or below | Student produces 7 to 12 letter | Student produces 13 to 19 letter | Student produces 20 to 26 letter |

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| | letter sounds. | sounds. | sounds. | sounds. |
| 2nd | Student produces 12 or below letter sounds. | Student produces 13 to 19 letter sounds. | Student produces 20 to 25 letter sounds. | Student produces 26 letter sounds. |
| 3rd | Student produces 13 to 19 letter sounds. | Student produces 20 to 25 letter sounds. | Student consistently produces 26 letter sounds. | N/A with comment |

English Language Arts/Writing

Generates ideas

| Trimesters | 1 | 2 | 3 Grade Level Standard | 4 |
|------------|---|--|--|---|
| ALL | Student needs teacher direct direction to come up with idea | Student can sometimes generate an idea | Student usually demonstrates the ability to generate ideas, using classroom charts and supplies with teacher support | Student always demonstrates the ability to generate ideas independently, using classroom charts and supplies. |

Uses pictures to communicate ideas

| Trimesters | 1 | 2 | 3 Grade Level Standard | 4 |
|------------|---|--|---|--|
| All | Student draws unrecognizable or unrelated pictures. | Student usually draws representational pictures related to their story | Student always draws representational pictures related to their story | Student always draws representational pictures related to their story with details |

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Uses beginning phonetic spelling in written work

| Trimesters | 1 | 2 | 3 Grade Level Standards | 4 |
|------------|---|--|--|---|
| 1st | Student draws pictures and dictates to express ideas some of the time – no text | Student adds random string of letters to work. | Student uses beginning sounds to represent a word with support. | Student uses beginning sounds to represent a word independently. |
| 2nd | Student adds random string of letters to work. | Student uses beginning sounds to represent a word with support. | Student uses beginning sounds to represent a word independently. | Student is beginning to write decodable words using beginning and ending sounds. |
| 3rd | Student uses beginning sounds to represent a word with support. | Student uses beginning sounds to represent a word independently. | Student is beginning to write decodable words using beginning and ending sounds. | Student writes decodable words (beginning and ending sounds, sometimes middle sounds) and spells some high-frequency words correctly in a sentence. |

Shows awareness of writing conventions– incorporate punctuation and spacing (higher level)

| Trimesters | 1 | 2 | 3 Grade Level Standards | 4 |
|------------|---|---|--|--|
| 1st | | | | |
| 2nd | Student begins to write left to right with teacher support. | Student writes left to right. | Student sometimes leaves a space between words with teacher support. | Student consistently and independently leaves a space between words. |
| 3rd | Student writes left to right. | Student sometimes leaves a space between words with | Student usually leaves a space between words with teacher | Student consistently and independently leaves a |

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| | | teacher support. | prompting. Student identifies periods at the end of sentences and understands their purpose. | space between words. Student identifies periods at the end of sentences, understands their purpose and begins to apply in work. |
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Builds writing with stamina

| Trimesters | 1 | 2 | 3 Grade Level Standard | 4 |
|------------|--|---|---|---|
| 1st | Student is unable to follow the writing workshop routines | Student is progressing towards knowing the writing workshop routines. | Student prepares for writing workshop by knowing the routines Student stays on task with guidance | Student prepares for writing workshop by knowing the routines Student stays on task with guidance Student begins new writing pieces independently |
| 2nd | Student is unable to follow the writing workshop routines and stay on task | Student is progressing towards knowing the writing workshop routines | Student prepares for writing workshop by knowing the routines Student stays on task with guidance Student begins new writing pieces independently | Student prepares for writing workshop by knowing the routines Student stays on task independently Student begins new writing pieces independently |
| 3rd | Student is unable to follow the writing workshop routines and stay on task | Student is progressing towards knowing the writing workshop routines | Student prepares for writing workshop by knowing the routines Student stays on task independently Student begins new writing | Student prepares for writing workshop by knowing the routines Student stays on task independently Student begins new |

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| | | | pieces independently | writing pieces independently Student begins to revise writing pieces with guidance |
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Writes neatly in everyday work

| Trimesters | 1 | 2 | 3 Grade Level Standard | 4 |
|------------|--|---|--|--|
| All | Student produces no recognizable letters | Student produces few recognizable letters | Student produces mostly recognizable letters | Student consistently produces recognizable letters, adhering to proper lines |

Writes first name/last name

| Trimesters | 1 | 2 | 3 Grade Level Standard | 4 |
|------------|---|---|---|--|
| 1st | Student cannot write first name with a model. | Student writes first name using a model. | Student writes first name without a model. | Student writes first name without a model and last name with a model. |
| 2nd | Student writes first name using a model. | Student writes first name without a model. | Student writes first name without a model and last name with a model. | Student writes first and last name without model. |
| 3rd | Student writes first name using a model. | Student writes first name without a model and last name with a model. | Student writes both first and last name without a model. | Student writes both first and last name without a model using correct capitalization and adhering to proper lines. |