

Observable Behaviors of Kindergarten ELA Reporting Standards

Standards	Beginning (1)	Progressing (2)	Proficient (3)
	Unable to perform the skill even with support.	Partially, inconsistently or with support is able to perform the skill.	Independently able to perform the skill.
Reads and Comprehends Grade Level Text			
Reads and understands grade level texts K RL/RI	<p>RL Behavior: Unable to identify key elements of a story (characters, setting, events) even with support. Student's instructional text level range is in the warning stage based on district guidelines.</p> <p>RL Example: The student cannot identify who is in the story or where it takes place, even when the teacher provides clues or questions.</p> <p>RI Behavior: Unable to identify basic details of an informational text (main topic, facts, or images) even with support.</p> <p>RI Example: The student cannot identify the main topic of a nonfiction text, even after the teacher points it out or provides clues.</p>	<p>RL Behavior: With support, can identify some key elements of a story (characters, setting, events) but inconsistently. Student's instructional text level range is below grade level expectations based on district guidelines.</p> <p>RL Example: The student may be able to name a character when asked, but struggles to identify the setting or key events of the story, even with prompts.</p> <p>RI Behavior: With support, can identify some facts or details from an informational text, but the understanding is inconsistent.</p> <p>RI Example: The student may point to a picture in the text and name one or two facts, but cannot consistently describe or explain the information clearly without help.</p>	<p>RL Behavior: Independently identifies and retells key elements of a story, such as characters, setting, and major events. Student's instructional text level range meets grade level based on district guidelines.</p> <p>RL Example: The student can independently tell the main characters and describe where and when the story takes place, and briefly retell the most important events in the correct order.</p> <p>RI Behavior: Independently identifies and explains the main topic and some key facts from an informational text.</p> <p>RI Example: The student can name the main topic of a nonfiction text (e.g., "Insects") and provide a few facts about it, such as "Insects have six legs" or "Insects live in many places."</p>
	See district cutscore document for Instructional Text Level by month		
Reads with accuracy on grade level texts KRCT	<p>Behavior: Struggles to identify letters, sounds, or words, even with support, and has difficulty following along with the text.</p> <p>Example: The student is unable to identify most letters or sounds in a grade-level text and is unable to decode simple words even with teacher assistance.</p>	<p>Behavior: Can recognize some letters or sounds and attempts to decode words, but requires frequent support and is inconsistent in their reading accuracy.</p> <p>Example: The student can identify some letters and sounds but hesitates or misreads words while reading a grade-level text, needing frequent guidance from the teacher.</p>	<p>Behavior: Reads grade-level text with accuracy, decoding most words independently and using basic strategies to solve unfamiliar words.</p> <p>Example: The student is able to read most words in a grade-level text independently, applying letter-sound knowledge and context clues to accurately decode unfamiliar words.</p>
Foundational Skills			

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Recognizes and produces rhyming words RFK2/K3	<p>Behavior: The student is unable to recognize or produce rhyming words, even with support.</p> <p>Example: When shown the words "cat" and "dog," the student is unable to identify a rhyme or provide a rhyming word for "cat."</p>	<p>Behavior: The student can recognize or produce rhyming words with support, but may do so inconsistently.</p> <p>Example: When asked to find a rhyme for "hat," the student needs prompting and occasionally says "bat," but may struggle with other examples without guidance.</p>	<p>Behavior: The student can independently recognize and produce rhyming words consistently.</p> <p>Example: When asked to provide a rhyme for "bat," the student independently responds with "hat" and can provide additional rhyming words like "rat" and "cat" without assistance.</p>
Counts, pronounces, blends, and segments syllables in spoken words RFK2/K3	<p>Behavior: The student is unable to count, pronounce, blend, or segment syllables in spoken words, even with support.</p> <p>Example: When asked to clap the syllables in the word "elephant," the student does not respond or is unable to identify any syllables, even with teacher prompting.</p>	<p>Behavior: The student can count, pronounce, blend, and segment syllables in spoken words with support or inconsistently.</p> <p>Example: When asked to count syllables in the word "butterfly," the student claps once and says, "two," but may need reminders or guidance to perform the task correctly for other words like "banana" or "tiger."</p>	<p>Behavior: The student independently counts, pronounces, blends, and segments syllables in spoken words accurately.</p> <p>Example: When asked to segment the word "dinosaur," the student independently claps out four syllables ("di-no-saur") and can do the same with other words such as "elephant" and "tiger" without assistance.</p>
Blends and segments onsets and rimes of single-syllable spoken words RFK2/K3	<p>Behavior: The student is unable to blend or segment onsets and rimes of single-syllable spoken words, even with support.</p> <p>Example: When asked to segment the word "cat," the student is unable to identify or separate the onset ("c") and the rime ("at") even with prompting.</p>	<p>Behavior: The student can blend or segment onsets and rimes of single-syllable spoken words with support or inconsistently.</p> <p>Example: When asked to blend the onset and rime of "dog," the student may need help but is able to blend the sounds together ("d" + "og" = "dog") after some prompting. The student can segment words like "man" into onset ("m") and rime ("an") with assistance but struggles with some other words.</p>	<p>Behavior: The student independently blends and segments onsets and rimes of single-syllable spoken words accurately.</p> <p>Example: When asked to segment the word "sat," the student independently separates the onset ("s") and the rime ("at"). When asked to blend the word "hit," the student can independently say "h" + "it" = "hit."</p>
Isolates and pronounces the initial, medial vowel, and final sounds CVC words. RFK2/K3	<p>Behavior: The student is unable to isolate or pronounce the initial, medial vowel, and final sounds in CVC words, even with support.</p> <p>Example: When asked to isolate and pronounce the sounds in the word "cat," the student is unable to identify or produce any of the sounds, even with prompts.</p>	<p>Behavior: The student can isolate and pronounce some of the sounds in CVC words with support or inconsistently.</p> <p>Example: When asked to isolate the sounds in the word "bat," the student may accurately identify the initial sound /b/ but needs support to pronounce the medial vowel sound /ă/ and the final sound /t/. The student may need reminders to correctly pronounce the sounds in other words like "man" or "pot."</p>	<p>Behavior: The student independently isolates and pronounces the initial, medial vowel, and final sounds in CVC words accurately.</p> <p>Example: When asked to isolate the sounds in the word "cat," the student independently says the sounds: /k/ (initial), /ă/ (medial), and /t/ (final). The student is able to do this consistently for other CVC words like "dog," "pen," and "pot."</p>

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Adds or substitutes individual sounds (phonemes) in simple, one-syllable words to make new words. RFK2/K3	Behavior: The student is unable to add or substitute individual sounds (phonemes) in simple, one-syllable words, even with support. Example: When asked to change the word "cat" to "bat" by replacing the first sound, the student is unable to make the change and needs significant support, such as prompting or direct assistance.	Behavior: The student can partially or inconsistently add or substitute individual sounds in simple, one-syllable words with support. Example: When asked to change the word "pin" to "pat," the student can identify the correct change (replacing "n" with "t") but may need support to complete the task. The student is able to make simple substitutions, but occasionally needs reminders or guidance for other words.	Behavior: The student independently adds or substitutes individual sounds in simple, one-syllable words to make new words with accuracy. Example: When asked to change the word "dog" to "log" by substituting the initial sound, the student independently identifies and makes the change. The student can also create new words independently, such as changing "hat" to "pat" or "sat" by substituting the initial sound.
Integrates word study knowledge into daily work RF K1	Behavior: The student is unable to isolate or apply word study knowledge (such as letter-sound relationships, rhyming, or word families) to their daily work, even with support. Example: When asked to write the word "cat," the student writes "ct" and cannot apply knowledge of the letter sounds or word structure, even with guidance. The student struggles to identify patterns in words like "bat" and "hat."	Behavior: The student can partially apply or inconsistently use word study knowledge with support, but struggles to do so independently in daily work. Example: When asked to write words like "mat" or "pan," the student can occasionally use correct letter sounds or patterns but needs reminders, and may confuse letters or sounds (e.g., writing "pat" instead of "pan") when asked to apply word families. The student may need help identifying rhymes or blends.	Behavior: The student independently isolates and applies word study knowledge (such as letter-sound relationships, rhyming, and word families) to their daily work accurately. Example: When asked to write words like "sun" and "bat," the student correctly applies knowledge of letter sounds and word families, writing "fun" and "mat" independently. The student can independently identify rhyming words and use word study skills in tasks like sorting or writing.
Understands how books work, including holding a book, recognizing letters and words, and knowing to read from left to right. RF K1	Behavior: Struggles with basic book-handling skills and has difficulty recognizing letters and words, even with support. Example: The student holds the book upside down or backwards, does not understand that reading starts from left to right, and is unable to recognize any letters or words in the text, even with assistance.	Behavior: Can hold the book correctly and attempts to recognize some letters or words but needs support and is inconsistent in understanding how to read left to right. Example: The student holds the book correctly, but occasionally starts reading from the right side or misidentifies letters and words. They require prompts to consistently read left to right.	Behavior: Independently holds the book correctly, recognizes many letters and words, and reads from left to right without guidance. Example: The student holds the book properly, recognizes most of the letters and some familiar words, and consistently reads from left to right when looking at the text.
Recognizes and names all upper and lowercase letters of the alphabet. RF K1	Behavior: Struggles to recognize or name uppercase and lowercase letters, even with support.	Behavior: Can recognize and name some uppercase and lowercase letters, but needs support and is inconsistent in their responses.	Behavior: Independently recognizes and names most uppercase and lowercase letters of the alphabet.
For examples, see district cutscore document for (LNR) Letter Name Recognition			

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Demonstrates basic knowledge of one-to-one letter-sound correspondence RF K3	<p>Behavior: Struggles to make any connection between letters and their corresponding sounds, even with support.</p> <p>Example: The student is unable to correctly identify letter sounds, such as not recognizing that "b" makes the /b/ sound, even when provided with prompts or assistance.</p>	<p>Behavior: Can identify some letters and their corresponding sounds, but is inconsistent and requires support to match them correctly.</p> <p>Example: The student can identify the sound for some letters, like /ă/ for "a," but often confuses others, such as confusing "m" with "n," and needs support to match letters with their correct sounds.</p>	<p>Behavior: Independently identifies most letters and their corresponding sounds accurately and consistently.</p> <p>Example: The student can independently identify and correctly produce the sounds for the majority of letters, such as saying the correct sounds for "c," "d," and "t" without assistance.</p>
Demonstrates phonemic awareness of sounds, words and syllables RF K2	<p>Behavior: Struggles to recognize or manipulate individual sounds, syllables, or words, even with support.</p> <p>Example: The student cannot isolate the beginning sound of a word (e.g., "cat" for /k/), and has difficulty clapping out the syllables of simple words like "butterfly," even with assistance.</p>	<p>Behavior: Can recognize some individual sounds and syllables but needs support and is inconsistent in manipulating or identifying them.</p> <p>Example: The student can isolate the first sound in a word, such as "dog" for /d/, and can clap out syllables in familiar words like "pencil," but struggles with more complex words and needs frequent support.</p>	<p>Behavior: Independently demonstrates phonemic awareness by recognizing and manipulating individual sounds, syllables, and words accurately.</p> <p>Example: The student can independently isolate the beginning, middle, and ending sounds in words like "hat" (/h/, /ă/, /t/) and clap out syllables in words like "elephant" (/el-e-phant/) without support.</p>
Reads common high frequency words fluently RF K3	<p>Behavior: Struggles to recognize high-frequency words even with significant support.</p>	<p>Behavior: Recognizes some of the first 25 F&P high-frequency words, but is inconsistent and requires support to read them fluently.</p>	<p>Behavior: Independently recognizes and reads the first 25 F&P high-frequency words fluently with minimal to no hesitation.</p>
For examples, see district cutscore document for FPBA Sight Words			

Writing: Text Types and Purposes

Uses a combination of drawing, dictating and writing to produce narrative, informative or opinion drafts and final copies W K1/2/3	<p>Behavior: Unable to produce a piece of writing, even with support.</p> <p>Example: The student does not respond or creates random marks on paper when asked to express a preference.</p>	<p>Behavior: Partially produces a piece of writing, but requires guidance and support, or their writing is inconsistent.</p> <p>Example: With prompts, the student writes "I like cat" without elaboration or draws an unclear picture with minimal explanation.</p>	<p>Behavior: Independently states an opinion with support through drawing, dictating, or writing.</p> <p>Example: The student writes, "I like cats because they are soft," and adds a drawing that aligns with the opinion.</p>
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	<p style="text-align: center;">Unable to perform the skill even with support.</p>	<p style="text-align: center;">Partially, inconsistently or with support is able to perform the skill.</p>	<p style="text-align: center;">Independently able to perform the skill.</p>
<p style="text-align: center;">Writes content specific pieces W K2</p>	<p>Behavior: The student is unable to name the topic or supply information about it, even with support.</p> <p>Example: The student scribbles or draws unrelated pictures without explanation, or provides no response when asked to describe the topic.</p>	<p>Behavior: The student partially labels and/or writes sentence(s) about a specific topic with support.</p> <p>Example: The student draws a picture of a dog and says, “Dog,” when prompted, but cannot add further explanation or details without heavy prompting.</p>	<p>Behavior: The student independently labels and/or writes sentence(s) about a specific topic.</p> <p>Example: The student draws a picture of a dog and labels parts or writes, “My dog runs.” with little or no prompting.</p>
Writing: Production and Distribution			
<p style="text-align: center;">Demonstrates appropriate grammar, punctuation, and spelling L K1/2</p>	<p>Behavior: The student is unable to demonstrate understanding or use of conventions even with significant adult support.</p> <p>Example: When asked to identify a capital letter in their name, the student is unable to do so, even with guidance or examples provided.</p>	<p>Behavior: The student partially or inconsistently demonstrates understanding or use of conventions, often needing frequent reminders or adult support.</p> <p>Example: The student can recognize that sentences start with capital letters and attempt to use punctuation at the end, but errors are frequent and require prompting to correct (e.g., forgetting punctuation or using random capitalization).</p>	<p>Behavior: The student independently demonstrates understanding and use of basic conventions, such as capitalizing the first word of a sentence, using ending punctuation, and spelling simple words phonetically.</p> <p>Example: The student writes “The cat ran.” with correct capitalization, spelling, and punctuation without assistance.</p>