

Kindergarten Reading

Foundational Reading Skills

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	
1, 2	Identifies Uppercase Letters RF.K.1	The student can identify a few capital letters (1-5).	The student can identify some capital letters (6-11).	The student can identify most capital letters (12+).	
3	Identifies Uppercase Letters RF.K.1	The student can identify a few capital letters (1-10).	The student can identify some capital letters (11-25).	The student can identify all capital letters (26).	
1, 2	Identifies Lowercase Letters RF.K.1	The student can identify a few lowercase letters (1-5).	The student can identify some lowercase letters (6-11).	The student can identify most lowercase letters (12+).	
3	Identifies Lowercase Letters RF.K.1	The student can identify a few lowercase letters (1-10).	The student can identify some lowercase letters (11-25).	The student can identify all lowercase letters (26).	
Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1	Demonstrates Sound/Symbol Connection RF.K.3.A	The student can associate sounds of a few consonant letters (1-5).	The student can associate sounds of some consonant letters (6-14).	The student can associate most sounds of consonants and vowels (15-30).	The student can associate sounds of all consonants and vowels (31).
2, 3	Demonstrates Sound/Symbol Connection RF.K.3.A	The student can associate sounds of a few consonant letters (1-10).	The student can associate sounds of some consonant letters (11-20).	The student can associate most sounds of consonants and vowels (21-30).	The student can associate sounds of all consonants and vowels (31).
1, 2, 3	Demonstrates understanding of spoken words, syllables and	The student seldomly - recognizes rhyming words - counts syllables	With reminders and prompting, the student sometimes recognizes rhyming	The student usually - recognizes rhyming words - counts syllables	The student consistently and independently recognizes rhyming words

	sounds. RF.K.2	- isolates and pronounces sounds in CVC words - adds or substitutes sounds to make new words	words - counts syllables - isolates and pronounces sounds in CVC words - adds or substitutes sounds to make new words	- isolates and pronounces sounds in CVC words - adds or substitutes sounds to make new words	- counts syllables - isolates and pronounces sounds in CVC words - adds or substitutes sounds to make new words at an above grade level
1, 2, 3	Tracks Print RF.K.1	The student does not yet have the concept of one-to-one correspondence.	The student sometimes uses one-to-one correspondence.	The student consistently uses one-to-one correspondence.	The student can track with automaticity.
1, 2, 3	Tricky Word Recognition RF.K.3.D	The student reads a few sight words taught (0-59%).	The student reads some sight words taught (60-69%).	The student reads most sight words taught (70-99%).	The student reads all sight words taught (100%).
2, 3	Reads emergent/grade level text with/for purpose and understanding RF.K.4. A&B	The student is seldom able to read emergent texts with one-to-one correspondence to develop fluency and comprehension skills.	The student sometimes reads emergent texts with one-to-one correspondence to develop fluency and comprehension skills.	The student usually reads emergent texts with one-to-one correspondence to develop fluency and comprehension skills.	The student is able to read above grade level texts to develop fluency and comprehension skills.
1, 2, 3	Know and apply grade-level phonics and word analysis skills RF.K.3 A-D	The student is seldom able to demonstrate knowledge of sounds by identifying differences in similarly spelled words.	The student sometimes demonstrates knowledge of sounds by identifying differences in similarly spelled words.	The student usually demonstrates knowledge of sounds by identifying differences in similarly spelled words.	The student is able to demonstrate knowledge of sounds by identifying differences in similarly spelled words at a level above.

Literature

Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
2, 3	Retelling and answer questions using key details	The student is seldom able to answer questions about key details in a text, with prompting and	The student sometimes asks and answers questions about key details in a text.	The student usually asks and answers questions about key details in a text.	The student is able to ask and answer questions about key details in a text.

	RL.K.1	support.			
1, 2, 3	Compare and contrast story elements RL.K.9	The student is seldom able to compare and contrast the characters, settings, and major events in the story.	The student sometimes compares and contrasts the characters, settings, and major events in the story.	The student usually compares and contrasts the characters, settings, and major events in the story.	The student is able to compare and contrast the characters, settings, and major events in the story.

Informational					
Trimester	Standard	Proficiency Indicators			
		1 Below Grade Level Expectations	2 Approaching Grade Level Expectations	3 Meets Grade Level Expectations	4 Exceeds Grade Level Expectations
1, 2, 3	Identify the main topic and retell key details of a text RI.K.2	The student is seldom able to identify the main topic and retell key details of a text with prompting and support.	The student sometimes can identify the main topic and retell key details of a text.	The student usually can identify the main topic and retell key details of a text.	The student is able to consistently identify the main topic and retell key details of a text.
2, 3	Compare and contrast two texts on the same topic. RI.K.9	The student is seldom able to identify basic similarities in and differences between two texts in the same topic even with prompting and support.	The student sometimes can identify basic similarities in and differences between two texts in the same topic.	The student usually can identify basic similarities in and differences between two texts in the same topic.	The student is able to consistently identify basic similarities in and differences between two texts in the same topic.