

REVISIONS TO STANDARDS BASED REPORT CARD FOR LANGUAGE ARTS LITERACY

Kindergarten

LANGUAGE ARTS LITERACY

	MP1	M P2	M P3	M P4
READING LITERATURE & INFORMATIONAL TEXT				
Retells a story with prompting and support.				
Asks and answers questions about key details in text.				
FOUNDATIONAL SKILLS: PHONICS & SIGHT WORDS				
Recognizes and produces rhyming words.				
Produces the primary sound for each consonant.				
Reads high frequency words.				
Recognizes and names all uppercase and lowercase letters of the alphabet.				
Understands that words are separated by spaces in print.				
FOUNDATIONAL SKILLS: FLUENCY				
Reads emergent-reader texts with purpose and understanding.				
Follows words from left to right, top to bottom and page by page.				
LANGUAGE & WRITING				
Prints many upper- and lowercase letters.				
Capitalizes the first word in a sentence and the pronoun, "I".				
Uses a combination of drawing, dictating & writing to compose opinion, informative, & narrative texts.				
Spells simple words phonetically.				
SPEAKING & LISTENING				
Asks & answers questions to seek help, get information or clarify something that is not understood.				
Follows classroom rules for discussions.				
Speaks audibly and expresses thoughts, feelings and ideas clearly.				

Kindergarten Objectives Aligned with the Common Core Anchor Standards for <i>Reading Literature and Informational Text</i>				
With prompting and support, ask and answer questions about key details in a text.				
With prompting and support, retell familiar stories, including key details.				
With prompting and support, identify characters, settings, and major events in a story.				
With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.				
Recognize common types of texts (e.g., storybooks, poems.)				
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.				
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.				
With prompting and support, describe the relationship between illustrations and the story in which they appear.				
With prompting and support, identify the reasons an author gives to support points in a text.				
With prompting and support, identify basic similarities in & differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)				
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.				
Actively engage in group reading activities with purpose and understanding.				
Kindergarten Objectives Aligned with the Common Core Anchor Standards for <i>Foundational Skills</i>				
Follow words from left to right, top to bottom, and page by page.				
Recognize that spoken words are represented in written language by specific sequences of letters.				
Understand that words are separated by spaces in print.				
Recognize and name all upper- and lowercase letters of the alphabet.				
Recognize and produce rhyming words.				
Count, pronounce, blend, and segment syllables in spoken words.				
Blend and segment onsets and rimes of single-syllable spoken words.				
Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.				
Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.				
Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).				
Distinguish between similarly spelled words by identifying the sounds of the letters that differ.				
Kindergarten Objectives Aligned with the Common Core Anchor Standards for <i>Writing</i>				
Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is . . .</i>).				
Use a combination of drawing, dictating, and writing to compose informative, explanatory texts in which they name what they are writing about and supply some information about the topic.				
Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.				
With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.				
With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.				
Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)				
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				
Kindergarten Objectives Aligned with the Common Core Anchor Standards for <i>Language</i>				
Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .				
With guidance and support from adults, explore word relationships and nuances in word meanings.				
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.				
Kindergarten Objectives Aligned with the Common Core Anchor Standards for <i>Speaking & Listening</i>				
Participate in collaborative conversations with diverse partners about <i>kindergarten topics & texts</i> with peers and adults in groups.				
Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.				
Ask and answer questions in order to seek help, get information, or clarify something that is not understood.				
Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.				
Add drawings or other visual displays to descriptions as desired to provide additional detail.				
Speak audibly and express thoughts, feelings, and ideas clearly.				