

Grade: Kindergarten

Strand: Reading Information (RI)

Standard/Topic: ELA-00.RI.01

With prompting and support, ask and answer questions about key/supporting details in a text.



| | | Sample Activities |
|--------------------------|--|---|
| Score 4.0 Complex | In addition to Score 3.0, in-depth inferences and applications that go beyond the target content. | |
| | 3.5 In addition to target performance, in-depth inferences and applications with partial understanding | |
| Score 3.0 Target | The student will: <ul style="list-style-type: none">• with prompting and support, ask and answer questions about key/supporting details in a text The student exhibits no major errors or omissions. | <ul style="list-style-type: none">• Whole group, small group, partner retell |
| | 2.5 No major errors or omissions regarding the simple content and partial understanding of the target content | |
| Score 2.0 Simple | There are no major errors or omissions regarding the simpler details and processes as the student: <ul style="list-style-type: none">• The student will recognize or recall specific terminology, such as:<ul style="list-style-type: none">◦ retell, sequence, summarize, main idea, detail,• The student will perform basic processes, such as:<ul style="list-style-type: none">◦ using a sentence model or prompt, ask questions related to the text◦ using a model, retell sequence of events in the text◦ with support, identify details about a text◦ with prompting, respond to a question about a text However, the student exhibits major errors or omissions regarding the more complex ideas and processes. | <ul style="list-style-type: none">• Whole group practice sequencing activities with picture cards• Graphic Organizers/story boards to support the retelling of a story/sequence of events• Interactive read alouds, shared reading• Question/Response prompts/sentence stems for oral language support |
| | 1.5 Partial understanding of the simple, but major errors or omissions regarding the target content | |
| Score 1.0 | With help, partial understanding of the simple and target content | |
| | 0.5 With help, partial understanding of the simple content, but not the targeted content | |