

# Kindergarten Literacy Learning Requirement/Scale



**URBANDALE**  
COMMUNITY SCHOOL DISTRICT

# **Kindergarten Literacy**

Learning Requirements & Proficiency Scales

## **What are grade level learning requirements and how should they be used?**

Learning requirements are the student and parent/guardian friendly statements that indicate the knowledge, understandings, and skills students are expected to learn. In addition, educators communicate, post, and share course learning requirements with students and families in order to establish a compelling “why” and “what” within their classroom learning system.

Teachers use the learning requirements to guide their planning and assessment within their classroom. Individual and grade/content teams should use learning requirements daily to inform planning, delivery of instruction, and assessment within the professional learning community (PLC) process and individual actions. Finally, learning requirements were established from course/grade level standards by assessing each standard's relevance, endurance, appearance on assessments, and leverage. Therefore, these are the learning outcomes that are prioritized for the grade/course and should occupy the most instructional time for both whole group, small group and individual intervention.

## **What are proficiency scales and how should they be used?**

Proficiency scales are a structure that articulates levels of learning that align to the learning requirement. Each proficiency scale is unidimensional, meaning it outlines the levels of learning related to a single skill, concept, or understanding. The fulcrum for the proficiency scale is the score of 3.0 level. When students demonstrate competence at the score of 3.0, we say they are proficient. The score of 2.0 content is necessary for students to be able to achieve proficiency and important enough for the teacher to instruct directly. The score of 4.0 content is advanced and typically requires students to apply the score of 3.0 content in novel situations that they did not receive direct instruction on in class. Score of 1.0 signifies that a student cannot demonstrate proficiency in any of the content independently, but can do so, at least partially, with aid and cueing. Finally, the score value of 0.0 signifies that even with help, the student cannot demonstrate even partial competence in any of the content the scale articulates.

Teachers should use proficiency scales individually and collectively in the following ways:

- To plan instruction paying specific attention to level 2.0 to identify foundational vocabulary, knowledge, understanding, and skills to execute.
- To communicate levels of proficiency with students so students understand how they go from learning to knowing and doing.
- To identify individual lesson learning targets work towards proficiency of the learning requirement
- To assess students during instruction and as a result of instruction.
- To assess students on formative and summative assessments.
- Collectively a grade or content team should use the proficiency scales within a learning requirement in the design of common formative assessments and to assess students proficiency on common formative assessments.

## Grade for Learning Implementation Expectations

### How are learning requirements and proficiency scales used to determine course/content area scores or grades?

A score (level of proficiency) for a learning requirement is determined by using a body of evidence. Best practice is to provide multiple opportunities for students to demonstrate their knowledge, understandings, and execution of skills. Evidence can be collected through observations, presentations, projects, interviews, written expressions, quick checks, and/or tests. The evidence opportunity is tiered 2.0-4.0 in order to allow the student to demonstrate their full level of proficiency. For efficiency purposes, teachers should first focus on grade level or the 3.0 level of proficiency to determine if the student is proficient and if they are not, then review the evidence for level 2.0 or 4.0. The last piece of evidence should hold the most weight when making a decision about a student's level of proficiency.

In the example below, the student has received scores for multiple pieces of evidence connected to one learning requirement. Since the evidence shows learning progress over time, the scores are not averaged. The last piece of evidence holds the most weight in determining the overall learning requirement proficiency because it is the most recent evidence of student learning.

Evidence	Score	Learning Requirement	Level of Proficiency
Formative Assessment	1.0	I can apply print knowledge to read and write.	3.0
Checking for Understanding	2.0		
Formative Assessment	3.0		
Unit Assessment	3.0		

# The Anatomy of the Proficiency Scale

Learning Requirement: I can apply print knowledge to read and write.		
<b>Prioritized Standard:</b> (RF.3.3) Know and apply grade-level phonics and word analysis skills to support decoding and encoding words. a. Identify and know the meaning of the most common prefixes and derivational suffixes. b. Decode and encode words with common Latin suffixes. c. Decode and encode multisyllable words. d. Read grade-appropriate irregularly spelled words with accuracy and automaticity. (DOK 1,2) (L.3.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. a. Use sentence-level context as a clue to the meaning of a word or phrase. b. Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). d. Use reference materials (e.g., glossaries or beginning dictionaries) to determine or clarify the precise meaning of key words and phrases. (DOK 2,3)		
<b>Level of Proficiency</b>	<b>Progression of Learning</b>	<b>Sample Performance Tasks</b>
<b>4.0 Exceeds Grade Level Standard</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>Analyze how adding prefixes or suffixes to root words changes their meaning, and use this understanding to explain and create new words.</li> </ul>	Identify words with common roots and prefixes, such as "meter" in thermometer and centimeter, or "re-" in reflect and refill, and explain how understanding these affixes helps determine word meanings. Then, create new words using these roots and prefixes.
<b>3.0 Meets Grade Level Standard</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>Read and write multisyllabic and irregularly spelled words, and understand the meanings of common roots and affixes.</li> </ul>	Read and write words such as accomplishment, considerable, receive, and Wednesday.
<b>2.0 Approaching Grade Level Standard</b>	<b>The student will recognize or recall specific vocabulary:</b> diphthong, root <b>Perform basic processes such as:</b> <ul style="list-style-type: none"> <li>Read high-frequency, one-syllable words fluently.</li> <li>List different strategies for decoding unfamiliar words.</li> <li>Describe how to break words into parts using short and long vowel sounds.</li> <li>Give an example of a word that uses a particular suffix or prefix.</li> <li>Explain how a particular prefix or suffix changes the meaning of a common word.</li> <li>Identify words in a text that contain recognizable suffixes and prefixes.</li> <li>Form all upper and lowercase cursive letters correctly.</li> </ul>	
<b>1.0 Beginning</b>	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
<b>0.0</b>	Even with help, no understanding or skill demonstrated.	

Proficiency scales are designed to provide clarity to what is grade level and the knowledge, understanding, and skills necessary to meet grade level or 3.0. The score of 3.0 and 4.0 includes a focus statement that the teacher uses to know what to look for when assessing the piece of evidence. The Sample Performance Task provides an example of how that statement might manifest or show up. The Sample Performance Task could be used as an example to understand the rigor of grade level and the deeper level performance. The score of 4.0 is at a level with the content that requires students to make inferences and applications that go beyond what the teacher directly addresses in class. The score of 2.0 content contains a list of vocabulary terms and details that students should know to be able to demonstrate competence at the score of 3.0 level. The contents of level 2.0 should be used by teams to plan instruction that includes the vocabulary and content listed within it. If less than 80% of students in a class are scoring a 3.0 or less on the content within a proficiency scale or reporting topic, the teacher and/or team should provide whole class reteaching using what is outlined in 2.0. In addition, if a student has not reached a level of proficiency of a 3.0, the teacher and/or team should use the knowledge, understandings, and skills within the 2.0 to diagnosis need and match a supplemental intervention during the intervention block to support the student in reaching proficiency.

Grade K Reporting <b>KNOWLEDGE</b>	Trimester 1			Trimester 2			Trimester 3		
Learning Requirement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
<a href="#">I can interact with sounds to read and spell simple words.</a>									
<a href="#">I can hear and manipulate sounds in words.</a>									
<a href="#">I can recognize and use the basic features of print.</a>									
<a href="#">I can analyze text organization and structure.</a>									
<a href="#">I can use text features to better understand a text.</a>									
<a href="#">I can recognize and understand different text types.</a>									
<a href="#">I can analyze main ideas.</a>									
<a href="#">I can analyze claims and reasons.</a>									
<a href="#">I can analyze narratives.</a>									
<a href="#">I can compare texts.</a>									
<a href="#">I can analyze words.</a>									
<a href="#">I can generate sentences.</a>									
<a href="#">I can generate text organization and structure.</a>									
<a href="#">I can generate claims.</a>									
<a href="#">I can use information from sources for research.</a>									
<a href="#">I can generate a narrative.</a>									
<a href="#">I can recognize and use parts of speech.</a>									

Grade K Reporting <b>SKILLS</b>	Trimester 1			Trimester 2			Trimester 3		
Learning Requirement	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9
<a href="#">I can <b>interact with sounds to read and spell simple words.</b></a>									
<a href="#">I can <b>hear and manipulate sounds in words.</b></a>									
<a href="#">I can recognize and use the <b>basic features of print.</b></a>									
<a href="#">I can <b>analyze text organization and structure.</b></a>									
<a href="#">I can use <b>text features</b> to better understand a text.</a>									
<a href="#">I can recognize and understand different <b>text types.</b></a>									
<a href="#">I can <b>analyze main ideas.</b></a>									
<a href="#">I can <b>analyze claims and reasons.</b></a>									
<a href="#">I can <b>analyze narratives.</b></a>									
<a href="#">I can <b>compare texts.</b></a>									
<a href="#">I can <b>analyze words.</b></a>									
<a href="#">I can <b>generate sentences.</b></a>									
<a href="#">I can <b>generate text organization and structure.</b></a>									
<a href="#">I can <b>generate claims.</b></a>									
<a href="#">I can use information from <b>sources for research.</b></a>									
<a href="#">I can <b>generate a narrative.</b></a>									
<a href="#">I can <b>recognize and use parts of speech.</b></a>									

**Learning Requirement:** I can **interact with sounds to read and spell simple words.**

**Prioritized Standard:**

(RF.K.3) Know and apply grade-level phonics, which includes word analysis skills to support decoding and encoding words.

a. Demonstrate basic knowledge of phoneme-grapheme (one-to-one, letter-sound) correspondences by producing the primary and most frequent sounds for each consonant.

b. Associate the long and short sounds with common graphemes (spellings) for the five major vowels.

c. Read common high-frequency words with accuracy and automaticity (e.g., the, of, to, you, she, my, is, are, do, does).

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (DOK 1,2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>Apply knowledge of letter-sound relationships and phonemic awareness to fluently decode and encode CVC and CCVC words, begin using common phonics patterns (e.g., digraphs and word families), and read and write an expanding set of high-frequency words with increasing accuracy and automaticity.</li> </ul>	Write a short letter to a friend using words with more complex spelling patterns, then read it aloud to a partner.
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <ul style="list-style-type: none"> <li>Decode and encode (spell) simple words effectively while reading common high-frequency words by sight.</li> </ul>	Tell students you will ask them to look at a row of words. Then you will say one of the words in each row and they will be asked to circle it. Say the word "sat" clearly. Have students repeat the word aloud. Then, ask them to write "sat" on their paper while saying each sound as they write.
<b>2.0</b> Approaching Grade Level Standard	<b>The student will recognize or recall specific vocabulary:</b> <i>consonant, letter, long vowel, short vowel, vowel, word</i>  <b>Perform basic processes such as:</b> <ul style="list-style-type: none"> <li>Produce the most frequent sounds for each consonant.</li> <li>Produce the most frequent sounds for each vowel.</li> <li>Match short-vowel sounds with their common spellings.</li> <li>Match long-vowel sounds with their common spellings.</li> <li>Identify high-frequency words in a text.</li> <li>Use orthographic mapping to recognize high-frequency words.</li> <li>Ask and answer questions about unknown words.</li> </ul>	
<b>1.0</b> Beginning	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	



**Learning Requirement: I can hear and manipulate sounds in words.**

**Prioritized Standard:**

(RF.K.2) Demonstrate understanding of spoken words, syllables, and phonemes (sounds).

- a. Count, produce, blend, and segment syllables in spoken words.
- b. Blend and segment onsets and rimes of single-syllable spoken words.
- c. Isolate and pronounce the initial, medial vowel, and final phonemes (sounds) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- e. Recognize and produce rhyming words. (DOK 1,2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b></p> <ul style="list-style-type: none"> <li>Demonstrate phonemic awareness by accurately isolating, segmenting, blending, and manipulating individual sounds (phonemes) in spoken words, including beginning, medial, and ending sounds, to support early reading and spelling development.</li> </ul>	<p>Listen to the word 'flat.' Change the beginning sound to /s/ and say the new word. Now change the ending sound to /g/ and say the new word.</p>
<b>3.0</b> Meets Grade Level Standard	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Hear, isolate, manipulate, and discriminate sounds in words.</li> </ul>	<p>When given the word <i>hot</i>, say rhyming words such as <i>cot</i>, <i>dot</i>, <i>got</i>, <i>jot</i>, <i>lot</i>, <i>not</i>, <i>pot</i>, <i>rot</i>, <i>tot</i>, <i>blot</i>, <i>brought</i>, <i>clot</i>, <i>fought</i>, <i>knot</i>, <i>plot</i>, <i>shot</i>, <i>squat</i>, or <i>taught</i>.</p> <p>State that the first sound in <i>hot</i> is /h/, the vowel sound is /ō/, and the last sound is /t/.</p> <p>When given the word <i>banana</i> or the syllables <i>ba</i>, <i>na</i>, and <i>na</i>, take the syllables apart or put them together orally.</p>
<b>2.0</b> Approaching Grade Level Standard	<p><b>The student will recognize or recall specific vocabulary:</b> <i>rhyme</i>, <i>consonant</i>, <i>vowel</i>, <i>syllable</i></p> <p><b>Perform basic processes such as:</b></p> <ul style="list-style-type: none"> <li>Identify rhyming words spoken orally.</li> <li>State that rhyming words have the same ending vowel and consonant sounds.</li> <li>Add individual sounds to one-syllable spoken words to make new words.</li> <li>Substitute individual sounds in one-syllable spoken words to make new words.</li> <li>Isolate the initial sound in spoken words that follow a CVC pattern.</li> <li>Isolate the medial vowel sound in spoken words that follow a CVC pattern.</li> <li>Isolate the final sound in spoken words that follow a CVC pattern.</li> </ul>	

	<ul style="list-style-type: none"> <li>Count syllables in spoken words.</li> <li>Pronounce syllables in spoken words.</li> </ul>	
<b>1.0</b> Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
<b>0.0</b>	Even with help, no understanding or skill demonstrated.	

**Learning Requirement:** I can recognize and use the **basic features of print**.

**Prioritized Standard:**

(RF.K.1) Demonstrate understanding of the organization and basic features of print.

- 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. (DOK 1)

(RI.K.5) Identify the front cover, back cover, and title page of a book. (DOK 1)

(WF.K.1) Print with scaffolding and support for a variety of tasks and purposes.

- Form many upper and lowercase manuscript letters and numerals correctly with proportion, line awareness, and spacing (between words and letters).
- Begin to produce manuscript writing. (DOK 1)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b></p> <ul style="list-style-type: none"> <li>Track text in books with varied formats, such as columns, captions, or speech bubbles.</li> </ul>	When given a book, explain which words in the book would be read first, next, and last.
<b>3.0</b> Meets Grade Level Standard	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Identify and use the basic features of print to read and write.</li> </ul>	When given a book, explain which words in the book would be read first, next, and last.
<b>2.0</b>	<p><b>The student will recognize or recall specific vocabulary:</b> <i>back cover, front cover, left, right, space</i></p> <p><b>Perform basic processes such as:</b></p>	

<b>Approaching Grade Level Standard</b>	<ul style="list-style-type: none"> <li>• State that words are written from left to right and from top to bottom on a page.</li> <li>• State that words are read from left to right and from top to bottom on a page.</li> <li>• State that pages in a book are read in order from the front cover to the back cover.</li> <li>• State that spoken words are represented in written language by specific sequences of letters.</li> <li>• State that words are separated by spaces when they are written down.</li> <li>• Identify and name all uppercase and lowercase letters of the alphabet.</li> <li>• Write all uppercase and lowercase letters of the alphabet.</li> </ul>	
<b>1.0</b> Beginning	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Learning Requirement:** I can **analyze text organization and structure.**

**Prioritized Standard:**

(RI.K.3) With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (DOK 2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>• Describe how one event in a story causes another event to happen.</li> </ul>	Explain that the baby bird in P. D. Eastman's <i>Are You My Mother?</i> does not recognize his mother because she was gone when he was born.
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <ul style="list-style-type: none"> <li>• Compare two ideas, events, or people in a text.</li> </ul>	Describe similarities and differences between a killer whale and a blue whale from the book <i>Amazing Whales!</i> by Sarah L. Thomson, such as <i>both are whales and mammals and they are different in size, color, and hunting habits.</i>
<b>2.0</b> Approaching Grade Level	<b>The student will recognize or recall specific vocabulary:</b> <i>compare, different, similar</i>  <b>Perform basic processes such as:</b> <ul style="list-style-type: none"> <li>• State that to compare means to describe how two things are similar and different.</li> <li>• Identify how two common objects are similar.</li> </ul>	

<b>Standard</b>	<ul style="list-style-type: none"> <li>Identify how two common objects are different.</li> <li>Identify two events, people, or ideas from a text.</li> <li>List details about an event, person, or idea from a text.</li> </ul>	
<b>1.0</b> Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
<b>0.0</b>	Even with help, no understanding or skill demonstrated.	

**Learning Requirement:** I can **use text features** to better understand a text.

**Prioritized Standard:**

(RL.K.7) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). (DOK 2)

(RI.K.7) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). (DOK 2)

<b>Level of Proficiency</b>	<b>Progression of Learning</b>	<b>Sample Performance Tasks</b>
<b>4.0</b> Exceeds Grade Level Standard	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b></p> <ul style="list-style-type: none"> <li>Interpret and explain how illustrations, diagrams, or other visual elements contribute to the meaning of a text by clarifying, supporting, or enhancing key ideas, events, or information presented in the words.</li> </ul>	Create a storyboard that illustrates the sequence of events from a story and explains the connections between them.
<b>3.0</b> Meets Grade Level Standard	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Describe the connection between an illustration and the information in a text.</li> </ul>	Describe how an illustration in <i>Family Pictures</i> by Carmen Lomas Garza is related to people, places, or events in the text.
<b>2.0</b> Approaching Grade Level Standard	<p><b>The student will recognize or recall specific vocabulary:</b> <i>author, illustration</i></p> <p><b>Perform basic processes such as:</b></p> <ul style="list-style-type: none"> <li>State that the author writes the words in a text.</li> <li>State that the illustrator creates the pictures in a text.</li> <li>Identify details in an illustration that relate to a place or setting in a text.</li> <li>Identify details in an illustration that relate to an event in a text.</li> <li>Identify details in an illustration that relate to a person or character in a text.</li> </ul>	
<b>1.0</b> Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	

<b>0.0</b>	Even with help, no understanding or skill demonstrated.
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**Learning Requirement:** I can recognize and understand different **text types**.

**Prioritized Standard:**

(RL.K.5) Recognize common types of texts (e.g., storybooks, poems). (DOK 1)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>Compare and contrast various text types based on their structure, purpose, and language used.</li> </ul>	Identify and explain at least two similarities and two differences between a story and an informational text, focusing on their structure, purpose, and language.
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <ul style="list-style-type: none"> <li>Identify features of different text types.</li> </ul>	Identify the characteristics of a nursery rhyme or fable.
<b>2.0</b> Approaching Grade Level Standard	<b>The student will recognize or recall specific vocabulary:</b> <i>author, fiction, nonfiction, poem, rhythm, title</i>  <b>Perform basic processes such as:</b> <ul style="list-style-type: none"> <li>Explain that fiction texts usually tell a story.</li> <li>Explain that nonfiction texts usually teach a reader about a person, place, thing, or idea with facts.</li> <li>Explain that poems sound different from other texts because they have rhythm.</li> <li>Explain what the title tells a reader about a text.</li> <li>Identify the author of a text.</li> </ul>	
<b>1.0</b> Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
<b>0.0</b>	Even with help, no understanding or skill demonstrated.	

**Learning Requirement:** I can **analyze main ideas**.

**Prioritized Standard:**

(RI.K.1) With prompting and support, ask and answer questions about key details in a text. (DOK 1)

(RI.K.2) With prompting and support, identify the main topic and retell key details of a text. (DOK 1)

(SL.K.2) 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. (DOK 1,2)  
 (SL.K.3) Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (DOK 1,2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>Identify the main idea of a text or section of text and explain how key details support it, demonstrating an understanding of how the main idea is developed throughout the text.</li> </ul>	After listening to <i>Winter</i> , students identify details that tell how to be cautious during the season and make connections to their own experience.
<b>3.0</b> Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> <li>Identify the main topic of a text and retell key details.</li> </ul>	After reading <i>Plants and People</i> , students identify the main topic as plants help people. They share with a partner details that support the main idea.
<b>2.0</b> Approaching Grade Level Standard	<b>The student will recognize or recall specific vocabulary:</b> <i>main topic, character, detail, event, setting</i>  <b>Perform basic processes such as:</b> <ul style="list-style-type: none"> <li>Explain that the main topic is what a text is mostly about.</li> <li>Identify words that are repeated in a text.</li> <li>Describe what two or more illustrations in a text have in common.</li> <li>Describe what two or more sentences in a text have in common.</li> <li>Explain what was learned from reading a text.</li> <li>Identify a character or person in an illustration or text.</li> <li>Identify a setting or place in an illustration or text.</li> <li>Identify an event that occurred in an illustration or text.</li> <li>Locate details in a text that relate to a character, setting, or event.</li> <li>Describe what is known about the characters, settings, or events in a text.</li> </ul>	
<b>1.0</b> Beginning	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Learning Requirement:** I can **analyze claims and reasons**.

**Prioritized Standard:**

(RI.K.8) With prompting and support, identify the reasons an author gives to support points in a text. (DOK 2)

Level of Proficiency	Progression of Learning	Sample Performance
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		Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>• Infer what an author is trying to say in a text.</li> </ul>	After reading <i>Europe</i> , students will infer why moors would be a good area to raise sheep.
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <ul style="list-style-type: none"> <li>• Identify a reason that supports a point in a text.</li> </ul>	Students identify a reason from the text that supports their opinion on whether the mouse was right to help the lion in <i>The Lion and the Mouse</i> .
<b>2.0</b> Approaching Grade Level Standard	<b>The student will recognize or recall specific vocabulary:</b> <i>opinion, reason</i>  <b>Perform basic processes such as:</b> <ul style="list-style-type: none"> <li>• State that an opinion is what an author thinks or feels about a topic.</li> <li>• State that a reason explains why the author thinks or feels a certain way about a topic.</li> <li>• State that different authors or people can have different feelings about the same topic.</li> <li>• Explain how a statement shows an author's opinion.</li> <li>• Identify details in a text that relate to the topic of an author's opinion.</li> </ul>	
<b>1.0</b> Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
<b>0.0</b>	Even with help, no understanding or skill demonstrated.	

**Learning Requirement:** I can **analyze narratives**.

**Prioritized Standard:**

(RL.K.1) With prompting and support, ask and answer questions about key details in a text. (DOK 1)

(RL.K.2) With prompting and support, retell familiar stories, including key details. (DOK 1)

(RL.K.3) With prompting and support, identify characters, settings, and major events in a story. (DOK 1)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
<b>4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>• Explain how the events of a story would change if the setting was different.</li> </ul>	After reading <i>The Bremen Town Musicians</i> , imagine the story took place in a busy city instead of the countryside. How would the animals' journey and their

Exceeds Grade Level Standard		interaction with the robbers change in this new setting?
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <ul style="list-style-type: none"> <li>Identify the characters and settings in a narrative text, then retell its events in order.</li> </ul>	After reading the story, <i>The Princess and the Pea</i> , students retell the story, using image cards as a reference.
<b>2.0</b> Approaching Grade Level Standard	<b>The student will recognize or recall specific vocabulary:</b> <i>beginning, end, middle, character, setting</i> <b>Perform basic processes such as:</b> <ul style="list-style-type: none"> <li>State that narratives have a beginning, middle, and end.</li> <li>State that the beginning is what happens first in a story, the middle is what happens in between the beginning and the end of a story, and the end is what happens last in the story.</li> <li>Describe what happens in a specific passage or on a specific page of a book.</li> <li>Identify characters in a favorite story or movie.</li> <li>Identify illustrations that show one or more characters.</li> <li>State that the setting is the where and when of a text.</li> <li>Identify a setting from a familiar story or movie.</li> <li>Identify illustrations that give clues about a setting.</li> </ul>	
<b>1.0</b> Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
<b>0.0</b>	Even with help, no understanding or skill demonstrated.	

**Learning Requirement:** I can **compare texts**.

**Prioritized Standard:**

(RL.K.9) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  
(DOK 2)

(RI.K.9) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).(DOK 2,3)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>Compare two texts, identifying similarities and differences, and explain how the differences influence the characters' actions.</li> </ul>	After listening to <i>The Three Little Pigs</i> and <i>Little Red Riding Hood</i> , use pictures or words to show how the Big Bad Wolf interacts with the other characters in each story. Then, explain how his actions are similar and different in both stories.



<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <ul style="list-style-type: none"> <li>Compare the main characters from two stories and details from two texts on the same topic.</li> </ul>	Compare the characters the wolves portray after reading "The Three Little Pigs" and "Little Red Riding Hood".
<b>2.0</b> Approaching Grade Level Standard	<b>The student will recognize or recall specific vocabulary:</b> <i>detail, character</i>  <b>Perform basic processes such as:</b> <ul style="list-style-type: none"> <li>Identify similarities and differences between two objects or illustrations.</li> <li>Identify events in a text.</li> <li>Identify the people or characters described in a text.</li> <li>Identify the setting or places described in a text.</li> <li>List information about a particular topic from a text.</li> <li>Identify the main character in a text.</li> <li>Identify physical characteristics of a character using a text's illustrations and words.</li> <li>Identify problems a character encounters in a text.</li> </ul>	
<b>1.0</b> Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
<b>0.0</b>	Even with help, no understanding or skill demonstrated.	

**Learning Requirement:** I can **analyze words**.

**Prioritized Standard:**

(L.K.4) Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word. (DOK 1,2)

(L.K.5) With guidance and support from adults, explore word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. (DOK 1,2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>Explain a word's meaning by relating it to words with similar meanings.</li> </ul>	Explain how the words <i>fast</i> and <i>speedy</i> are similar by identifying actions or things that could be associated with each word.

Grade Level Standard		
<b>3.0</b> Meets Grade Level Standard	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Identify the meaning of new words and understand different meanings for familiar words.</li> </ul>	<p>Clarify the meaning of <i>summer</i> by describing how it is different from <i>winter</i>.</p> <p>Demonstrate understanding of the word <i>sunflower</i> by breaking it down into its smaller parts.</p>
<b>2.0</b> Approaching Grade Level Standard	<p><b>The student will recognize or recall specific vocabulary:</b> <i>meaning, word, root word, opposite</i></p> <p><b>Perform basic processes such as:</b></p> <ul style="list-style-type: none"> <li>Identify an object that relates to the meaning of a word.</li> <li>Draw a picture that illustrates the meaning of a word.</li> <li>Act out the meaning of a word.</li> <li>Describe the meaning of a common prefix (such as <i>un-</i>, <i>re-</i>) or a common suffix (such as <i>-ful</i>, <i>-less</i>).</li> <li>Explain the meaning of a root word without an affix.</li> <li>Explain what a root word with a particular affix means (for example, explain what the words <i>undo</i> and <i>redo</i> mean).</li> <li>Match an adjective (describing word) with an illustration that depicts the adjective.</li> <li>Match a verb with an illustration that depicts the verb.</li> <li>Identify the opposite of an adjective.</li> <li>Identify the opposite of a verb.</li> </ul>	
<b>1.0</b> Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
<b>0.0</b>	Even with help, no understanding or skill demonstrated.	

**Learning Requirement:** I can **generate sentences**.

**Prioritized Standard:**

(L.K.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Use frequently occurring nouns and verbs.

b. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

c. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

d. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). e. Produce and expand complete sentences in shared language activities. (DOK 1,2).

(L.K.2) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize the first word in a sentence and the pronoun I.

b. Recognize and name end punctuation. (DOK 1,2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
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<b>4.0</b> Exceeds Grade Level Standard	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b></p> <ul style="list-style-type: none"> <li>• Make sentences more interesting by adding details.</li> </ul>	Write a sentence about a favorite animal and include additional details to make it more interesting, including where it lives or what it likes to do.
<b>3.0</b> Meets Grade Level Standard	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>• Write complete sentences that begin with a capital letter and end with the correct punctuation.</li> </ul>	Write a sentence to describe what is happening on the image card.
<b>2.0</b> Approaching Grade Level Standard	<p><b>The student will recognize or recall specific vocabulary:</b> <i>action, capital letter, sentence, subject, exclamation mark, period, question mark</i></p> <p><b>Perform basic processes such as:</b></p> <ul style="list-style-type: none"> <li>• State that a complete sentence contains a subject or noun and an action or verb.</li> <li>• Identify which letter in a sentence should always be capitalized.</li> <li>• List examples of subjects (people, places, or things).</li> <li>• List examples of actions.</li> <li>• Identify sentences that are missing either a subject or an action.</li> <li>• Identify each end punctuation mark (period, exclamation mark, question mark).</li> <li>• State that periods are used at the end of most sentences.</li> <li>• State that question marks go at the end of questions.</li> <li>• State that exclamation marks show excitement or surprise.</li> <li>• Identify where an end punctuation mark should go in a sentence.</li> </ul>	
<b>1.0</b> Beginning	<p><b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b></p>	
<b>0.0</b>	<p><b>Even with help, no understanding or skill demonstrated.</b></p>	

**Learning Requirement:** I can **generate text organization and structure.**

**Prioritized Standard:**

(W.K.2) 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. (DOK 1,2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b></p>	Provide information about summer by listing facts about summer,

<b>4.0</b> Exceeds Grade Level Standard	<ul style="list-style-type: none"> <li>Gather more in-depth information about the topic in order to organize and explain findings with greater detail, supporting ideas with specific examples.</li> </ul>	clothes that can be worn, and how it is different from other seasons.
<b>3.0</b> Meets Grade Level Standard	<p>The student will:</p> <ul style="list-style-type: none"> <li>State the topic of a text and use drawing, dictating, and writing to supply information about the topic.</li> </ul>	Provide information about the farm by listing some kinds of animals that live on the farm, including an illustration that shows what each animal looks like.
<b>2.0</b> Approaching Grade Level Standard	<p><b>The student will recognize or recall specific vocabulary:</b> <i>information, opinion, story, topic, detail, fact</i></p> <p><b>Perform basic processes such as:</b></p> <ul style="list-style-type: none"> <li>Strengthen writing with help from peers and adults.</li> <li>Explain that a topic is what a text is about.</li> <li>State that the words and illustrations in a text should be about the same topic.</li> <li>List possible topics for a text.</li> <li>Identify whether a text should tell a story about a topic, explain information about a topic, or give an opinion on a topic.</li> <li>Fill in a sentence stem with a word or short phrase that identifies the topic of a text (for example, fill in the phrase <i>Today I learned about _____</i> with the topic of a text).</li> <li>List known facts or information about a topic.</li> <li>Identify places, people, animals, or objects that relate to a topic.</li> <li>Identify whether a detail or piece of information relates to a specific topic.</li> <li>Use a graphic organizer to plan out which information to include in a text.</li> <li>Sketch details that relate to a topic.</li> </ul>	
<b>1.0</b> Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
<b>0.0</b>	Even with help, no understanding or skill demonstrated.	

**Learning Requirement:** I can **generate claims**.

**Prioritized Standard:**

(W.K.1) 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., My favorite book is...). (DOK 1,2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
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<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>State an opinion and give a reason for the opinion</li> </ul>	Decide whether the ending of <i>Kitten's First Full Moon</i> by Kevin Henkes is a happy or sad ending and state a reason for that opinion.
<b>3.0</b> Meets Grade Level Standard	<b>The student will:</b> <ul style="list-style-type: none"> <li>Using drawing, dictating, or writing that states an opinion or preference about a topic or book.</li> </ul>	Students share their favorite nursery rhyme after listening to several.
<b>2.0</b> Approaching Grade Level Standard	<b>The student will recognize or recall specific vocabulary:</b> <i>opinion, statement</i>  <b>Perform basic processes such as:</b> <ul style="list-style-type: none"> <li>State that an opinion is what someone thinks or feels about a topic or text.</li> <li>Strengthen writing with help from peers and adults.</li> <li>Identify statements that are opinions.</li> <li>Answer questions that ask for an opinion or preference.</li> <li>Fill in an opinion statement with an appropriate word or phrase (such as <i>My favorite book is _____</i>).</li> </ul>	
<b>1.0</b> Beginning	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Learning Requirement:** I can use **information from sources for research.**

**Prioritized Standard:**

(W.K.8) With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. (DOK 1,2)

(W.K.7) Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).(DOK 2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>Identify sources that relate to the topic of a question.</li> </ul>	Use the titles and illustrations from a group of texts to identify which ones would tell about fish that live in the ocean.

Standard		
<b>3.0</b> Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> <li>Answer a question with a fact or piece of information from a provided source.</li> </ul>	Answer the question <i>What animal lives in this habitat</i> using a fact from <i>Animals and Habitats</i> .
<b>2.0</b> Approaching Grade Level Standard	The student will recognize or recall specific vocabulary: <i>question</i>  <b>Perform basic processes such as:</b> <ul style="list-style-type: none"> <li>Identify the person, place, event, or thing a question is asking about.</li> <li>Identify illustrations that relate to a specific question.</li> <li>Identify words in a text that match important words in a question.</li> <li>Decide if an answer to a question makes sense (for example, when asked <i>What are your favorite pizza toppings?</i>, the answer should involve foods that can be put on a pizza).</li> </ul>	
<b>1.0</b> Beginning	<b>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</b>	
<b>0.0</b>	<b>Even with help, no understanding or skill demonstrated.</b>	

**Learning Requirement:** I can **generate a narrative**.

**Prioritized Standard:**

(W.K.3) 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. (DOK 2,3)

(SL.K.4) Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (DOK 1)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b> <ul style="list-style-type: none"> <li>Narrate a sequence of events with a clear beginning, middle, and end and sensory details.</li> </ul>	Write about a birthday party by describing multiple events that happened on that day and explaining the feelings created by the party.
<b>3.0</b> Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> <li>Use drawing, dictating, or writing to tell about an event in order, including how they felt about it.</li> </ul>	Write a story about a day at the park that states what happened at the park and who was there; include an illustration that shows the setting and characters.

<b>2.0</b> Approaching Grade Level Standard	<p><b>The student will recognize or recall specific vocabulary</b> <i>character, event, narrative, setting, story, describe</i></p> <p><b>Perform basic processes such as:</b></p> <ul style="list-style-type: none"> <li>• State that telling a story means describing a real or imagined event.</li> <li>• Strengthen writing with help from peers and adults.</li> <li>• List ideas for a narrative.</li> <li>• List the characters in a narrative.</li> <li>• Identify the setting of an event.</li> <li>• Sketch a plan for a narrative that shows the characters and main event.</li> <li>• Choose the word, from two or more choices, that best describes a person, place, or thing (for example, identify that the word <i>hot</i> describes a desert better than the word <i>cold</i>).</li> <li>• Describe items in an illustration using descriptive words.</li> <li>• Identify describing words in a sentence.</li> <li>• Draw a picture of a familiar person, place, or thing.</li> <li>• List words that could describe a specific person, place, or thing.</li> </ul>	
<b>1.0</b> Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
<b>0.0</b>	Even with help, no understanding or skill demonstrated.	

**Learning Requirement:** I can **recognize and use parts of speech.**

**Prioritized Standard:**

(L.K.1) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Use frequently occurring nouns and verbs.
- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Produce and expand complete sentences in shared language activities. (DOK 1,2)

Level of Proficiency	Progression of Learning	Sample Performance Tasks
<b>4.0</b> Exceeds Grade Level Standard	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught. The student will:</b></p> <ul style="list-style-type: none"> <li>• Create illustrations that explain how different types of words are used.</li> </ul>	Write down each question word and draw pictures to remember what each word means, such as a drawing of a person for the word <i>who</i> , a clock for the word <i>when</i> , and a map for the word <i>where</i> .

<b>3.0</b> Meets Grade Level Standard	The student will: <ul style="list-style-type: none"> <li>• Use correct grammar when speaking and writing.</li> </ul>	pick an object in the classroom and have students ask questions to determine the mystery object.
<b>2.0</b> Approaching Grade Level Standard	<p><b>The student will recognize or recall specific vocabulary:</b> <i>noun, plural, singular, verb, preposition</i></p> <p><b>Perform basic processes such as:</b></p> <ul style="list-style-type: none"> <li>• Match an illustration of a noun with the correct word for that noun.</li> <li>• State that adding -s to the end of a noun makes it plural.</li> <li>• Count objects using the correct singular and plural noun forms (such as <i>one banana, two bananas</i>).</li> <li>• Match an illustration of a verb with the correct word for that verb.</li> <li>• Act out a particular verb.</li> <li>• Use different forms of the <i>to be</i> verb correctly (such as <i>I am, you are, they are, she is</i>).</li> <li>• Identify common prepositions (such as <i>to, in, on, under, with, by</i>) in a sentence.</li> <li>• Match an illustration of a preposition with the correct word for the preposition (for example, match a picture of a cat in a box with the preposition <i>in</i>).</li> <li>• Choose which preposition best fits the meaning of a sentence.</li> <li>• State that the answer to a question that begins with <i>who</i> will be a person.</li> <li>• State that the answer to a question that begins with <i>what</i> can be a thing or an action.</li> <li>• State that the answer to a question that begins with <i>where</i> will be a place.</li> <li>• State that the answer to a question that begins with <i>when</i> will be a time.</li> <li>• State that the answer to a question that begins with <i>why</i> will be a reason.</li> <li>• State that the answer to a question that begins with <i>how many</i> will be a number.</li> </ul>	
<b>1.0</b> Beginning	With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.	
<b>0.0</b>	Even with help, no understanding or skill demonstrated.	