



Report Card Indicators & Evidence Outcome Alignment

Standard One: Oral Expression and Listening (Communication)

Report Card Indicators:

Uses new vocabulary to communicate and describe

- Add drawings or other visual displays to descriptions as desired to provide additional detail. (CCSS: SL.K.5)
- Speak audibly and express thoughts, feelings, and ideas clearly. (CCSS: SL.K.6)
- Sort common objects into categories (for example: shapes, foods) to gain a sense of the concepts the categories represent. (CCSS: L.K.5a)
- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). (CCSS: L.K.5b)
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. (CCSS: SL.K.4)
- Identify real-life connections between words and their use (for example: note places at school that are colorful). (CCSS: L.K.5c)
- Distinguish shades of meaning among verbs describing the same general action (for example: *walk, march, strut, prance*) by acting out the meanings. (CCSS: L.K.5d)
- Use new vocabulary that is directly taught through reading, speaking, and listening. *
- Relate new vocabulary to prior knowledge. *

Clearly expresses ideas and feelings

- Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups. (CCSS: SL.K.1)*
- Follow agreed-upon rules for discussions (for example: listening to others and taking turns speaking about the topics and texts under discussion). (CCSS: SL.K.1a)
- Continue a conversation through multiple exchanges. (CCSS: SL.K.1b)
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood. (CCSS: SL.K.3) *
- Listen with comprehension to follow two-step directions.
- 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. (CCSS: SL.K.2) *
- Use words and phrases acquired through conversations, reading and being read to, and respond to

texts. (CCSS: L.K.6) *

Identify sounds in spoken words

- Recognize and produce rhyming words. (CCSS: RF.K.2a) *
- Blend and segment the onset and rime of single - syllable spoken words(adapted from CCSS: RF.K.2c)
- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (adapted from CCSS: RF.K.2d) *
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. (CCSS: RF.K.2e) *
- Identify phonemes for letters. *

Standard Two: Reading for All Purposes (Reading)

Report Card Indicators:

Reads and understands grade-level literature

- With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1) *
- With prompting and support, retell familiar stories, including key details. (CCSS:RL.K.2)
- With prompting and support, identify characters, settings, and major events in a story. (CCSS: RL.K.3) *
- Ask and answer questions about unknown words in a text. (CCSS: RL.K.4)
- Recognize common types of texts (for example: storybooks, poems).(CCSS: RL.K.5) *
- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. (CCSS: RL.K.6)
- With prompting and support, describe the relationship between illustrations and the story in which they appear (for example: what moment in a story an illustration depicts). (CCSS: RL.K.7)
- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. (CCSS: RL.K.9)
- Actively engage in group reading activities with purpose and understanding. (CCSS: RL.K.10)

Reads and understands grade-level informational text

- With prompting and support, ask and answer questions about key details in a text. (CCSS: RL.K.1) *
- With prompting and support, identify the main topic and retell key details of a text. (CCSS:RI.K.2)
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. (CCSS:RI.K3)
- Ask and answer questions about unknown words in a text. (CCSS: RI.K.4)
- Identify the front cover, back cover, and title page of a book (CCSS:RI.K5)*
- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. (CCSS: RI.K.6)
- With prompting and support, describe the relationship between illustrations and the text in which they appear (for example: what person, place, thing, or idea in the text an illustrator depicts). (CCSS: RI.K.7)
- With prompting and support, identify the reasons an author gives to support points in a text. (CCSS: RI.K.8)
- With prompting and support, identify basic similarities in and differences between two texts on the same topic (for example: in illustrations, descriptions, or procedures). (CCSS:RI.K9)
- Actively engage in group reading activities with purpose and understanding. (CCSS:RI.K10)

Names and produces sounds for all letters of the alphabet/Uses letter sounds to read words

- Demonstrate understanding of the organization and basic features of print. (CCSS: RF.K1.1)*
- Follow words from left to right, top to bottom, and page by page. (CCSS: RF.K.1a)
- Recognize that spoken words are represented in written language by specific sequences of letters.

(CCSS: RF.K.1b) *

- Understand that words are separated by spaces in print (concept of word). (CCSS: RF.K.1c) *
- Recognize and name all upper - and lower case letters of the alphabet. (CCSS: RF.K.1d)*
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). (CCSS: RF.K.2)
- Recognize and produce rhyming words. (CCSS: RF.K.2a) *
- Read text consisting of short sentences comprised of learned sight words and consonant-vowel-consonant (CVC) words. *
- Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. (adapted from CCSS: RF.K.3a) *
- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. (CCSS: RF.K.3b) *
- Read common high-frequency words by sight (for example: *the, of, to, you, she, my, is, are, do, does*). *(CCSS: RF.K.3c)
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ. (CCSS: RF.K.3d) *
- Read emergent-reader text with purpose and understanding
- Identify new meanings for familiar words and apply them accurately (for example: knowing *duck* is a bird and learning the verb *to duck*). (CCSS:L.K.4a) *
- Use the most frequently occurring inflections and affixes (for example: *-ed,-s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. (CCSS: L.K.4b) *
- Identify and produce groups of words that begin with the same sound (alliteration). *
- Identify the initial, medial, and final phoneme (speech sound) of spoken words. *

Standard Four: Research Inquiry and Design (Reading)

Report Card Indicators:

With guidance, looks for information to answer questions

- Use a variety of resources to answer questions of interest through guided inquiry (for example: texts read aloud or viewed, direct observation).
- Gather relevant information and check various information sources for accuracy (for example: In a class discussion focused on butterflies, students ask questions related to a butterfly and the life cycle.).

With support, gathers and shares information to answer a question

- Participate in shared research and writing projects (for example: explore a number of books by a favorite author and express opinions about them). (CCSS:W.K.7)
- Identify a clear purpose for research or inquiry (for example: *If the class is learning about trees, is my need to know more about pets related?*)
- With guidance and support from adults, recall information from experience or gather information from provided sources to answer a question. (CCSS:W.K.8)

Asks relevant questions

- Ask a specific question and gather relevant information from various sources related to that question that inform clarity of purpose and conclusions about research.
- Ask primary questions of clarity, significance, relevance, and accuracy to improve quality of thinking.

Standard Three: Writing and Composition (Writing)

Report Card Indicators:

Uses words and pictures to communicate information and ideas

- 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 (for example: *My favorite book is...*). (CCSS: W.K.1) **T3**
- 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. (CCSS: W.K.2) **T3**
- 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. (CCSS: W.K.3)
- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. (CCSS: W.K.5) **T3**
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. (CCSS: W.K.6) **T3**

Uses correct grammar, spaces, capitals and punctuation

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.(CCSS: L.K.1)
- Print many upper- and lowercase letters. (CCSS: L.K.1a)
- Use frequently occurring nouns and verbs. (CCSS: L.K.1b)
- Form regular plural nouns orally by adding /s/ or /es/ (for example:*dog, dogs; wish, wishes*). (CCSS: L.K.1c)
- Understand and use question words (interrogatives) (for example:*who, what, where, when, why, how*). (CCSS: L.K.1d)
- Use the most frequently occurring prepositions (for example: *to, from, in, out, on, off, for, of, by, with*). (CCSS: L.K.1e)
- Produce and expand complete sentences in shared language activities.(CCSS: L.K.1f)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.(CCSS: L.K.2)
- Capitalize the first word in a sentence and the pronoun I.(CCSS: L.K.2a)
- Recognize and name end punctuation.(CCSS: L.K.2b)
- Write a letter or letters for most consonant and short - vowel sounds (phonemes). (CCSS: L.K.2c)
- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.(CCSS: L.K.2d)