

Woodland Park Kindergarten Language Arts: Reading Readiness and Foundational Skills

| Report Card Indicator: Identifies lowercase and uppercase letters | | | | |
|---|---------------------------------|---------------------------|--|---|
| Trimester | 1 | 2 | 3 | 4 |
| 1 | Student recognizes 17 or below. | Student recognizes 18-35. | Student recognizes 36-49. | Student recognizes 50+ letters. |
| 2 | Student recognizes 25 or below. | Student recognizes 26-39. | Student recognizes 40-52. | Student recognizes 54 letters which includes: (a, a , g , g) |
| 3 | Student recognizes 39 or below. | Student recognizes 40-53. | Student recognizes all 54 letters which includes: (a, a , g , g). | |

| Report Card Indicator: Identifies letter sounds | | | | |
|---|-------------------------------|--------------------------------|--------------------------------|------------------------------|
| Trimester | 1 | 2 | 3 | 4 |
| 1 | Student produces 4 or below. | Student produces 5-9 sounds. | Student produces 10-19 sounds. | Student produces 20+ sounds. |
| 2 | Student produces 9 or below. | Student produces 10-19 sounds. | Student produces 20-25 sounds. | Student produces 26 sounds. |
| 3 | Student produces 19 or below. | Student produces 20-25 sounds. | Student produces 26 sounds. | |

| Report Card Indicator: Hears and identifies individual sounds in words (beginning, middle, end) | | | | |
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| Trimester | 1 | 2 | 3 | 4 |
| 1 | Student does not or is rarely able to isolate and produce the initial sounds in a CVC word. | Requires teacher prompting and support to isolate and produce the initial in a CVC word. | Consistently can isolate and produce the initial in a CVC word. Minimal miscues are made. | Consistently and independently isolate and produce the initial, medial and final sound in a CVC word with 100% accuracy. |
| 2,3 | Student does not or is rarely able isolate and produce the initial, medial and final sound in a word. | Requires teacher prompting and support to isolate and produce the initial, medial and final sound in a word. | Consistently can isolate and produce the initial, medial and final sound in a word. Minimal miscues are made. | Consistently and independently isolate and produce the initial, medial and final sound in a word with 100% accuracy in more complex words. |

| Report Card Indicator: Knows and applies print strategies and phonics skills to decode text | | | | |
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| Trimester | 1 | 2 | 3 | 4 |
| 1 | | | | |
| 2,3 | <p>Student is unable to use print strategies to read unknown words.</p> <ul style="list-style-type: none"> • Uses picture clues • One to one letter sound correspondence • Reads HFW/Sight words with automaticity • Distinguishes between similarly spelled words by identifying the sounds that differ (ex: nap and tap; cat and cot) • Blend letter sounds to read simple words. | <p>Student uses some print strategies frequently to read unknown words.</p> <ul style="list-style-type: none"> • Uses picture clues • One to one letter sound correspondence • Reads HFW/Sight words with automaticity • Distinguishes between similarly spelled words by identifying the sounds that differ (ex: nap and tap; cat and cot) • Blend letter sounds to read simple words. | <p>Student uses most print strategies consistently to read unknown words.</p> <ul style="list-style-type: none"> • Uses picture clues • One to one letter sound correspondence • Reads HFW/Sight words with automaticity • Distinguishes between similarly spelled words by identifying the sounds that differ (ex: nap and tap; cat and cot) • Blend letter sounds to read simple words. • Associates the long and short vowel sounds | <p>In above grade level text, student employs all print strategies consistently to read unknown words.</p> <ul style="list-style-type: none"> • Uses picture clues • One to one letter sound correspondence • Reads HFW/Sight words with automaticity • Distinguishes between similarly spelled words by identifying the sounds that differ (ex: nap and tap; cat and cot) • Blend letter sounds to read simple words. • Associates the long and short vowel sounds |

| Report Card Indicator: Demonstrates understanding of concepts of print | | | | |
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| Trimester | 1 | 2 | 3 | 4 |
| 1 | Does not understand any concepts of print. | <p>Understands how to hold and open a book and turn pages.</p> <p><i>(Student earns 5-9 on the Concepts of Print Assessment.)</i></p> | Understands how to hold and open a book, turn the pages, use picture clues, and track | Tracks print from left to right and top to bottom, uses picture clues, and uses one to one correspondence. |

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| | <i>(Student earns 0-4 on the Concepts of Print Assessment.)</i> | | print from left to right and top to bottom. <i>(Student earns a 10 on the Concepts of Print Assessment.)</i> | <i>(Student earns 11+ points on Concepts of Print Assessment.)</i> |
| 2 | <p>Understands how to hold and open a book and turn pages.</p> <p><i>(Student earns 0-9 on the Concepts of Print Assessment.)</i></p> <p>Unable to name the author and illustrator and defines the role of each in telling the story.</p> | <p>Understands how to hold and open a book, turn the pages, use picture clues and track print from left to right and top to bottom.</p> <p><i>(Student earns 10 on the Concepts of Print Assessment.)</i></p> <p>With prompting and support, can name the author and/or illustrator and is able to define one of their roles in the story.</p> | <p>Understands how to hold and open a book, turn pages, use picture clues, track print from left to right and top to bottom, and uses one to one correspondence.</p> <p><i>(Student earns 11-12 on the Concepts of Print Assessment.)</i></p> <p>With prompting and support, names the author and illustrator and defines the role of each in telling the story.</p> | <p>Applies all concepts of print to read a grade level text.</p> <p><i>(Student earns 13 points on Concepts of Print Assessment.)</i></p> |
| 3 | <p>Understands how to hold and open a book, turn the pages, and track print from left to right and top to bottom.</p> <p>Unable to name the author and illustrator and defines the role of each in telling the story.</p> | <p>Understands how to hold and open a book and turn pages.</p> <p>Tracks print from left to right and top to bottom, uses pictures clues, and uses one to one correspondence.</p> <p>With prompting and support, can name the author and/or illustrator and is able to define one of their roles in the story.</p> | <p>Applies all concepts of print to read a grade level text.</p> <p><i>(Student earns all 13 points on Concepts of Print Assessment.)</i></p> <p>With prompting and support, names the author and illustrator and defines the role of each in telling the story.</p> | <p>Applies all concepts of print to read an above grade level text.</p> <p><i>(Student earns all 13 points on Concepts of Print Assessment.)</i></p> <p>With prompting and support, names the author and illustrator, defines their roles in telling the story, and able to identify who is telling the story at various points in a text.</p> |

| Report Card Indicator: Recognizes and produces rhyming words | | | | |
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| Trimester | 1 | 2 | 3 | 4 |
| 1 | | | | |
| 2, 3 | Unable to recognize or produce rhymes. | Requires teacher prompting and support to recognize or produce rhymes. | Independently and consistently able to recognize and produce rhymes. | |

Woodland Park Kindergarten Language Arts: Literature/Informational

| Report Card Indicator: Retells familiar stories or main topic with key details | | | | |
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| Trimester | 1 | 2 | 3 | 4 |
| 1 | | | | |
| 2 | Unable to retell details from a story/text | Requires teacher prompting and support to retell 1-2 details from a story/text. | Requires teacher prompting and support to retell 2-3 details from a story/text using characters and setting. | In above grade level text, independently and consistently retells 3 or more details from a story/text in the correct order using characters and setting. |
| 3 | Unable to retell details from a story; may be able to retell one detail with prompting and support. | Requires teacher prompting and support to retell 2-3 details from a story/text. | Requires teacher prompting and support to retell 2-3 details from a story/text in the correct order using characters and setting. | In above grade level text, independently and consistently able to retell a story/text in the correct order while using characters and setting. |

| Report Card Indicator: Demonstrates comprehension of a story or text | | | | |
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| Trimester | 1 | 2 | 3 | 4 |
| 1 | | | | |
| 2 | Unable to identify any of the 3 narrative elements | With prompting and support to identify 1 of the 3 narrative | With prompting and support is able to identify 2 of the 3 | <i>In above grade level text:</i> Independently and |

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| | <p>(character(s), setting, major events) in stories read aloud.</p> <p>Unable to describe connections between two individuals, events or pieces of information within a text.</p> <p>Unable to describe the relationship between illustrations and the story in which they appear.</p> | <p>elements (character(s), setting, major events) in stories read aloud.</p> <p>With prompting and support, student is beginning to describe connections between two individuals, events or pieces of information within a text.</p> <p>With prompting and support, student is beginning to describe the relationship between illustrations and the story in which they appear.</p> | <p>narrative elements (character(s), setting, major events) in stories read aloud.</p> <p>With prompting and support, describes connections between two individuals, events or pieces of information within a text.</p> <p>With prompting and support, describes the relationship between illustrations and the story in which they appear</p> | <p>consistently able to identify all 3 narrative elements (character(s), setting, major events) in stories read aloud.</p> <p>Independently, describes connections between two individuals, events or pieces of information within a text.</p> <p>Independently, uses details and illustrations to describe its characters, setting, or events.</p> |
| 3 | <p>Unable to or requires teacher prompting and support to identify only 1 of the 3 narrative elements (character(s), setting, major events) in stories read aloud.</p> <p>Unable to describe connections between two individuals, events or pieces of information within a text.</p> <p>Unable to describe the relationship between illustrations and the story in which they appear.</p> | <p>With prompting and support to identify 2 of the 3 narrative elements (character(s), setting, major events) in stories read aloud.</p> <p>With prompting and support, student is beginning to describe connections between two individuals, events or pieces of information within a text.</p> <p>With prompting and support, student is beginning to describe the relationship between illustrations and the story in which they appear.</p> | <p>With prompting and support is able to identify all 3 narrative elements (character(s), setting, and major events) in stories read aloud.</p> <p>With prompting and support, describes connections between two individuals, events or pieces of information within a text.</p> <p>With prompting and support, describes the relationship between illustrations and the story in which they appear</p> | <p><i>In above grade level text:</i></p> <p>Independently and consistently able to identify all 3 narrative elements (character(s), setting, major events) in stories read independently.</p> <p>Independently, describes connections between two individuals, events or pieces of information within a text.</p> <p>Independently, uses details and illustrations to describe its characters, setting, or events.</p> |

| Report Card Indicator: Reads at grade level text* | | | | |
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| Trimester | 1 | 2 | 3 | 4 |
| 1 | | | | |
| 2 | Student is unable or rarely able to demonstrate reading behaviors. | Student has achieved reading success at Level A or B. | Student has achieved reading success at a Level C. | Student has achieved reading success at a Level D or above. |
| 3 | Student has achieved reading success at Level B or below. | Student has achieved reading success at a Level C. | Student has achieved reading success at a Level D or E. | Student has achieved reading success at Level F or above. |

- Reading level as indicated on the Fountas and Pinnell Benchmark Assessment System

Woodland Park Kindergarten Language Arts: Writing

| Report Card Indicator: Uses pictures, dictating and words to express ideas | | | | |
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| Trimester | 1 | 2 | 3 | 4 |
| 1 | Student does not draw or dictate to express ideas | Student draws pictures and dictates to express ideas some of the time. | Student draws pictures and dictates to express ideas most of the time. | Student consistently draws pictures, uses basic inventive spelling and dictates to express ideas. |
| 2 | Student draws pictures and dictates to express ideas some of the time. | Student draws pictures and dictates to express ideas most of the time. | Student draws pictures, dictates, inventive spelling and uses “writing” (beginning/ending sounds, labeling) to express ideas. | Student draws pictures, dictates, and uses “writing” (decodable words, HFW, with spacing) most of the time. |
| 3 | Student draws pictures and dictates to express ideas most of the time. | Student draws pictures, dictates, uses inventive spelling and uses “writing” (beginning/ending sounds, labeling) to express ideas. | Student draws pictures, dictates, and uses “writing” (decodable words, HFW, to express ideas in a sentence) most of the time. | Student consistently draws pictures, and “writes” using more than one sentence to elaborate on ideas. |

Report Card Indicator: Follows the text structure of genre (Opinion, Informative/Explanatory, Narrative)

| Trimester | 1 | 2 | 3 | 4 |
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| 1 | <p>Student is unable to:</p> <ul style="list-style-type: none"> • Generate relevant ideas on a topic • Name the topic they are telling, sketching, dictating or writing about. | <p>With prompting and support, Student is able to:</p> <ul style="list-style-type: none"> • Generate relevant ideas on a topic • Name the topic they are telling, sketching, dictating or writing about. | <p>Student is able to consistently:</p> <ul style="list-style-type: none"> • Generate relevant ideas on a topic • Name the topic they are telling, sketching, dictating or writing about. • Includes at least one to two relevant details | <p>Student consistently:</p> <ul style="list-style-type: none"> • Generates relevant ideas on a topic • Name the topic they are telling, sketching, dictating or writing about. • Includes at least three relevant details • Narrates events in order |
| 2 | <p>Student is unable to:</p> <ul style="list-style-type: none"> • Generate relevant ideas on a topic or ideas are unrelated • Name the topic they are telling, sketching, dictating or writing about. • Narrate events in order | <p>With prompting and support, Student is able to:</p> <ul style="list-style-type: none"> • Demonstrate organization and order when telling, dictating, or sketching a story. • Name the topic they are telling, sketching, dictating or writing about. • Add a relevant detail | <p>Student is able to consistently:</p> <ul style="list-style-type: none"> • Demonstrate organization and order when telling, dictating, or sketching a story. • Includes at least three relevant details and/or labels when sketching. | <p>Student consistently:</p> <ul style="list-style-type: none"> • Demonstrates organization and order when telling, dictating, or sketching a story. • Narrates, sketches, and writes in an organized way with a beginning, middle and end that includes four or more relevant details. |
| 3 | <p>Student is unable to:</p> <ul style="list-style-type: none"> • Generate relevant ideas on a topic or ideas are unrelated • Name the topic they are telling, sketching, dictating or writing about. • Narrate events in order • Organization is not yet evident | <p>With prompting and support, Student is able to:</p> <ul style="list-style-type: none"> • Demonstrate organization and order when telling, dictating, or sketching a story. • Name the topic they are telling, sketching, dictating or writing about. • Add a relevant detail | <p>Student is able to consistently:</p> <ul style="list-style-type: none"> • Demonstrate organization and order when telling, dictating, or sketching a story. • Includes at least three relevant details and/or labels when sketching. • Provides a reaction to what happened in narrating a single event | <p>Student consistently:</p> <ul style="list-style-type: none"> • Demonstrates organization and order when telling, dictating, or sketching a story. • Uses temporal words • Narrates, sketches, and writes in an organized way with a beginning, middle and end that includes four or more relevant details. |

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| | | <ul style="list-style-type: none"> • Dictates a label partially related | | <ul style="list-style-type: none"> • Provides a reaction and sense of closure to what happened in narrating a single event |
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| Report Card Indicator: Adds details to strengthen writing | | | | |
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| Trimester | 1 | 2 | 3 | 4 |
| 1 | | | | |
| 2,3 | Makes little or no attempt to add detail to pictures or text based on feedback from teachers or peers. | Attempts to add more details to pictures and/or text based on feedback from others or may add details at times. | Adds more details to pictures and/or text based on feedback. | Independently adds details to pictures and/or text. |

| Report Card Indicator: Prints letters and numbers correctly | | | | |
|---|---|---|--|---|
| Trimester | 1 | 2 | 3 | 4 |
| 1 | Student writes own name correctly and copies all letter correctly with support. | Student writes own name correctly and copies all letters correctly. | Student writes own name correctly and writes some letters correctly. | Student writes own name and most letters correctly. |
| 2 | Student copies all letters correctly. | Student writes some letters correctly. | Student writes most letters correctly. | Student writes all letters correctly. |
| | Student writes some letters correctly. | Student writes most letters correctly. | Student writes all letters correctly. | Student writes all letters correctly and applies to all areas of writing. |

Woodland Park Kindergarten Language Arts: Language

| Report Card Indicator: Demonstrates command of grammar and usage when speaking or writing | | | | |
|---|--|--|---|---|
| Trimester | 1 | 2 | 3 | 4 |
| 1 | | | | |
| 2 | Student does not demonstrate understanding of key concepts of grammar and usage. | Student is beginning to demonstrate understanding of key concepts of grammar and usage. <ul style="list-style-type: none"> • Prints a variety of upper and lowercase letters • Uses frequently occurring nouns • Forms regular plural nouns | Student usually demonstrates understanding of key concepts of grammar and usage. <ul style="list-style-type: none"> • Prints a variety of upper and lowercase letters • Uses frequently occurring nouns • Forms regular plural nouns | Student consistently demonstrates understanding of key concepts of grammar and usage. <ul style="list-style-type: none"> • Prints a variety of upper and lowercase letters • Uses frequently occurring nouns • Forms regular plural nouns |
| 3 | Student does not demonstrate understanding of key concepts of grammar and usage. | Student is beginning to demonstrate understanding of key concepts of grammar and usage, including: <ul style="list-style-type: none"> • Prints a variety of upper and lowercase letters • Uses frequently occurring nouns and prepositions • Forms regular plural nouns • Uses question words • Produces and expands complete sentences | Student usually demonstrates understanding of key concepts of grammar and usage, including: <ul style="list-style-type: none"> • Prints a variety of upper and lowercase letters • Uses frequently occurring nouns and prepositions • Forms regular plural nouns • Uses question words • Produces and expands complete sentences | Student consistently demonstrates understanding of key concepts of grammar and usage. <ul style="list-style-type: none"> • Prints a variety of upper and lowercase letters • Uses frequently occurring nouns and prepositions • Forms regular plural nouns • Uses question words • Produces and expands complete sentences |

| Report Card Indicator: Demonstrates command of conventions of standard English capitalization, punctuation, and spelling | | | | |
|--|--|--|--|---|
| Trimester | 1 | 2 | 3 | 4 |
| 1 | | | | |
| 2 | Student does not demonstrate understanding of key concepts of mechanics. | Student is beginning to demonstrate understanding of key concepts of mechanics, including: <ul style="list-style-type: none"> Capitalizing the first letter of his/her name Capitalizing the pronoun "I" | Student usually demonstrates understanding of key concepts of mechanics, including: <ul style="list-style-type: none"> Capitalizing the first letter of his/her name Capitalizing the pronoun "I" | Student consistently demonstrates understanding of key concepts of mechanics, including: <ul style="list-style-type: none"> Capitalizing the first letter of his/her name Capitalizing the pronoun "I" Using end punctuation |
| 3 | Student does not demonstrate understanding of key concepts of mechanics. | Student is beginning to demonstrate understanding of key concepts of mechanics, including: <ul style="list-style-type: none"> Capitalizing the first letter of his/her name Capitalizing the pronoun "I" Capitalizing the first word in a sentence Using end punctuation | Student usually demonstrates understanding of key concepts of grammar, including: <ul style="list-style-type: none"> Capitalizing the first letter of his/her name Capitalizing the pronoun "I" Capitalizing the first word in a sentence Using end punctuation Spells simple words phonetically | Student consistently demonstrates understanding of key concepts of mechanics including: <ul style="list-style-type: none"> Capitalizing the first letter of his/her name Capitalizing the pronoun "I" Capitalizing the first word in a sentence Using end punctuation Spells simple words phonetically |

| Report Card Indicator: Determines meaning of new words and uses grade appropriate vocabulary | | | | |
|--|--|---|--|--|
| Trimester | 1 | 2 | 3 | 4 |
| 1 | Student does not identify new meanings for familiar words and apply them accurately. | Sometimes identifies new meanings for familiar words and apply them accurately. | Consistently identifies new meanings for familiar words and apply them accurately. | Consistently identifies new meanings for familiar words and apply them accurately. |

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| 2 , 3 | Student does not identify new meanings for familiar words and apply them accurately. | Sometimes identifies new meanings for familiar words and apply them accurately and sometimes uses affixes as a clue to the meaning of an unknown word. | Consistently identifies new meanings for familiar words and apply them accurately and uses affixes as a clue to the meaning of an unknown word. | Consistently identifies new meanings for familiar words and apply them accurately, uses affixes as a clue to the meaning of an unknown word, AND uses sentence level context to clarify meaning of an unknown word. |
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Woodland Park Kindergarten Language Arts: Speaking and Listening

| Report Card Indicator: Expresses ideas clearly and effectively | | | | |
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| Trimester | 1 | 2 | 3 | 4 |
| ALL | Student mumbles or rarely speaks audibly to express thoughts, ideas and feelings. | Student speaks audibly and uses simple sentences most of the time to express thoughts, ideas and feelings. | Student consistently speaks audibly and uses complete sentences to express thoughts, ideas and feelings. | Student consistently speaks audibly and uses complete sentences to express thoughts, ideas and feelings and comments. Describes people, places and things with relevant details. |

| Report Card Indicator: Demonstrates listening skills for information and understanding | | | | |
|--|---|--|--|---|
| Trimester | 1 | 2 | 3 | 4 |
| ALL | Student rarely listens to others and rarely uses strategies for asking and answering questions or does not stay on topic. | Student occasionally listens to others and occasionally uses strategies for asking and answering questions. Stays on topic most of the time. | Student consistently listens to others and uses strategies for asking and answering questions that are on topic. | Student consistently listens to others, uses strategies for asking and answering questions, and restates information in complete sentences. |

| Report Card Indicator: Participates in group discussions actively and appropriately | | | | |
|---|---|---|---|--|
| Trimester | 1 | 2 | 3 | 4 |
| ALL | Student rarely participates in conversations with peers and adults about kindergarten topics and texts and/or rarely takes turns when speaking. | Student occasionally participates in conversations with peers and adults about kindergarten topics and texts and occasionally takes turns speaking. | Students consistently participates in conversations with peers and adults about kindergarten topics and text and will take turns when speaking. | Students has achieved grade level expectations, restates key elements, and asks questions for clarification. |