Standards

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|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | | | | | | **Name of Student** | **Reading Content Standards**<br><br>**Kindergarten** |
| | | | | | | | | | | | | | | | | | | | 1.1 WA | Identify the front cover, back cover, and title page of a book. |
| | | | | | | | | | | | | | | | | | | | **1.2** | **Follow words from left to right and from top to bottom on the printed page.** |
| | | | | | | | | | | | | | | | | | | | 1.3 | Understand that printed materials provide information. |
| | | | | | | | | | | | | | | | | | | | 1.4 | Recognize that sentences in print are made up of separate words. |
| | | | | | | | | | | | | | | | | | | | **1.5** | **Distinguish letters from words.** |
| | | | | | | | | | | | | | | | | | | | **1.6** | **Recognize and name all uppercase and lowercase letters of the alphabet** |
| | | | | | | | | | | | | | | | | | | | 1.7 | Track and represent the number, sameness/difference, and order of two and three isolated phonemes. |
| | | | | | | | | | | | | | | | | | | | 1.8 | Track and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated. |
| | | | | | | | | | | | | | | | | | | | **1.9** | **Blend vowel-consonant sounds orally to make words or syllables.** |
| | | | | | | | | | | | | | | | | | | | **1.10** | **Identify and produce rhyming words in response to an oral prompt.** |
| | | | | | | | | | | | | | | | | | | | **1.11** | **Distinguish orally stated one-syllable words and separate into beginning or ending sounds.** |
| | | | | | | | | | | | | | | | | | | | 1.12 | Track auditorily each word in a sentence and each syllable in a word. |
| | | | | | | | | | | | | | | | | | | | 1.13 | Count the number of sounds in syllables and syllables in words. |
| | | | | | | | | | | | | | | | | | | | **1.14** | **Match all consonant and short-vowel sounds to appropriate letters.** |
| | | | | | | | | | | | | | | | | | | | **1.15** | **Read simple one-syllable and high-frequency words.** |
| | | | | | | | | | | | | | | | | | | | 1.16 | Understand that as letters of words change, so do the sounds. |
| | | | | | | | | | | | | | | | | | | | 1.17 | Identify and sort common words in basic categories. |
| | | | | | | | | | | | | | | | | | | | 1.18 | Describe common objects and events in both general and specific language. |

| **Reading Content Standards con.**<br><br>**Kindergarten** | **Locates title, table of contents, author, and illustrator.** | **Uses pictures and context to make predictions about story content.** | Connect to life experiences the information and events in text. | **Retell familiar stories.** | Ask and answer questions about essential elements of a text. | | Distinguish fantasy from realistic fiction. | Identify types of everyday print materials. | **Identify characters, settings, and important events.** | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| **Name of Student** | **2.1 RC** | **2.2** | 2.3 | **2.4** | 2.5 | | 3.1 LR | 3.2 | **3.3** | | |
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Standards

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| Name of Student | Writing Content Standards<br><br>Written and Oral English Language Conventions<br><br>Listening and Speaking<br><br>Kindergarten |
|---|---|
| **1.1 WS** | **Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.** |
| 1.2 | Write consonant-vowel-consonant words. |
| 1.3 | Write by moving from left to right and from top to bottom. |
| **1.4** | **Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.** |
| | **Writes first and last name.** |
| | |
| **1.1 LC** | **Recognize and use complete, coherent sentences when speaking.** |
| **1.2** | **Spells independently using sounds and letter names.** |
| | |
| **1.1 LSS** | **Understand and follow one- and two-step oral directions.** |
| 1.2 | Share information and ideas, speaking audibly in complete, coherent sentences. |
| 2.1 SA | Describe people, places, things, locations, and actions. |
| **2.2** | **Recite short poems, rhymes, and songs.** |
| 2.3 | Relate an experience or creative story in a logical sequence. |