

Kindergarten ELA Progression with Report Card Headings

R1 Demonstrates understanding of basic features of print.

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
8. Demonstrate understanding of the organization and basic features of printed materials.			
a. Recognize and demonstrate that print conveys meaning. Examples: Share a favorite book with peers. Share a list of birthday gifts received.			
	Share print with a purpose		
b. With prompting and support, explain the roles of the author and illustrator of a text.			
	Tell the job of an author and illustrator		
c. Track print, moving left to right and top to bottom on the printed page, returning to the beginning of the next line.			
Follow words from left to right and page by page		Track print from top to bottom (return sweep)	
d. Identify the beginning and end of a sentence by locating the capital letter and end punctuation.			
		Identify the beginning and ending of a sentence.	
e. Point to words using one-to-one correspondence, noting that words are separated by spaces.			
	Point to the words as I read		
f. Distinguish letters from words within sentences.			
Recognize that words are separated by spaces in print	Find familiar words in print		
g. Compare and contrast letters based upon similarities and differences, including name, shape, sound, and approach strokes for writing.			

	Sorts letters by shape	Sort letters by name	Sorts letters by handwriting strokes
11. Recognize and name all upper and lower case letters in non-sequential order with accuracy and automaticity.			
recognize all introduced upper and lowercase letters of the alphabet	recognize all introduced upper and lowercase letters of the alphabet	recognize all introduced upper and lowercase letters of the alphabet	recognize all upper and lowercase letters of the alphabet
name introduced upper and lowercase letter of the alphabet	name introduced upper and lowercase letter of the alphabet	name introduced upper and lowercase letter of the alphabet	name all upper and lowercase letter of the alphabet
12. Arrange and name letters of the alphabet in sequential order from a to z, with accuracy and automaticity. Example: Use the alphabet arc to arrange the letters in alphabetical order, then touch and name the letters. Note: This will help students with alphabetical order requirements in future grades and also facilitate learning of positional words like before/after, initial/final, reversals, and letter naming in general.			
		arrange and name letters of the alphabet in order	

R2 Demonstrates understanding of spoken words, syllables, and sounds.

9. Demonstrate early phonological awareness to basic phonemic awareness skills in spoken words.			
a. Count the number of words in a spoken sentence.			
Count the words in a sentence			
b. Recognize alliterative spoken words.			
	Recognize words that start with the same sound		
c. Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words.			

tell if two words rhyme	say two words that rhyme with a given word	say two words that rhyme with a given word	
d. Count, blend, and segment syllables in spoken words, including compound words.			
segment and blend syllables in compound words	blend and segment syllables in one and two syllable words	count and say the syllables in one, two, and three syllable words	
e. Blend and segment onsets and rimes of single-syllable spoken words.			
	blend onsets and rimes to make one syllable words		
f. Identify the initial, final, and medial sounds of spoken words.			
say the beginning sound in words	say the beginning and ending sound in a word	say all the sounds in a word	
g. Blend and segment phonemes in single-syllable spoken words made up of three to four phonemes.			
	blend three phonemes to make a word	segment three phonemes	blend and segment four phoneme words
h. Distinguish between commonly confused cognate consonant sounds, using knowledge of voiced and unvoiced sounds and manner of articulation. Examples: /t/ and /d/, /p/ and /b/, /ch/ and /j/, /s/ and /z/, /f/ and /v/, /k/ and /g/, /sh/ and /zh/, /th/ (voiced and unvoiced)			
			tell if a sound is voiced or unvoiced

R3 Knows and applies phonics and word recognition skills.

10. Apply knowledge of phoneme-grapheme correspondences and word-analysis skills to decode and encode (spell) words accurately in both isolation and in decodable, grade-appropriate text.
a. Produce the most frequent sound(s) for each consonant, including x and q, which have two phonemes (sounds). Examples: x= /ks/ and q=/kw/

Say the sound of each introduced consonant	Say the sound of each introduced consonant	Say the sound of each introduced consonant	Say the sound of all consonants
b. identify the vowel in a closed syllable and produce the short vowel sound for the five major vowels when decoding closed syllables.			
	say the sound of introduced short vowels	Say the sound of introduced short vowels	Say the sound for all short vowels while reading CVC words
c. Decode consonant-vowel-consonant (CVC) words in isolation and in decodable text.			
	decode CVC words with a, i, o in isolation		decode CVC words while reading
d. Identify the vowel in an open syllable and produce the long vowel sound for the five major vowels when decoding open syllables.			
			identify and produce the long vowel sound while reading open syllables
e. With prompting and support, identify the vowel-consonant-e syllable pattern and produce the long vowel sounds for the five major vowels in vowel-consonant-e syllables.			
			read words with the CVCe pattern and say the long vowel sound
f. With prompting and support, decode words with suffix -s, using knowledge of unvoiced /s/ and voiced /z/ sounds for letter s. Examples: pups, cats, pigs, dogs Note: Unvoiced /s/ follows unvoiced sounds such as /p/ and /t/ and voiced /z/ follows voiced sounds such as /g/.			
			read words with suffix -s and say the correct sound
g. With prompting and support, produce the most frequent sound for digraphs ck, sh, th, ch, wh, ng, and combination qu, making the connection that a two-letter grapheme can represent one phoneme (sound).			
			say sound of digraphs

h. Distinguish between similarly spelled words by identifying the phonemes and graphemes that differ. Example: mat/sat, pan/pat, tip/top			
			Tell which sounds are different in words with similar spellings
i. Decode grade-appropriate high frequency words that are spelled using predictable, decodable phoneme-grapheme correspondences. Examples: am, at, get, like, make, that, this, me, she, be Note: The main emphasis of a high-frequency word lesson should be on regular correspondences and patterns, noting the high-frequency words with exceptions or oddities and what they are, using specific strategies to help them remember the irregular part of the word. Example: LETRS® heart word strategy			
Read introduced high-frequency words	Read introduced high-frequency words	Read introduced high-frequency words	Read all high-frequency words
13. With prompting and support, recognize and name digraphs ck, sh, th, ch, wh, ng, and combination qu			
			read words with digraphs
14. Apply previously-taught phoneme-grapheme correspondences to decodable words with accuracy and automaticity, in and out of context.			
		read words with automaticity	

R4 Reads emergent-reader texts with purpose and understanding

15. Orally read and reread grade-appropriate decodable texts smoothly, accurately, and expressively, at an appropriate rate to support comprehension			
Demonstrates reading behaviors	Reads instructionally at a B level	Reads instructionally at a C level	Reads instructionally at a D level
16. Recognize and read grade-appropriate high frequency words with accuracy and automaticity			
Read introduced high-frequency words automatically	Read introduced high-frequency words automatically	Read introduced high-frequency words automatically	Read all high-frequency words automatically

R5 Comprehends grade level literary texts

24. With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry			
	Tell if a text is a storybook or poem	Tell if a text is fiction, informational, or a poem	Tell if a text is fiction, non-fiction, a poem, or a fairy tale
26. With prompting and support, describe the relationship between illustrations and the text in which they appear.			
Tell how pictures relate to the text	Tell how the pictures and words are related		
27. Identify and describe the main story elements in a literary text.			
	Retell the ending of a story	Retell the beginning and ending of a story	Retell the beginning, middle, and end of a story by using important details
a. With prompting and support, retell a text orally, including main character(s), setting, and important events in logical order.			
	Name the characters of a story	Name the characters and setting of a story	Name the characters, setting, and major events of a story
28. With prompting and support, use text clues to determine main ideas and make predictions about an ending in a literary text.			
Predict the ending of a story	Predict the main idea and ending of a story	Tell the main idea of a story	
30. With prompting and support, ask and answer questions about key details in literary and informational texts.			
Answer wh__ questions about story	Ask wh__ questions about story		
31. With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.			

			Pause and reread for comprehension
32. With prompting and support, compare and contrast two texts .			
a. Distinguish between literary texts and informational texts.			
tell if a text is a storybook or information			
b. Compare and contrast the experiences of characters in a literary text.			
		Tell how characters are alike in stories	Tell how characters are alike and different in stories
c. Compare and contrast two informational texts on the same topic			
		Tell how two texts on the same topic are alike and different	

R6 Comprehends grade level information texts

24. <i>With prompting and support, identify common types of texts and their features, including literary, informational, fairy tale, and poetry</i>			
	Tell if a text is a storybook or poem	Tell if a text is fiction, informational, or a poem	Tell if a text is fiction, non-fiction, a poem, or a fairy tale
25. With prompting and support, identify the topic of texts, using titles, headings, illustrations, and text clues.			
	identify main topic of informational text		
26. With prompting and support, describe the relationship between illustrations and the text in which they appear.			
Tell how pictures relate to the text	Tell how the pictures and words are related		
29. <i>With prompting and support, identify the main topic and key details in an informational text.</i>			
	Tell main topic	Tell main topic and important details	

31. With prompting and support, self-monitor comprehension of text by pausing to summarize and rereading for clarification, when comprehension is lacking.			
			Pause and reread for comprehension
32. With prompting and support, compare and contrast two texts .			
a. Distinguish between literary texts and informational texts.			
tell if a text is a storybook or information			
b. Compare and contrast the experiences of characters in a literary text.			
		Tell how characters are alike in stories	Tell how characters are alike and different in stories
c. Compare and contrast two informational texts on the same topic			
		Tell how two texts on the same topic are alike and different	

ELA 1 Uses a combination of drawing, dictating, and writing to compose a text.

23. With prompting and support, manipulate words and/or phrases to create simple sentences, including declarative and interrogative, to help build syntactic awareness and comprehension at the sentence level.			
	tell simple sentences		
38. Improve pictorial and written presentations, as needed, by planning, revising, editing, and using suggestions from peers and adults.			
	Draws with details	Edit work to improve writing and drawing	Work with others in the writing process
33. Express ideas orally and connect these ideas through drawing and emergent writing.			
1 st nine weeks	2 nd nine weeks	3 rd nine weeks	4 th nine weeks

Highlight indicates Essential Standard to be mastered

<ul style="list-style-type: none"> • <u>Use drawings or dictation to communicate an idea</u> • <u>Draws pictures with detail</u> • <u>Able to tell about the drawing</u> • <u>Chooses a topic on which to write/draw</u> • <u>Writes labels with beginning consonants</u> • <u>Has correct directional movement</u> 	<ul style="list-style-type: none"> • More emphasis on writing than drawing • <u>Able to tell a story about the drawing</u> • <u>Uses initial and ending sounds</u> • Begins to use some vowels • Uses high frequency words • Shows stamina • Begins a new piece when finished 	<ul style="list-style-type: none"> • <u>Connects more than one thought on a topic</u> • Can read back the text • <u>Uses medial/vowel sounds</u> • May use spaces 	<ul style="list-style-type: none"> • <u>Writes in a logical sequence</u> • <u>Uses spacing consistently</u> • Begins to use capitalization; "I". • Writes most sounds in words • May use punctuation
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ELA 2 Participates in shared research to build and present knowledge.

39. Participate in shared research and writing projects to answer a question or describe a topic.			
a. Include information recalled from personal experiences in research and writing projects.			
	Use background knowledge or information to answer questions		
b. Gather information from provided sources for research and writing projects.			
		Work together to learn more about a topic	Work together to learn more about a topic and write about it
40. With guidance and support, use a variety of digital tools to produce and publish writing, working both independently and collaboratively with peers.			
		Uses digital tools to publish writing	Works with peers to publish writing

ELA 3 Demonstrate conventions and grammar of Standard English.

36. When speaking and writing, follow the rules of standard English grammar, punctuation, capitalization, and grade appropriate spelling.			
a. With prompting and support, transcribe spoken words to demonstrate that print represents oral language.			
write sounds to represent words	write sounds to represent words	write sounds to represent words	
b. With prompting and support, compose a simple sentence, including necessary components to create a complete sentence rather than a fragment.			
			write a complete sentence
c. With prompting and support, identify the role or purpose of a noun and a verb within a sentence and the type of information it conveys.			
			tell who or what a the sentence is about, tell what action is taking place
d. With prompting and support, write the correct number of words, with proper spacing, for a spoken phrase or sentence.			
			Write sentence with correct spacing
e. With prompting and support, begin each sentence with a capital letter.			
			Capitalize the first word in a sentence
f. With prompting and support, capitalize the pronoun I and names of individuals.			
			Capitalize the pronoun I
g. With prompting and support, recognize, name, and correctly use end punctuation. Examples: period, question mark, exclamation mark			
	Recognize and name period and question mark	Recognize and name period, question mark, and exclamation mark	Use correct ending punctuation

ELA 4 Uses strategies to determine the meaning of unknown and multiple meaning words and phrases.

17. With guidance and support, orally utilize new academic, content-specific, grade-level vocabulary and relate new words to prior knowledge.			
		Use new vocabulary to make connections	
18. Identify new meanings for familiar words and apply them accurately. Example: multiple meaning words such as duck, run, and bat			
	Tell new meanings for familiar words	Use new meanings of familiar words appropriately in conversation	Use new meanings of familiar words
19. Ask and answer questions about unfamiliar words in discussions and/or text.			
	Use context clues to answer questions about unknown words and phrases in a text	Ask questions about unknown words and phrases in my reading	
a. Describe the relationship between words, including relating them to synonyms and antonyms.			
	Tell opposites of common verbs and adjectives		
20. Name and sort pictures of objects into categories based on common attributes while relating vocabulary to prior knowledge and building background knowledge. Examples: apples, oranges, grapes; hammer, nails, screwdriver			
Sort objects into categories			
21. Use new and previously-taught vocabulary to produce and expand complete sentences in shared language activities.			
a. Use previously-taught vocabulary words, including nouns, verbs, and adjectives, in speaking and writing.			
	Names words that build upon a topic (word webs)		
b. Use new words and phrases acquired through conversations, reading and being read to, and responding to text.			
		Respond appropriately to texts using words and phrases	

ELA 5 Spells simple words phonetically.

35. Apply knowledge of grade-appropriate phoneme-grapheme correspondences and spelling rules (or generalizations) to encode words accurately.			
a. Encode at the phoneme level, using the most common grapheme/spelling(s), for a spoken phoneme (sound). Examples: /b/=b, /m/=m, /k/=k, c, -ck			
Write beginning sounds for words	Write beginning and ending sounds for words	Write beginning, middle, and ending sounds for words	
b. With prompting and support, encode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words, while using some knowledge of basic position-based rules for spelling English words. Examples: /k/=k before i, e, or y; /k/= c before a, o, u, or any consonant; /k/= -ck after an accented short vowel			
			write short vowel words that end with -ck
c. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme grapheme correspondences. Examples: am, at, can, he, we, be, in, it, came, like			
	write introduced high frequency words	write introduced high frequency words	write introduced high frequency words
d. With prompting and support, encode grade-appropriate high frequency words that follow regular phoneme grapheme correspondences and patterns in all but one position, pointing out the part of the word that does not follow the regular pattern. Example: In said, /s/ and /d/ are spelled using phoneme-grapheme correspondence, but ai must be learned by heart or memorized.			
			write high frequency words and tell the irregular pattern

ELA 6 Prints upper and lowercase letters.

34. Print legibly, using proper pencil grip.			
a. Print upper and lower case letters using proper approach strokes, letter formation, and line placement.			
Use correct grip during	Use correct strokes in handwriting practice for introduced letters	Use correct strokes in handwriting practice	Begin to use upper and

handwriting practice			lowercase letters in writing
b. With prompting and support, print first and last names using proper letter formation, capitalizing only the first letter of each name.			
Write first name	Write first name with first capital letter	Write first and last name with first capital letter	

ELA 7 Participates in collaborative classroom experiences.

1. Actively listen and speak using agreed-upon rules for discussion, with guidance and support.			
a. Use speech that is understandable with only grade-appropriate errors.			
Speaks clearly			
b. Use word endings to indicate plurals, possessives, and verb tenses in speech. (Examples: dogs, brother's shirt, jumped)			
Uses common nouns and verbs when speaking	Add /s/ or /es/ to plural nouns when speaking	Add "'s" to possessive nouns when speaking	Uses irregular verb tenses when speaking
C. Use age-appropriate irregular plurals in conversation. (Examples: foot/feet, tooth/teeth, mouse/mice)			
		Uses correct plurals when speaking	
D. Listen to others and take turns speaking, carrying on a conversation through multiple exchanges.			
Listen to others and take turns to speak			Continue a conversation with others about kindergarten topics and texts
2. Actively engage in teacher-led reading experiences and collaborative discussions with peers to build background knowledge needed to be successful as they learn to read and, later, read to learn.			
Actively engages in group reading activities			

3. Actively participate in teacher-led choral and shared reading experiences.			
Examples: reciting nursery rhymes, songs, poems, stories			
Actively participates in group reading experiences			
4. With guidance and support, ask and answer questions to seek help, get information, or clarify information presented orally, through text, or other media. (Example: Use interrogatives who, what, where, when, why, and how to ask questions)			
	Ask questions to clarify understanding; Understand and use question words	Ask and answer questions about information presented orally	
22. Use content knowledge built during read-alouds of informational texts by participating in content-specific discussions with peers and/or through drawing or writing.			
Actively engages in group reading activities			
37. Actively participate in shared and independent writing experiences, for varied purposes and audiences, across different genres.			
a. Actively participate in shared writing experiences to create messages, lists, and labels for a drawing or illustration.			
	Actively participate in group writing activities		
b. Actively participate in shared writing experiences to create narratives with the events in chronological order and share feelings about the story, using drawing, dictating, and/or writing.			
		Participate in group writing to create a narrative with events in order, and share	

		feelings about the story	
c. Actively participate in shared writing experiences to create opinion pieces about a topic or text, state the opinion, supply a reason for the opinion, and provide a sense of closure, using drawing, dictating, and/or writing.			
			Participate in group writing to create an opinion, give a reason, and a sense of closure
d. Actively participate in shared writing experiences to create explanatory texts or provide factual information about a topic, using drawing, dictating, and/or writing.			
	Participate in group writing to create an information piece and give a fact		
e. With prompting and support, compose writing for varied purposes and audiences, across different genres.			
Write for a purpose	Write to give information, identify the intended audience	Write a true story	Write an opinion piece, identify the intended audience

ELA 8 Presents knowledge using appropriate communication skills.

5. With guidance and support, present information orally, using complete sentences in correct word order.			
a. Speak audibly and express thoughts, feelings, and ideas clearly.			
Speak audibly	Talk about my thoughts, ideas, and feelings clearly		
a. Describe people, places, things, and events <i>with relevant details in a story with three to five events.</i>			

Highlight indicates Essential Standard to be mastered

Use complete sentences when speaking			
<p>6. Uses spatial and temporal concepts correctly. (Examples: top/bottom, up/down, under/over, above/below, left/right, upside down/inside out, beginning/middle/end, first/next/last) Note: This is important as children learn to match print to speech in order to read, and speech to print in order to write.</p>			
	Uses spatial and temporal words correctly		
7. Restate and follow one- and two-step directions.			
Restate and follow one-step directions	Restate and follow two-step directions		