

Priority Standard: K.RF.1d Skill: Recognize and name all uppercase and lowercase letters of the alphabet Topic: Print Concepts		SUBJECT: Reading	GRADE: Kindergarten
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>write all the letters in alphabetical order</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>write all the letters in alphabetical order.</li> <li>collect and display letters in alphabetical order.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Interactive notebooks</li> <li>Roll the dice &amp; say each letter</li> <li>Magnet letters</li> <li>Flash cards</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>CFA</li> <li>selected response</li> <li>knowledge mastery</li> <li>personal communication</li> <li>extended written response</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
<b>3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>recognize and name all uppercase and lowercase letters of the alphabet.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>name all of the letters of the alphabet.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Alphabet bingo</li> <li>Matching letters</li> <li>Flashcards</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>CFA</li> <li>selected response</li> <li>knowledge mastery</li> <li>personal communication</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li><b>recognize or recall specific terminology, such as:</b> <ul style="list-style-type: none"> <li>alphabet, letters, uppercase, lowercase</li> </ul> </li> <li><b>perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>recognize all uppercase and lowercase letters of the alphabet</li> <li>pair all uppercase and lowercase letters of the alphabet</li> <li>tell and name some letters of the alphabet</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Build a letter with manipulatives</li> <li>Picture flashcards</li> <li>Tracing letters</li> <li>Videos (e.g., Jack Hartmann - "See it, Say it, Sign it")</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>CFA</li> <li>selected response</li> <li>knowledge mastery</li> <li>personal communication</li> </ul>

	<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	<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>With help, the student will:</b> <ul style="list-style-type: none"><li>● complete some of the task at level 2 as needed</li><li>● repeat all letters of the alphabet</li></ul>			

Priority Standard: K.RF.2d Skill: Isolate and pronounce the initial, medial, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. (This does not include CVCs ending with /l/, /r/, or /x/.) Topic: CVC words		SUBJECT: Reading	GRADE: Kindergarten
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>write the initial, medial, and final sounds in a word. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>write the beginning, middle, and ending sounds in a word.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Write at least 5 CVC words independently.</li> <li>Elkonin Boxes</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Mastery</li> <li>Selected response</li> <li>personal communication</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
<b>3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>isolate and pronounce the initial, medial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC words. (This does not include CVCs ending with /l/, /r/, or /x/.)</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>say the beginning, middle, and ending sounds in a word.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Songs</li> <li>Rhythm games (e.g., clapping, finger cues, body break it down)</li> <li>Phoneme segmentation (e.g., AIMSWEB)</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Mastery</li> <li>Selected response</li> <li>personal communication</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li><b>recognize or recall specific terminology, such as:</b> <ul style="list-style-type: none"> <li>isolate, initial, medial, final, beginning, middle, ending, consonant, vowel, Consonant-Vowel-Consonant (CVC), word, segmentation</li> </ul> </li> <li><b>perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>count, pronounce, blend, and segment syllables (RF.2b)</li> <li>isolate the beginning sound in a word</li> <li>isolate the middle sound in a word</li> <li>isolate the final sound in a word</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Songs</li> <li>Rhythm games (e.g., clapping, finger cues, body break it down)</li> <li>Picture cards (no words)</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Mastery</li> <li>Selected response</li> <li>personal communication</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		

<b>1.0</b>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p>With help, the student will:</p> <ul style="list-style-type: none"><li>• complete some of the task at level 2 as needed</li><li>• repeat segmentations</li></ul>		
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Priority Standard: K.RF.3d Skill: Distinguish between similarly spelled words by identifying the sounds of the letters that differ. Topic: Phonics		SUBJECT: Reading	GRADE: Kindergarten
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>analyze and explain differences between similar words.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>analyze and explain differences between similar words.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Word list</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>CFA</li> <li>reasoning proficiency</li> <li>knowledge mastery</li> <li>performance skills</li> </ul>
<b>3.5</b>	In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
<b>3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>distinguish between similarly spelled words by identifying the sounds of the letters that differ.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>tell similar words apart by their sounds.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Quick erase game</li> <li>Flip chart</li> <li>Word families</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>CFA</li> <li>reasoning proficiency</li> <li>knowledge mastery</li> <li>performance skills</li> </ul>
<b>2.5</b>	No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li><b>recognize or recall specific terminology, such as:</b> <ul style="list-style-type: none"> <li>words, sounds, letters, similar</li> </ul> </li> <li><b>perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>blend and segment onsets and rimes (RF.2c)</li> <li>substitute sounds to make new words (RF.2e)</li> <li>recognize and name most uppercase and lowercase letters of the alphabet</li> <li>isolate beginning, middle, or final sounds in CVC words</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Quick erase game</li> <li>Flip chart</li> <li>Word families</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>CFA</li> <li>reasoning proficiency</li> <li>knowledge mastery</li> <li>performance skills</li> </ul>
<b>1.5</b>	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	<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> <p><b>With help, the student will:</b></p> <ul style="list-style-type: none"> <li>complete some of the task at level 2 as needed</li> <li>repeat sounds and words</li> </ul>		

Priority Standard: K.RF.3c Skill: Read common high-frequency words by sight (e.g., the , of, to, you, she, my, is, are, do, does). Topic: Sight Words		SUBJECT: Reading	GRADE: Kindergarten
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>construct a sentence using sight words.</li> <li>write a sentence using sight words.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>construct a sentence using sight words.</li> <li>write a sentence using sight words.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Word puzzles</li> <li>Roll &amp; Write</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>student generated</li> <li>CFA</li> <li>extended written response</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
<b>3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does). (Within a given list, students will identify all words.)</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>Read sight words.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Word puzzles</li> <li>Roll &amp; Write</li> <li>Sight Word Bingo</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>CFA</li> <li>performance skill assessment</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li><b>recognize or recall specific terminology, such as:</b> <ul style="list-style-type: none"> <li>word, sight words</li> </ul> </li> <li><b>perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>read some common high-frequency words by sight.</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Flash cards</li> <li>Word puzzles</li> <li>Roll &amp; Write</li> <li>Sight word Bingo</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>CFA</li> <li>performance skill assessment</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	<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> <p><b>With help, the student will:</b></p> <ul style="list-style-type: none"> <li>complete some of the task at level 2 as needed</li> <li>match and say sight words</li> </ul>		

Priority Standard: K.RF.4 Skill: Read emergent-reader texts with purpose and understanding. Topic: Fluency		SUBJECT: Reading	GRADE: Kindergarten
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>summarize the beginning, middle, and ending of the story.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>summarize the beginning, middle, and ending of the story.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>independent reading</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>CFA</li> <li>knowledge mastery</li> <li>personal communication</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
<b>3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>read emergent-reader texts with purpose and understanding.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>read and understand Kindergarten books.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>guided reading</li> <li>guided questioning</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>CFA</li> <li>knowledge mastery</li> <li>personal communication</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li><b>recognize or recall specific terminology, such as:</b> <ul style="list-style-type: none"> <li>read, text, understanding, comprehension, purpose</li> </ul> </li> <li><b>perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>follow text from left to right, top to bottom, and page by page (RF.1a)</li> <li>recognize that spoken words are represented in written language by specific sequences of letters (RF.1b)</li> <li>understand that words are separated by spaces in print (RF.1c)</li> <li>blend and read words</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>guided reading</li> <li>guided questioning</li> <li>modeling</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>CFA</li> <li>knowledge mastery</li> <li>personal communication</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	<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> <p><b>With help, the student will:</b></p> <ul style="list-style-type: none"> <li>complete some of the task at level 2 as needed</li> </ul>		

Priority Standard: K.RL.3 Skill: With prompting and support, identify characters, settings, and major events in a story. Topic: Key ideas and details		SUBJECT: Reading	GRADE: Kindergarten
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>The student will:</b> <ul style="list-style-type: none"> <li>name and describe the characters in the story.</li> <li>illustrate and describe the major events of the story (beginning, middle, and ending)</li> </ul> <b>I can</b> <ul style="list-style-type: none"> <li>name and describe the characters in the story.</li> <li>illustrate and describe the beginning, middle, and ending of a story.</li> </ul> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <li>read aloud</li> <li>storyboard</li> <li>graphic organizer</li> <li>worksheets</li> <li>story bag (characters, settings, etc.)</li> <li>reader's theatre</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>CFA</li> <li>knowledge mastery</li> <li>selected response</li> <li>personal communication</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
<b>3.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>identify characters, settings, and major events in a story with prompting and support.</li> </ul> <b>I can</b> <ul style="list-style-type: none"> <li>name the characters in a story.</li> <li>name the settings in a story.</li> <li>tell the beginning, middle, and ending of a story.</li> </ul> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <li>read aloud</li> <li>storyboard</li> <li>graphic organizer</li> <li>worksheets</li> <li>story bag (characters, settings, etc.)</li> <li>reader's theatre</li> <li>technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>CFA</li> <li>knowledge mastery</li> <li>selected response</li> <li>personal communication</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <b>The student will:</b> <ul style="list-style-type: none"> <li><b>recognize or recall specific terminology, such as:</b> <ul style="list-style-type: none"> <li>story, characters, settings, main event, beginning, middle, ending, plot</li> </ul> </li> <li><b>perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>retell familiar stories, including key details (RL.2)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>read aloud</li> <li>storyboard</li> <li>graphic organizer</li> <li>worksheets</li> <li>story bag (characters, settings, etc.)</li> <li>reader's theatre</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>CFA</li> <li>knowledge mastery</li> <li>selected response</li> <li>personal communication</li> </ul>



	<ul style="list-style-type: none"> <li>○ identify characters</li> <li>○ identify settings</li> </ul> <p>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</p>	<ul style="list-style-type: none"> <li>● technology resources (e.g., ABC Mouse, IXL, Starfall, Teach Your Monster to Read, Achieve 3000, Moby Max, ABCYa, Room Recess, Free Reading Program, Epic!)</li> </ul>	
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	<p>With help, a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.</p> <p>With help, the student will:</p> <ul style="list-style-type: none"> <li>● complete some of the task at level 2 as needed</li> </ul>		

Priority Standard: K.SL.6 Skill: Speak audibly and express thoughts, feelings, and ideas clearly. Topic: Speaking and listening		SUBJECT: Speaking and Listening	GRADE: Kindergarten
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<p><b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>illustrate and speak about my thoughts, feelings, and ideas</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>draw and tell about my thoughts, feelings, and ideas.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>journal writing</li> <li>presentation</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>student generated</li> <li>personal communication</li> <li>performance skill assessment</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
<b>3.0</b>	<p><b>The student will:</b></p> <ul style="list-style-type: none"> <li>speak audibly and express thoughts, feelings, and ideas clearly.</li> </ul> <p><b>I can</b></p> <ul style="list-style-type: none"> <li>tell about my thoughts, feelings, and ideas in clear, complete sentences.</li> </ul> <p><b>The student exhibits no major errors or omissions.</b></p>	<ul style="list-style-type: none"> <li>guided questions</li> <li>Role playing</li> <li>speaking stone</li> <li>story teller's box</li> <li>telephone</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>student generated</li> <li>personal communication</li> <li>performance skill assessment</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>2.0</b>	<p><b>There are no major errors or omissions regarding the simpler details and processes as the student:</b></p> <p><b>The student will:</b></p> <ul style="list-style-type: none"> <li><b>recognize or recall specific terminology, such as:</b> <ul style="list-style-type: none"> <li>strong, audibly, thought, feeling, idea</li> </ul> </li> <li><b>perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>continue conversation through multiple exchanges (SL.1b)</li> <li>use a strong speaker voice</li> <li>express wants and needs</li> <li>speak in phrases or short sentences</li> </ul> </li> </ul> <p><b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b></p>	<ul style="list-style-type: none"> <li>Use sentence frame (e.g., "I feel _____. I like _____. " etc)</li> <li>guided questions</li> <li>Role playing</li> <li>speaking stone</li> <li>story teller's box</li> <li>telephone</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>obtrusive</li> <li>student generated</li> <li>personal communication</li> <li>performance skill assessment</li> </ul>
	<b>1.5</b> Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
<b>1.0</b>	<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> <p><b>With help, the student will:</b></p> <ul style="list-style-type: none"> <li>complete some of the task at level 2 as needed</li> <li>repeat phrases and sentences</li> </ul>		

Priority Standard: K.W.3 Skill: 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. Topic: Writing		SUBJECT: Writing	GRADE: Kindergarten
Score	Content	Activities	Evidence (A&E)
<b>4.0</b>	<b>In addition to Score 3.0, in-depth inferences and applications that go beyond what was taught.</b> <b>The student will:</b> <ul style="list-style-type: none"> <li>add details to strengthen writing as needed.</li> <li>use digital tools to publish their writing.</li> </ul> <b>I can</b> <ul style="list-style-type: none"> <li>add details to strengthen writing as needed.</li> <li>use technology to publish my writing.</li> </ul> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <li>word processing</li> <li>graphic organizer</li> <li>journal</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>student generated</li> <li>extended written response</li> </ul>
	<b>3.5</b> In addition to score 3.0 performance, in-depth inferences and applications with partial success.		
<b>3.0</b>	<b>The student will:</b> <ul style="list-style-type: none"> <li>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.</li> </ul> <b>I can</b> <ul style="list-style-type: none"> <li>draw, tell, and write a story.</li> <li>tell how I feel about what happened in my story.</li> </ul> <b>The student exhibits no major errors or omissions.</b>	<ul style="list-style-type: none"> <li>inventive spelling</li> <li>journal</li> <li>graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>student generated</li> <li>CFA</li> <li>extended written response</li> <li>performance skill assessment</li> </ul>
	<b>2.5</b> No major errors or omissions regarding 2.0 content and partial knowledge of the 3.0 content		
<b>2.0</b>	<b>There are no major errors or omissions regarding the simpler details and processes as the student:</b> <b>The student will:</b> <ul style="list-style-type: none"> <li><b>recognize or recall specific terminology, such as:</b> <ul style="list-style-type: none"> <li>story, event, beginning, middle, ending</li> </ul> </li> <li><b>perform basic processes, such as:</b> <ul style="list-style-type: none"> <li>use pictures to tell a story (RL.7)</li> <li>print many uppercase and lowercase letters (L.1a)</li> <li>capitalize the first word in a sentence and the word “I” (L.2a)</li> <li>recognize, name, and use ending punctuation (L.2b)</li> <li>write a letter for most sounds (L.2c)</li> <li>spell words by how they sound (L.2d)</li> <li>follow words from left to right, top to bottom, and page by page (RF.1a)</li> <li>understand that words are made up of letters (RF.1b)</li> <li>understand that words are separated by spaces in print (RF.1c)</li> </ul> </li> </ul> <b>However, the student exhibits major errors or omissions regarding the more complex ideas and processes.</b>	<ul style="list-style-type: none"> <li>story starters, sentence stems</li> <li>inventive spelling</li> <li>journal</li> <li>picture cue cards</li> <li>graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>unobtrusive</li> <li>student generated</li> <li>CFA</li> <li>extended written response</li> <li>personal communication</li> <li>performance skill assessment</li> </ul>

	1.5	Partial knowledge of the 2.0 content, but major errors or omissions regarding the 3.0 content.		
1.0	<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>With help, the student will:</b> <ul style="list-style-type: none"><li>● complete some of the task at level 2 as needed</li></ul>			