

Achievement Indicators for Reading
Kindergarten

Reading Achievement Indicators Kindergarten				
Content Standard 1.0 Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
<p>1.K.1 Demonstrate phonological awareness of spoken words through</p> <ul style="list-style-type: none"> • rhyming • concept of word • syllable awareness • onset and rime awareness 	<p>inability to identify words that rhyme (e.g., in familiar games, songs, stories and poems).</p> <p>inability to orally identify the number of words in a simple sentence.</p> <p>inability to orally identify syllables in words.</p> <p>inability to recognize onset and rime.</p>	<p>limited ability to identify one syllable words verbally that rhyme (e.g., when given dictated sets of three words).</p> <p>limited ability to orally identify the number of words in a simple sentence.</p> <p>limited ability to orally identify syllables in words.</p> <p>limited ability to recognize onset and rime.</p>	<p>ability to generate a one syllable rhyming word verbally.</p> <p>ability to orally identify the number of words in a simple sentence.</p> <p>ability to orally identify and count the number of syllables in words (e.g., snapping, clapping, or tapping).</p> <p>ability to recognize onset/rime.</p> <p>ability to chunk rimes and blend with onset (e.g., m-at, s-at, c-at).</p>	<p>ability to generate multi-syllabic rhyming word verbally.</p> <p>ability to orally identify the number of words in a sentence.</p> <p>ability to identify syllables in words without using kinesthetic cues.</p> <p>ability to recognize onset and rime while listening to multi-syllabic words.</p>

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Content Standard 1.0 (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
1.K.2 Demonstrate phonemic awareness of spoken words through <ul style="list-style-type: none"> • matching • isolating • blending • segmenting • deleting • substituting 	inability to demonstrate phonemic awareness.	limited ability to match and isolate sounds within spoken words. limited ability to complete tasks of blending, segmenting, deleting, and substituting phonemes.	ability to match beginning, middle, or ending sounds. ability to isolate the beginning and ending sounds. ability to blend segmented words. ability to segment blended words. ability to delete phonemes. ability to substitute phonemes.	ability to demonstrate phonemic awareness.
1.K.3 Recognize and name upper and lower case letters of the alphabet.	inability to identify uppercase and lowercase letters of the alphabet.	limited ability to identify uppercase and lowercase letters of the alphabet.	ability to identify uppercase and lowercase letters of the alphabet.	ability to identify and match uppercase and lowercase letters.
Identify letter-sound relationships.	inability to identify letter sounds.	limited ability to identify letter sounds.	ability to identify letters and corresponding sounds.	ability to apply letter sounds to make words.
Decode words using letter/sound relationships.	inability to decode words using letter/sound relationships.	limited ability to decode words using letter/sound relationships.	ability to decode words using letter/sound relationships.	ability to decode above grade level words using letter/sound relationships.
With assistance , decode words in text through short/long vowels.	inability to decode words using short vowels.	inability to decode words using short vowels.	limited ability to decode words using short vowels.	ability to decode words using short vowels.
	inability to decode words using long vowels.	limited ability to decode words using long vowels.	limited ability to decode words using long vowels.	ability to decode words using long vowels.
1.K.4 Comprehend vocabulary using <ul style="list-style-type: none"> • pictures • symbols • environmental print 	inability to match picture and/or symbols to text.	limited ability to match pictures and/or symbols to text.	ability to comprehend vocabulary by matching pictures and symbols to text.	ability to comprehend vocabulary by matching pictures and symbols to text.
	inability to recognize environmental print to comprehend vocabulary.	limited ability to recognize environmental print to comprehend vocabulary.	ability to recognize environmental print.	ability to recognize environmental print.

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Content Standard 1.0 (continued)				
Students know and use word analysis skills and strategies to comprehend new words encountered in text and to develop vocabulary.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
With assistance , comprehend vocabulary using <ul style="list-style-type: none"> • suffixes • synonyms • antonyms 	inability to comprehend vocabulary using suffixes.	inability to comprehend vocabulary using suffixes.	limited ability to comprehend vocabulary using suffixes.	ability to comprehend vocabulary using suffixes.
	inability to comprehend vocabulary using synonyms.	limited ability to comprehend vocabulary using synonyms.	limited ability to comprehend vocabulary using synonyms.	ability to comprehend vocabulary using synonyms.
	inability to comprehend vocabulary using antonyms.	limited ability to comprehend vocabulary using antonyms.	limited ability to comprehend vocabulary using antonyms.	ability to comprehend vocabulary using antonyms.
Sequence the letters of the alphabet to understand alphabetic order.	inability to sequence the letters of the alphabet to understand alphabetic order.	limited ability to sequence the letters of the alphabet to understand alphabetic order.	ability to sequence the letters of the alphabet to understand alphabetic order.	ability to sequence the letters of the alphabet to understand alphabetic order.
With assistance , use resources to find meaning of unknown words encountered in text.	inability to alphabetize a given list of words using first letters.	limited ability to alphabetize a given list of words using first letters.	ability to alphabetize a given list of words using first letters.	ability to locate words in dictionaries using the first letter of each word.
			limited ability to locate words in dictionaries using the first letter of each word when given a format.	
Build vocabulary using <ul style="list-style-type: none"> • pictures • symbols 	limited ability to gain meaning from pictures.	ability to gain meaning from pictures.	ability to gain meaning from pictures and symbols.	ability to gain and generalize meaning using pictures and symbols.
	inability to gain meaning from symbols.	limited ability to gain meaning from symbols.		
1.K.5 Identify high frequency words to build fluency and comprehension.	inability to access high frequency words in text (e.g., the, I).	limited ability to access high frequency words in text to comprehend.	ability to access high frequency words in text to build fluency and comprehension.	ability to access above grade level high frequency words in text to build fluency and comprehension (e.g., was, from).

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Content Standard 2.0 Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
2.K.1 Demonstrate concept of print.	inability to demonstrate correct book orientation (e.g., holding book right side up, following print from left to right with return sweep using a finger to track each word, locating where reading starts and stops on a page, distinguish between text and pictures).	limited ability to demonstrate correct book orientation (e.g., following print from left to right with return sweep using a finger to track a line, locating where reading starts and stops on a page, distinguish between text and pictures, identifying capitals at beginning of sentence, identifying a period as an ending of a sentence).	ability to model correct book orientation ability to make connections between text and pictures, and utilize connections to aid comprehension (e.g., bold text representing emotion). identification of capital letter at beginning of sentence. identification of a period, exclamation point, or question mark as an ending of a sentence.	ability to model correct book orientation.
Demonstrate concept of word.	inability to identify individual words with one-to-one correspondence within text.	limited ability to identify that words represent individual units of meaning within text.	ability to recognize that symbols represent letters. ability to recognize that letters make words. ability to recognize that words make sentences that convey meaning.	ability to recognize that symbols represent letters. ability to recognize that letters make words. ability to recognize that words make sentences that convey meaning.
Demonstrate voice to print match.	inability to point, without one-to-one correspondence, to words while text is read aloud by a fluent reader.	limited ability to point, with one-to-one correspondence, to some words while text is read aloud by a fluent reader.	ability to point to words with one-to-one correspondence while text is read aloud by a fluent reader.	ability to demonstrate voice to print match when reading independently.

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Content Standard 2.0 (continued) Students use reading process skills and strategies to build comprehension.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Identify author and illustrator.	inability to identify author and illustrator.	limited ability to locate and identify author or illustrator. limited ability to describe the roles of the author and illustrator.	ability to locate and identify author and illustrator. ability to describe the roles of the author and illustrator.	ability to locate and identify author and illustrator. ability to identify other text written and/or illustrated by the same authors and illustrators.
2.K.2 With assistance , use during reading, strategies based on text and purpose to <ul style="list-style-type: none"> • make predictions • identify key vocabulary • make inferences 	limited ability to use during reading strategies to make predictions. inability to use during reading strategies to comprehend text.	limited ability to use during reading strategies to aid comprehension when given a format.	limited ability to use appropriate during reading strategies to aid comprehension.	ability to select appropriate during reading strategies to aid comprehension.
2.K.3 With assistance , use after reading strategies based on text and purpose to <ul style="list-style-type: none"> • orally recall details • orally restate main ideas 	inability to select after reading strategies to aid comprehension.	limited ability to use after reading strategies to aid comprehension when given a format.	limited ability to select appropriate after reading strategies to aid comprehension.	ability to select appropriate after reading strategies to aid comprehension.

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Content Standard 3.0 Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
3.K.1 With assistance , listen for and identify <ul style="list-style-type: none"> • setting • sequence of events 	inability to identify setting. inability to recall events. inability to sequence event.	limited ability to identify setting when given a format. limited ability to recall events. limited ability to sequence event when given a format.	limited ability to identify setting. ability to recall events. limited ability to identify sequence of events.	ability to describe setting. ability to recall events. ability to describe sequence of events.
With assistance , make inferences and draw conclusions about setting and plot based on evidence.	inability to make inferences about setting. inability to draw conclusions about setting. inability to make inferences about plot. inability to draw conclusions about plot.	limited ability to make inferences about setting. inability to draw conclusions about setting. limited ability to make inferences about plot. inability to draw conclusions about plot.	limited ability to make inferences about setting based on evidence. limited ability to draw conclusions about setting based on evidence. limited ability to make inferences about plot based on evidence. limited ability to draw conclusions about plot based on evidence.	ability to make inferences about setting based on evidence. ability to draw conclusions about setting based on evidence. ability to make inferences about plot based on evidence. ability to draw conclusions about plot based on evidence.
3.K.2 With assistance , listen to, identify, and describe physical traits.	inability to identify what a character looks like.	limited ability to identify what a character looks like.	limited ability to identify and describe physical traits of characters when given a format.	limited ability to identify and describe physical traits of characters.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
With assistance , listen to, identify, and describe personality traits.	inability to identify how a character acts.	limited ability to identify how a character acts.	limited ability to describe personality traits of characters when given a format.	limited ability to describe personality traits of characters.
	inability to use the vocabulary terms physical and personality traits.	inability to use the vocabulary terms physical and personality traits.	limited ability to use the vocabulary terms physical and personality traits when given a format.	limited ability to use the vocabulary terms physical and personality traits.
With assistance , make inferences and draw conclusions about a character(s) based on evidence.	limited ability to recall few details about a character from text.	limited ability to recall details about a character from text.	ability to recall details about a character from text.	ability to recall details about a character from above grade level text.
	inability to make inferences about a character.	limited ability to make inferences about a character based on details when given a format.	limited ability to make inferences about a character(s) based on evidence.	ability to make inferences about a character(s) based on evidence.
	inability to draw conclusions about a character.	inability to draw conclusions about a character.	limited ability to draw conclusions about a character(s) based on evidence.	ability to draw conclusions about a character(s) based on evidence.
3.K.3 With assistance , listen to and identify the main idea.	inability to identify important events in text.	limited ability to identify important events in text.	ability to identify important events in text.	ability to identify important events in above grade level text.
	inability to identify main idea.	inability to identify main idea.	limited ability to identify main idea when given a format.	limited ability to identify main idea.
3.K.4 With assistance , listen to and identify first person point of view.	inability to identify first person point of view.	limited ability to identify first person point of view when given a format.	limited ability to identify first person point of view.	ability to identify first person point of view by recognizing "I" in text.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
3.K.5 With assistance , listen to and identify examples of words that create images.	limited ability to create images from text. inability to identify words that create images.	ability to create images from text. inability to identify words that create images.	ability to create images from text. limited ability to identify words that create images when given a format.	ability to create images from above grade level text. limited ability to identify words that create images.
With assistance , listen to and identify the effects of rhythm and rhyme.	limited ability to identify rhythm and rhyme. inability to identify the effects of rhythm and rhyme.	limited ability to identify rhythm and rhyme. limited ability to identify the effects of rhythm and rhyme.	ability to identify rhythm and rhyme. limited ability to identify the effects of rhythm and rhyme.	ability to identify the effects of rhythm and rhyme in above grade level text.
With assistance , listen to and identify dialect.	inability to identify dialect.	inability to identify dialect.	limited ability to identify dialect.	ability to identify dialect.
3.K.6 With assistance , listen to and identify words, and phrases that reveal tone.	limited ability to determine overall tone. inability to identify words and phrases that reveal tone.	limited ability to determine overall tone of text. limited ability to identify words that reveal tone. inability to identify phrases that reveal tone.	ability to determine overall tone of text. limited ability to identify words that reveal tone. limited ability to identify phrases that reveal tone.	ability to determine overall tone of text. limited ability to identify words that reveal tone. limited ability to identify phrases that reveal tone.
3.K.7 With assistance , listen to, read, and discuss text from different <ul style="list-style-type: none"> • cultures • time periods 	inability to identify important details about cultures based on content. inability to identify important details about time periods based on content.	limited ability to identify important details about cultures based on content when given a format. limited ability to identify important details about time periods based on content when given a format.	limited ability to identify important details about cultures based on content. limited ability to identify important details about time periods based on content.	ability to describe important details about cultures based on content. ability to describe important details about time periods based on content.

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Content Standard 3.0 (continued)				
Students read literary text to comprehend, interpret, and evaluate authors, cultures, and times.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
3.K.8 With assistance , listen to and make predictions based on evidence.	inability to make predictions.	limited ability to make predictions.	limited ability to make predictions based on evidence.	ability to make predictions based on evidence.
3.K.9 With assistance , make connections to self, other text, and/or the world.	<p>limited ability to make connections from text to self.</p> <p>inability to make connections from text to other text and/or the world.</p>	<p>limited ability to make connections from text to self.</p> <p>limited ability to make connections from text to other text and/or the world.</p>	<p>ability to make connections from text to self.</p> <p>limited ability to make connections from text to other text and/or the world.</p>	ability to make connections from text to self, other text, and/or the world.

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Content Standard 4.0 Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
4.K.1 With assistance , listen to and identify the purpose of and gain information from <ul style="list-style-type: none"> • illustrations • graphs • charts • titles 	<p>limited ability to gain information from illustrations.</p> <p>inability to gain information from graphs, charts, and titles.</p> <p>inability to determine purpose of text features.</p>	<p>limited ability to gain information from illustrations, graphs, and charts.</p> <p>inability to gain information from titles.</p> <p>limited ability to determine purpose of text features.</p>	<p>limited ability to gain information from illustrations, graphs, charts, and titles.</p> <p>ability to determine purpose of text features.</p>	<p>ability to gain information from illustrations, graphs, charts, and titles.</p> <p>ability to determine purpose of text features.</p>
4.K.2 With assistance , identify dialect.	inability to identify dialect.	inability to identify dialect.	limited ability to identify dialect.	ability to identify dialect.
With assistance , identify words and phrases that reveal tone.	<p>inability to determine overall tone.</p> <p>inability to identify words and phrases that reveal tone.</p>	<p>limited ability to determine overall tone of text.</p> <p>inability to identify words that reveal tone.</p> <p>inability to identify phrases that reveal tone.</p>	<p>limited ability to determine overall tone of text.</p> <p>limited ability to identify words that reveal tone.</p> <p>limited ability to identify phrases that reveal tone.</p>	<p>ability to determine overall tone of text.</p> <p>limited ability to identify words that reveal tone.</p> <p>limited ability to identify phrases that reveal tone.</p>
4.K.3 With assistance , listen to and identify the topic.	inability to identify the topic.	limited ability to identify a topic when given a format.	limited ability to identify a topic.	ability to explain a topic.
With assistance listen to and describe sequential order.	inability to identify sequential order.	limited ability to describe sequential order when given a format.	limited ability to describe sequential order.	ability to describe sequential order.
4.K.4 With assistance , listen to, read, and discuss text from different <ul style="list-style-type: none"> • cultures • time periods 	<p>inability to identify important details about cultures based on content.</p> <p>inability to identify important details about time periods based on content.</p>	<p>limited ability to identify important details about cultures based on content when given a format.</p> <p>limited ability to identify important details about time periods based on content when given a format.</p>	<p>limited ability to identify important details about cultures based on content.</p> <p>limited ability to identify important details about time periods based on content.</p>	<p>ability to describe important details about cultures based on content.</p> <p>ability to describe important details about time periods based on content.</p>

Achievement Indicators for Reading
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Content Standard 4.0 (continued)				
Students read expository and persuasive texts to comprehend, interpret, and evaluate for specific purposes.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
4.K.5 With assistance , make connections to self, other text, and/or the world.	limited ability to make connections from text to self. inability to make connections from text to other text and/or the world.	limited ability to make connections from text to self. limited ability to make connections from text to other text and/or the world.	ability to make connections from text to self. limited ability to make connections from text to other text and/or the world.	ability to make connections from text to self, other text, and/or the world.
With assistance , listen to and use information to answer specific questions.	inability to identify intent of questions. inability to use information to answer specific questions in text.	limited ability to identify intent of questions. limited ability to use information to answer specific questions in text.	ability to identify intent of questions. limited ability to answer specific questions in text.	ability to identify intent of questions. ability to use information to answer specific questions in text.
4.K.6 With assistance , listen to and make predictions based on evidence.	inability to make predictions.	limited ability to make predictions.	limited ability to make predictions based on evidence.	ability to make predictions based on evidence.
With assistance , listen to and make inferences based on evidence. With assistance , listen to and draw conclusions based on evidence.	inability to recall details from text. inability to make inferences. inability to draw conclusions.	limited ability to recall details from text. limited ability to make inferences. inability to draw conclusions.	ability to recall details from text. limited ability to make inferences based on evidence. limited ability to draw conclusions based on evidence.	ability to recall details from text. ability to make inferences based on evidence. ability to draw conclusions based on evidence.
4.K.7 With assistance , listen to and follow pictorial and written directions to complete tasks.	inability to accurately follow pictorial and/or written directions to complete tasks. inability to gain meaning from directions to complete tasks.	limited ability to accurately follow pictorial and/or written directions to complete tasks. limited ability to gain meaning from directions to complete tasks.	limited ability to accurately follow pictorial and/or written directions to complete tasks. limited ability to gain meaning from directions to complete tasks.	ability to accurately follow pictorial and/or written directions to complete tasks. ability to gain meaning from directions to complete tasks.

Achievement Indicators for Writing
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Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
5.K.2 With assistance , draws or communicates ideas in written form.	inability to draw or communicate ideas about a single topic. scribbles as work.	minimal drawing and/or communicating ideas in written form. use of random letters. use of letter strands. use of initial sounds. minimal writing and/or drawing about a single topic. minimal matching of pictures to ideas. minimal creation of pictures that contain details.	drawing and/or writing about a single topic. pictures that contain details. use of initial and final sounds with few medial sounds. pictures that go with writing.	drawing and/or writing about a single topic. pictures that contain multiple details. use of phonetic spelling. minimal correct spelling of high frequency words.
5.K.3 With assistance , revise drafts for <ul style="list-style-type: none"> • ideas • voice • audience 	inability even with one-on-one assistance to create and/or revise a draft or ideas.	inability with one-on-one assistance to revise drafts.	minimal revision of drafts. improvement of voice through simple word choice. improvement of ideas. limited ability to address audience. teacher editing of draft based on student dictation.	minimal revision of drafts. improvement of voice through change in word choice. improvement of ideas. ability to address audience.

Achievement Indicators for Writing
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Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
5.K.4 Edit to ensure correct spelling of <ul style="list-style-type: none"> • first and last names. Edit capitalization for <ul style="list-style-type: none"> • first and last names 	inability to write first and last names. use of scribbles and random letters. inability to capitalize first and last names. may use all capital or all lower case letters. may use random combinations of capital and lower case letters.	correct spelling of first name. minimal correct spelling of last names. correct use of capital letters for first names. minimal correct capitalization of last names.	correct spelling of first and last names. correct use of capital letters to write first and last names.	correct spelling of family names, days of the week, months, numbers, and color words. correct capitalization of family names, days of the week, and months.
5.K.5 With assistance , edit for correct use of <ul style="list-style-type: none"> • nouns 	inability to edit for correct usage of nouns.	minimal editing for correct usage of nouns.	editing for correct usage of nouns.	independent editing for correct usage of nouns.
5.K.6 With assistance , edit sentence structure for <ul style="list-style-type: none"> • complete sentences 	inability to form letters. essentially scribbles.	inability to write sentences. scribbles and random letters.	minimal editing for complete, simple sentences. teacher editing of draft based on student dictation.	minimal editing for simple, complete sentence structure.

Achievement Indicators for Writing
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Content Standard 5.0 (continued) Students write a variety of texts using the writing process.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
5.K.7 Create final draft through writing, drawing, or dictation.	<p>limited ability to participate in creating group drafts.</p> <p>inability to draw recognizable pictures.</p> <p>pictures but inability to dictate to the teacher what pictures are about.</p>	<p>participation in creating group drafts.</p> <p>dictation of meaning of pictures or stories.</p>	<p>minimal simple, written final drafts.</p> <p>initial and final letter sounds with a few medial letter sounds.</p> <p>writing that supports the picture.</p>	<p>simple, written final drafts.</p> <p>correct spelling of some high frequency words.</p> <p>very detailed picture that enhances the writing.</p>

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Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.K.1 With assistance , draw or write to communicate in written form.	inability to draw or write to communicate about an expository topic.	minimal drawing and/or writing to communicate about an expository topic. information given in whole group format. minimal drawing to communicate. use of random letters.	drawing and/or writing to communicate about an expository topic. information given in whole group format. pictures that are related to the topic. illustrations that support the topic.	drawing and/or writing to communicate about an expository topic. details in drawings and/or writings. some phonetic spelling. independent drawing and/or writing about the topic.
6.K.2 With assistance , draw or write, about familiar experiences and /or events.	inability to draw or write about familiar experiences and/or events.	minimal ability to draw pictures about familiar experiences and/or events. teacher directed, step by step directions for the drawing.	drawing and/or writing about familiar experiences and/or events. a dictation or a picture.	independent drawing and/or writing about familiar experiences and/or events. pictures that relate to experiences and/or events. writing about experiences and/or events.
6.K.3 Listen to and discuss poetry.	listening to poetry but not participating in discussions.	listening and discussing poetry, if the discussion is led by the teacher.	listening and discussing poetry. sharing thoughts and connecting with the thoughts of others.	listening and discussing poetry. attempts to write simple poetry using poetry frames.

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Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose..				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.K.4 With assistance , draw and /or write responses to literary text.	inability to respond to literature.	minimal participation in discussions of literary texts.	drawing and/or writing responses to literary texts. responses that relate to text. answers to questions about what was read.	drawing and/or writing responses to literary texts. detailed responses related to the text. answers to questions about what was read.
6.K.5 With assistance , draw and/or write responses to expository text.	inability to participate in discussions of text. inability to respond to expository text.	participation in discussions of expository text. drawing and/or writing responses to expository text. minimal responses that relate to text.	active participation in discussions of expository text. drawing and/or writing responses to expository text. responses that relate to text.	written responses to expository text. detailed responses to expository text.
6.K.6 With assistance , draw or communicate an opinion.	inability to draw or write to communicate an opinion.	minimal drawing and/or writing to communicate an opinion.	drawing and/or writing to communicate an opinion. use of tally marks. use of drawing to show favorites. use of drawing to show likes or dislikes.	independent drawing and/or writing to communicate an opinion. simple opinion statement.

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Content Standard 6.0 Students write a variety of texts that inform, persuade, describe, evaluate, entertain, or tell a story and are appropriate to audience and purpose.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
6.K.7 With assistance , draw and /or write personal messages.	inability to draw and/or write personal messages.	minimal drawing of personal messages (e.g., I like... or I love you... notes).	drawing and/or writing a variety of personal messages (e.g., thank you cards, birthday cards, and holiday cards).	friendly letters that includes a heading, greeting, simple body, closing, and signature.
6.K.8 With assistance , write instruction to complete tasks.	minimal illustrations to represent directions to complete tasks.	minimal illustrations to explain how to complete tasks.	illustrations to explain how to complete tasks.	illustrations to explain how to complete tasks.
6.K.9 With assistance , discuss, write, and /or draw to <ul style="list-style-type: none"> • formulate a question • record information • answer a research question With assistance , identify <ul style="list-style-type: none"> • title • author 	<p>inability to participate in formulating questions.</p> <p>inability to write and/or draw to formulate a question, record information, or answer a research question.</p> <p>ability to point to the title on the cover of a text.</p>	<p>minimal discussion and/or drawing to formulate a question, record information, or answer a research question.</p> <p>minimal formulation of a question which may be slightly off topic.</p> <p>identification of the title of a text.</p>	<p>minimal discussion, writing, and/or drawing to formulate a question, record information, or answer a question.</p> <p>oral formulation of questions.</p> <p>oral answers of basic questions (e.g., who, what, where, and when).</p> <p>identification of the title and author.</p>	<p>simple sentences to record information or answer a research question.</p> <p>discussion and/or drawing to record information, formulate a question, or answer a research question.</p> <p>oral answers to questions (e.g., who, what, where, when, how, and why).</p> <p>identification of the title and author.</p>

Achievement Indicators for Listening and Speaking
Kindergarten

Listening and Speaking Achievement Indicators Kindergarten				
Content Standard 7.0 Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
7.K.1 Listen for a variety of purposes including <ul style="list-style-type: none"> • gaining information • being entertained • understanding directions With assistance , listen for and identify <ul style="list-style-type: none"> • main idea • purpose • messages 	limited ability to listen for a variety of purposes including gaining information, being entertained and understanding one step directions. inability to listen for and identify main idea, purpose, and certain messages.	limited ability to listen for a variety of purposes including gaining limited information, being entertained, and understanding two step directions. limited ability to listen for main idea, purpose, and messages when given a format. inability to identify main idea, purpose, and messages.	ability to listen for a variety of purposes including gaining information, being entertained, and understanding three step directions. limited ability to listen for and identify main idea, purpose, and messages.	ability to listen for a variety of purposes including gaining information to begin developing and implementing critical thinking skills, being entertained and understanding more than three step directions. ability to listen for and identify main idea and supporting details, purpose, and messages.
7.K.2 Listen to and respond to oral communication.	limited ability to listen to and respond to oral communication when given a format.	limited ability to listen to and respond to oral communication.	ability to listen to and respond to oral communication.	ability to listen to and respond, verbally and/or nonverbally, to oral communication.
7.K.3 Expand vocabulary through listening.	inability to expand vocabulary through listening.	limited ability to expand vocabulary through listening.	ability to expand and understand vocabulary through listening.	ability to expand, understand, and create vocabulary through listening.

Achievement Indicators for Listening and Speaking
Kindergarten

Content Standard 7.0 (continued)				
Students listen to and evaluate oral communications for content, style, speaker's purpose, and audience appropriateness.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
7.K.4 With assistance , listen for and identify dialect. With assistance , listen for and identify the use of formal and informal language.	inability to listen for and identify dialect. inability to listen for and identify the use of formal and informal language.	limited ability to listen for dialect. inability to identify dialect. limited ability to listen for the use of formal and informal language. inability to identify the use of formal and informal language.	limited ability to listen for and identify dialect. limited ability to listen for and identify the use of formal and informal language (e.g., potty vs. restroom).	ability to listen for, identify, and replicate dialect. ability to listen for and identify the use of formal and informal language.
7.K.5 Actively listen to a speaker. Listen to and participate in conversations.	limited ability to actively listen to a speaker for a brief period of time. limited ability to listen to and participate in informal conversations. inability to listen to and participate in formal conversations.	ability to actively listen to a speaker for a brief period of time. ability to listen to and participate in informal conversations. limited ability to listen to and participate in formal conversations.	ability to actively listen to a speaker for a specific period of time. ability to listen to and participate in both formal and informal conversations.	ability to actively listen to a speaker for an extended period of time. ability to listen to, participate in, and lead conversations.

Achievement Indicators for Listening and Speaking
Kindergarten

Content Standard 8.0 Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Content Benchmarks	Content Benchmarks	Content Benchmarks	Content Benchmarks
8.K.1 With assistance , give directions to complete tasks.	inability to give directions to complete tasks.	limited ability to give one direction to complete a task.	limited ability to give two to three step directions to complete tasks.	ability to give multi step directions to complete tasks.
With assistance , ask questions to clarify directions.	inability to ask questions to clarify directions.	limited ability to ask simple questions to clarify directions.	limited ability to ask questions to clarify directions.	ability to ask questions to clarify directions.
8.K.2 Use precise language to describe <ul style="list-style-type: none"> • feelings • experiences • observations • ideas 	limited ability to use precise language to describe feelings (e.g., happy/sad) and experiences. inability to use precise language to describe observations and ideas.	limited ability to use precise language to describe feelings, experiences, observations, and ideas.	ability to use precise language to describe feelings, experiences, observations, and ideas.	ability to identify and use precise language to describe feelings, experiences, observations and ideas.
With assistance , apply Standard English to communicate ideas.	inability to apply Standard English to communicate ideas.	limited ability to apply Standard English to communicate ideas.	limited ability to consistently apply Standard English to communicate ideas (e.g., me going/I am going).	ability to apply Standard English to communicate ideas.
8.K.3 Speak clearly with prosody.	inability to speak clearly with prosody (e.g., inside/outside voice).	limited ability to speak clearly with prosody (e.g., uses rhythm when speaking).	ability to speak clearly with prosody (e.g., inflection-question vs. statement).	ability to speak clearly with prosody to demonstrate comprehension.
Communicate personal experiences and retell stories.	limited ability to communicate personal experiences. inability to retell stories.	limited ability to communicate personal experiences and retell stories.	ability to communicate personal experiences and retell stories.	ability to communicate personal experiences and retell stories using multiple details.
Communicate a statement that expresses an opinion.	limited ability to distinguish between fact and opinion. inability to communicate using statements (e.g. student uses words and/or phrases to express thoughts).	limited ability to distinguish between fact and opinion. limited ability to communicate a statement.	limited ability to distinguish between fact and opinion. ability to communicate a statement that expresses an opinion.	ability to distinguish between fact and opinion. ability to justify opinion presented.

Achievement Indicators for Listening and Speaking Kindergarten

Content Standard 8.0 (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
8.K.4 Participate in group discussions following the turn-taking process.	inability to participate in group discussions following the turn-taking process (e.g., blurting vs. signaling).	limited ability to participate in group discussions following the turn-taking process (e.g., talking sticks).	ability to participate in group discussions following the turn-taking process.	ability to participate and enhance group discussions, using critical thinking skills, following the turn-taking process.
Participate in group discussions by asking and answering relevant questions.	inability to participate in group discussions by asking and answering relevant questions.	limited ability to participate in group discussions by asking and answering relevant questions (e.g., show & tell).	ability to participate in group discussions by asking and answering relevant questions (e.g., author's chair).	ability to participate in group discussions by asking, answering, and extending relevant questions.
8.K.5 Demonstrate phonological awareness of spoken words through	inability to identify words that rhyme (e.g., in familiar games, songs, stories and poems).	limited ability to identify one syllable words verbally that rhyme (e.g., when given dictated sets of three words).	ability to generate a one syllable rhyming word verbally.	ability to generate multi-syllabic rhyming word verbally.
<ul style="list-style-type: none"> • rhyming 				
<ul style="list-style-type: none"> • concept of word 	inability to orally identify the number of words in a simple sentence.	limited ability to orally identify the number of words in a simple sentence.	ability to orally identify the number of words in a simple sentence.	ability to orally identify the number of words in a sentence.
<ul style="list-style-type: none"> • syllable awareness 	inability to orally identify syllables in words.	limited ability to orally identify syllables in words.	ability to orally identify and count the number of syllables in words (e.g., snapping, clapping, or tapping).	ability to identify syllables in words without using kinesthetic cues.
<ul style="list-style-type: none"> • onset and rime awareness 	inability to recognize onset and rime.	limited ability to recognize onset and rime.	ability to recognize onset/rime. ability to chunk rimes and blend with onset (e.g., m-at, s-at, c-at).	ability to recognize onset and rime while listening to multi-syllabic words.

Achievement Indicators for Listening and Speaking
Kindergarten

Content Standard 8.0 (continued)				
Students speak using organization, style, tone, voice, and media aids appropriate to audience and purpose. Students participate in discussions to offer information, clarify ideas, and support a position.				
Content Standard Indicator	Work at the Emergent/Developing level may indicate...	Work at the Approaches level may indicate...	Work at the Meets level demonstrates...	Work at the Exceeds level demonstrates...
Demonstrate phonemic awareness of spoken words through <ul style="list-style-type: none"> • matching • isolating • blending • segmenting • deleting • substituting 	inability to demonstrate phonemic awareness.	limited ability to match and isolate sounds within spoken words. limited ability to complete tasks of blending, segmenting, deleting, and substituting phonemes.	ability to match beginning, middle, or ending sounds. ability to isolate the beginning and ending sounds. ability to blend segmented words. ability to segment blended words. ability to delete phonemes. ability to substitute phonemes.	ability to demonstrate phonemic awareness.