				With prompting and support, the student consistently asks and answers questions about key details in a text, retells familiar stoies with key details, and identifies characters, settings, and major events in a story.	The student consistently asks and answers questions about key details in a text, retells familiar stories, and identifies characters, settings, and major events in a stry without teacher support and prompting.	Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i-Ready Teacher Observation Teacher Created Assessments GKIDS Activities	Q1, Q2, Q3, Q4
•	With prompting and support, ask and answer questions about unknown words in a text.	KRL4 KRI4	With prompting and support, the student asks and answers some questions about unknown words in a text, though not all questions or answers may help clarify the meaning of the unknown words.	With prompting and support, the student consistently asks and answers questions that clarify the meaning of unknown words in a text.		Benchmark Literacy Unit Assessments RCK12 Pre/Post Assessments i	1

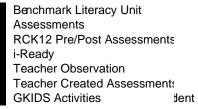
## ELAStandardsBased Report Card RubritdKindergarten



With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. KRL9



With prompting and support, the student compares (but does not contrast) the adventures and experiences of characters in familiar stories. With prompting and support, the student consistently compares and contrasts the adventures and experiences of characters in familiar stories.



## ELAStandardsBased Report Card RubritdKindergarten





Add or substitutendividual sounds in simple, one labeled words to make new words. (cat changes to hat)	KRF2 e	Х	Х	Х	Х
Knows all letter sounds and the long and short sounds for each vowel.	KRF3 a,b	х	х	х	х
Reads common high-frequency words by sight (e.g., the, of, too,uy she, my, is, are, do, does) & eads emergent reader texts with purpose and understanding.	KRF4	Х	Х	х	Х

Domain: Writing							
Essential Knowledge Outcom Students produce clear and coherent writimgwhich development, organization, an							
style are appropriate to tasks, purpose, and audience. Students are proficient in penmanship.							
Indicator	Related	Q1	Q2	Q3	Q4		
	Standards)						
Use drawing/dictating/writing to state a topic/name of book & state preference	KW1				Х		
about topic/book							
Use drawing/dictating/writing to compose informative/explanatory writing	KW2			Х			
about information on topic							
Use drawing/dictating/writing to narrate a single event or loosely linked ever	KW3	Х	Х				
in order & provide reaction to events							
With support		•	•				

