

Kindergarten English Language Arts Standards Based Progress Report

Domain: Reading Essential Knowledge Outcome: Students learn and use skills and strategies needed to comprehend literary and informational text. LITERARY TEXT (L) / INFORMATIONAL TEXT (I)										
Indicator (With support)	Standard(s)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
With prompting and support, ask and answer questions about key details in a text, retell familiar stories, including key details, and identify characters, settings, and major events in a story.	KRL1 KRL2 KRL3									
With prompting and support, ask and answer questions about unknown words in a text.	KRL4 KRI4									
Recognize common types of texts (e.g., storybooks, poems).	KRL5									
With prompting and support, name the author and illustrator of a story or text and define the role of each in telling the story, and describe the relationship between illustrations and the story or text (how illustrations support the text).	KRL6 KRI6 KRL7 KRI7									
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	KRL9									
With prompting and support, ask and answer questions about key details in a text, identify the main topic (main idea) and retell key details of a text (supporting details), and describe the connection between two individuals, events, ideas, or pieces of information in a text.	KRI1 KRI2 KRI3									
Identify the front cover, back cover, and title page of a book.	KRI5									
With prompting and support, identify the reasons an author gives to support points in a text.	KRI8									
With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	KRI9									

Key: 1- Beginner Learner 2- Developing Learner 3- Proficient Learner 4- Distinguished Learner

Domain: Foundational Skills										
Essential Knowledge Outcome: Students are fluent readers.										
Indicator	Standard(s)	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Follow words from left to right, top to bottom, and page-by-page.	KRF1 a									
Recognize and name all upper and lowercase letters of the alphabet.	KRF1 d									
Recognize and produce rhyming words.	KRF2 a									
Count, pronounce, blend, and segment syllables in spoken words.	KRF2 b									
Blend and segment onsets and rimes of single-syllable spoken words.	KRF2 c									
Isolate and pronounce the beginning, middle, and end sounds in words with three sounds.	KRF2 d									
Add or substitute individual sounds in simple, one-syllable words to make new words. (cat changes to hat)	KRF2 e									
Knows all letter sounds and the long and short sounds for each vowel.	KRF3 a,b									
Reads common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) Reads emergent-reader texts with purpose and understanding.	KRF4									

Domain: Writing										
Essential Knowledge Outcome: Students produce clear and coherent writing in which development, organization, and style are appropriate to tasks, purpose, and audience. Students are proficient in penmanship.										
Indicator	Standard	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9
Use drawing/dictating/writing to state a topic/name of book & state preference about topic/book	KW1									
Use drawing/dictating/writing to compose informative/explanatory writing about information on topic	KW2									
Use drawing/dictating/writing to narrate a single event or loosely linked events in order & provide reaction to events	KW3									
With support, responds to questions and suggestions to strengthen writing	KW5									
With support, use tools, including digital tools, to collaborate, produce, and publish writing	KW6									
With support, participate in shared research and writing projects/ recall information from experiences and sources	KW7 KW8									

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Date:	Parent's Initials:	Date:	Parent's Initials:	Date:	Parent's Initials:
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