

Grading Benchmarks – KINDERGARTEN

LANGUAGE ARTS

Language Arts- Reading

1) Understands key ideas and details. (RL.K.1, RL.K.2, RL.K.3, RI.K.1, RI.K.2, RI.K.3)

Trimester	1	2	3	4
ALL	<p>Student is unable or rarely able to ask and answer questions about details in literature and informational text with prompting and support.</p> <p>Student is unable or rarely able to retell familiar stories with details with prompting and support.</p> <p>Student is unable or rarely able to identify characters, settings, and major events in a story with prompting and support.</p> <p>Student is unable or rarely able to identify main topic and retell key details in informational text with prompting and support.</p> <p>Student is unable or rarely able to describe connections</p>	<p>Student occasionally asks and answers questions about details in literature and informational text with prompting and support.</p> <p>Student occasionally retells familiar stories with details with prompting and support.</p> <p>Student occasionally identifies characters, settings, and major events in a story with prompting and support.</p> <p>Student occasionally identifies main topic and retells key details in informational text with prompting and support.</p> <p>Student occasionally describes connections</p>	<p>Student consistently asks and answers questions about details in literature and informational text with prompting and support. (RL.K.1 + RI.K.1)</p> <p>Student consistently retells familiar stories with details with prompting and support). (RL.K.2)</p> <p>Student consistently identifies characters, settings, and major events in a story with prompting and support. (RL.K.3)</p> <p>Student consistently identifies main topic and retells key details in informational text with prompting and support. (RI.K.2)</p> <p>Student consistently describes connections</p>	<p>Student independently asks and answers questions about details in literature and informational text.</p> <p>Student independently retells familiar stories with details.</p> <p>Student independently identifies characters, settings, and major events in a story.</p> <p>Student independently identifies main topic and retells key details in informational text.</p> <p>Student independently describes connections</p>

	between two individuals, events, ideas or pieces of information with prompting and support.	between two individuals, events, ideas or pieces of information with prompting and support.	between two individuals, events, ideas or pieces of information with prompting and support. (RI.K.3)	between two individuals, events, ideas or pieces of information.
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2) Recognizes craft and structure in a variety of texts. (RL.K.4, RL.K.5, RL.K.6, RI.K.4, RI.K.5, RI.K.6)

Trimester	1	2	3	4
ALL	Student is unable or rarely able to ask and answer questions about unknown words in literature and informational text with prompting and support.	Student occasionally asks and answers questions about unknown words in literature and informational text with prompting and support.	Student consistently asks and answers questions about unknown words in literature and informational text with prompting and support. (RL.K.4 + RI.K.4)	Student independently asks and answers questions about unknown words in literature and informational text
	Student is unable or rarely able to recognize common types of text.	Student occasionally recognizes common types of text.	Student consistently recognizes common types of text. (RL.K.5)	Student consistently recognizes and identifies common types of text.
	Student is unable to rarely able to name and define the role of the author and illustrator in literature and informational text with prompting and support.	Student occasionally names and defines the role of the author and illustrator in literature and informational text with prompting and support.	Student consistently names and defines the role of the author and illustrator in literature and informational text with prompting and support. (RL.K.6 + RI.K.6)	Student independently names and defines the role of the author and illustrator in literature and informational text.
	Student is unable or rarely able to identify the title page, and front and back cover of a book.	Student occasionally identifies the title page, and front and back cover of a book.	Student consistently identifies the title page, and front and back cover of a book. (RI.K.5)	Student independently knows and uses various text features (e.g. headings table of contents, glossaries, etc.) to locate key facts or information in a text.

3) Integrates information acquired from various sources. (RL.K.7, RL.K.9, RI.K.7, RI.K.8, RI.K.9)

Trimester	1	2	3	4
3rd	<p>Student is unable or rarely able to describe relationship between illustrations and the text in literature and informational text with prompting and support.</p> <p>Student is unable or rarely able to compare and contrast experiences of characters in familiar stories with prompting and support.</p> <p>Student is unable or rarely able to identify the reasons an author gives to support points in a text with prompting and support.</p> <p>Student is unable or rarely able to identify basic similarities and differences between two texts on the same topic with prompting and support.</p>	<p>Student occasionally describes relationship between illustrations and the text in literature and informational text with prompting and support.</p> <p>Student occasionally compares and contrasts experiences of characters in familiar stories with prompting and support.</p> <p>Student occasionally identifies the reasons an author gives to support points in a text with prompting and support.</p> <p>Student occasionally identifies basic similarities and differences between two texts on the same topic with prompting and support.</p>	<p>Student consistently describes relationship between illustrations and the text in literature and informational text with prompting and support. (RL.K.7 + RI.K.7)</p> <p>Student consistently compares and contrasts experiences of characters in familiar stories with prompting and support. (RL.K.9)</p> <p>Student consistently identifies the reasons an author gives to support points in a text with prompting and support. (RI.K.8)</p> <p>Student consistently identifies basic similarities and differences between two texts on the same topic with prompting and support. (RI.K.9)</p>	<p>Student independently describes relationship between illustrations and the text in literature and informational text.</p> <p>Student independently compares and contrasts experiences of characters in familiar stories.</p> <p>Student independently identifies the reasons an author gives to support points in a text.</p> <p>Student independently identifies basic similarities and differences between two texts on the same topic.</p>

4) Engages in various reading activities with purpose and understanding. (RL.K.10, RI.K.10)

Trimester	1	2	3	4
ALL	Student is unable or rarely able to engage in group reading activities with purpose and understanding.	Student occasionally engages in group reading activities with purpose and understanding.	Student consistently engages in group reading activities with purpose and understanding. (RL.K.10 + RI.K.10)	Student consistently engages in above grade level group reading activities with purpose and understanding.

5) Independent reading level (RL.K.10, RI.K.10, RF.K.4)

Trimester	1	2	3	4
1st	Student is not reading at an A level independently.	Student has achieved reading success at level A.	Student has achieved reading success at level B. (RL.K.10, RI.K.10, RF.K.4)	Student has achieved reading success at level C or above.
2nd	Student is unable or rarely able to demonstrate reading behaviors.	Student has achieved reading success at level A or B.	Student has achieved reading success at level C. (RL.K.10, RI.K.10, RF.K.4)	Student has achieved reading success at level D or above.
3rd	Student has achieved reading success at level B.	Student has achieved reading success at level C.	Student has achieved reading success at level D. (RL.K.10, RI.K.10, RF.K.4)	Student has achieved reading success at level E or above.

Language Arts- Foundational Skills

6) Demonstrates understanding of print concepts. (RF.K.1)

Trimester	1	2	3	4
1st	Student is unable or rarely able to demonstrate an understanding of	Student occasionally demonstrates an understanding of directionality, spoken	Student consistently demonstrates an understanding of directionality, spoken	Student consistently applies understanding of concepts of print in higher-level texts.

	<p>directionality, spoken words in print, and that words are separated by spaces.</p> <p>Student can recognize less than 12 letters of the alphabet.</p>	<p>words in print, and that words are separated by spaces.</p> <p>Student recognizes 12 to 17 letters of the alphabet.</p>	<p>words in print, and that words are separated by spaces. (RF.K.1.a, RF.K.1.b, RF.K.1.c)</p> <p>Student recognizes 18 to 39 letters of the alphabet. (RF.K.1.d)</p>	<p>Student recognizes 40+ letters of the alphabet.</p>
2nd	<p>Student is unable or rarely able to demonstrate an understanding of directionality, spoken words in print, and that words are separated by spaces.</p> <p>Student can recognize less than 18 letters of the alphabet.</p>	<p>Student occasionally demonstrates an understanding of directionality, spoken words in print, and that words are separated by spaces.</p> <p>Student recognizes 18 to 39 letters of the alphabet.</p>	<p>Student consistently demonstrates an understanding of directionality, spoken words in print, and that words are separated by spaces. (RF.K.1.a, RF.K.1.b, RF.K.1.c)</p> <p>Student recognizes 40 to 53 letters of the alphabet. (RF.K.1.d)</p>	<p>Student consistently applies understanding of concepts of print in higher-level texts.</p> <p>Student recognizes 54+ letters of the alphabet</p>
3rd	<p>Student is unable or rarely able to demonstrate an understanding of directionality, spoken words in print, and that words are separated by spaces.</p> <p>Student can recognize less than 40 letters of the alphabet.</p>	<p>Student occasionally demonstrates an understanding of directionality, spoken words in print, and that words are separated by spaces.</p> <p>Student recognizes 40 to 53 letters of the alphabet.</p>	<p>Student consistently demonstrates an understanding of directionality, spoken words in print, and that words are separated by spaces. (RF.K.1.a, RF.K.1.b, RF.K.1.c)</p> <p>Student recognizes 54 letters of the alphabet. (RF.K.1.d)</p>	<p>Student consistently applies understanding of concepts of print in higher-level texts.</p> <p>N/A</p>

7) Demonstrates phonological awareness. (RF.K.2)

Trimester	1	2	3	4
1st	Student is unable or rarely able to recognize when 2 words rhyme.	Student occasionally recognizes when 2 words rhyme.	Student consistently recognizes when 2 words rhyme. (RF.K.2.a)	Student recognizes and produces words that rhyme.
2nd	<p>Student is unable or rarely able to recognize and produce words that rhyme.</p> <p>Student is unable or rarely able to count, pronounce, blend, and segment syllables in spoken words.</p> <p>Student is unable or rarely able to blend and segment onsets and rimes of single-syllable spoken words.</p> <p>Student is unable or rarely able to read CVC (consonant-vowel-consonant) words.</p>	<p>Student occasionally recognizes and produces words that rhyme.</p> <p>Student occasionally counts, pronounces, blends, and segments syllables in spoken words.</p> <p>Student occasionally blends and segments onsets and rimes of single-syllable spoken words.</p> <p>Student occasionally reads CVC (consonant-vowel-consonant) words.</p>	<p>Student consistently recognizes and produces words that rhyme. (RF.K.2.a)</p> <p>Student consistently counts, pronounces, blends, and segments syllables in spoken words. (RF.K.2.b)</p> <p>Student consistently blends and segments onsets and rimes of single-syllable spoken words. (RF.K.2.c)</p> <p>Student consistently reads CVC (consonant-vowel-consonant) words. (RF.K.2.d)</p>	<p>Student consistently recognizes and produces multiple words that rhyme.</p> <p>Student orally produces single-syllable words by blending, segmenting, isolating, and producing sounds (including blends).</p> <p>Student orally produces single-syllable words by blending, segmenting, isolating, and producing sounds (including blends).</p> <p>Student consistently reads CVCe (consonant-vowel-consonant-silent e) words.</p>
3rd	<p>Student is unable or rarely able to recognize and produce multiple words that rhyme.</p> <p>Student is unable or</p>	<p>Student occasionally recognizes and produces multiple words that rhyme.</p> <p>Student occasionally</p>	<p>Student consistently recognizes and produces multiple words that rhyme. (RF.K.2.a)</p> <p>Student consistently</p>	<p>Student independently recognizes and produces rhymes in written form.</p> <p>Student orally produces</p>

<p>rarely able to count, pronounce, blend, and segment syllables in spoken words.</p> <p>Student is unable or rarely able to blend and segment onsets and rimes of single-syllable spoken words.</p> <p>Student is unable or rarely able to read CVC (consonant-vowel-consonant) words.</p> <p>Student is unable or rarely able to substitute or add individual sounds to make a new word. (word families)</p>	<p>counts, pronounces, blends, and segments syllables in spoken words.</p> <p>Student occasionally blends and segments onsets and rimes of single-syllable spoken words.</p> <p>Student occasionally reads CVC (consonant-vowel-consonant) words.</p> <p>Student occasionally substitutes or adds individual sounds to make a new word. (word families)</p>	<p>counts, pronounces, blends, and segments syllables in spoken words. (RF.K.2.b)</p> <p>Student consistently blends and segments onsets and rimes of single-syllable spoken words. (RF.K.2.c)</p> <p>Student consistently reads CVC (consonant-vowel-consonant) words. (RF.K.2.d)</p> <p>Student consistently substitutes or adds individual sounds to make a new word. (word families) (RF.K.2.e)</p>	<p>single-syllable words by blending, segmenting, isolating, and producing sounds (including blends).</p> <p>Student orally produces single-syllable words by blending, segmenting, isolating, and producing sounds (including blends).</p> <p>Student consistently reads CVCe (consonant-vowel-consonant-silent e) words.</p> <p>Student consistently substitutes or adds blends/diagraphs to make new words.</p>
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8) Knows and applies grade level phonics and word recognition skills. (RF.K.3)

Trimester	1	2	3	4
1st	Student produces less than 3 letter sounds.	Student produces 3 to 5 letter sounds.	Student produces 6 to 13 letter sounds. (RF.K.3.a)	Student produces 14+ letter sounds.
2nd	Student produces less than 6 letter sounds. Student is unable or rarely able to recognize common high-frequency	Student produces 6 to 13 letter sounds. Student occasionally recognizes common high-frequency words	Student produces 14 to 19 letter sounds. (RF.K.3.a) Student consistently recognizes common high-frequency words	Student produces 20+ letter sounds. Student independently recognizes common high-frequency words by sight.

	words by sight with prompting and support.	by sight with prompting and support.	by sight with prompting and support. (RF.K.3.c)	
3rd	<p>Student can produce less than 20 letter sounds.</p> <p>Student is unable or rarely able to associate the long and short sounds for the 5 major vowels.</p> <p>Student is unable or rarely able to recognize common high-frequency words by sight</p> <p>Student is unable or rarely able to distinguish similarities and differences between words in a word family.</p>	<p>Student produces 20 to 25 letter sounds.</p> <p>Student occasionally associates the long and short sounds for the 5 major vowels.</p> <p>Student occasionally recognizes common high-frequency words by sight.</p> <p>Student occasionally distinguishes similarities and differences between words in a word family.</p>	<p>Student produces 26 letter sounds. (RF.K.3.a)</p> <p>Student consistently associates the long and short sounds for the 5 major vowels. (RF.K.3.b)</p> <p>Student consistently recognizes common high-frequency words by sight. (RF.K.3.c)</p> <p>Student consistently distinguishes similarities and differences between similarly spelled words. (RF.K.3.d)</p>	<p>N/A</p> <p>Student independently associates and uses the vowel sounds for the 5 major vowels and “y” in oral and written spelling.</p> <p>Student recognizes common high-frequency words by sight in isolation and in context, and applies concept independently to other situations</p> <p>Student manipulates words to create new words/word families.</p>

9) Reads with accuracy and fluency to support comprehension. (RF.K.4)

Trimester	1	2	3	4
ALL	Student is unable or rarely able to emergent-reader texts with purpose and understanding.	Student occasionally reads emergent-reader texts with purpose and understanding.	Student consistently reads emergent-reader texts with purpose and understanding. (RF.K.4)	Student consistently reads beyond emergent-reader texts with purpose and understanding.

Language Arts- Writing

10) Writes for a variety of purposes. (W.K.1, W.K.2, W.K.3, L.K.1)

Trimester	1	2	3	4
ALL	<p>Student is unable or rarely able to use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference.</p>	<p>Student occasionally uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference.</p>	<p>Student consistently uses a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference. (W.K.1 + L.K.1.f)</p>	<p>Student independently creates opinion writing pieces that portray above-level writing skills.</p>
	<p>Student is unable or rarely able to use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>Student occasionally uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.</p>	<p>Student consistently uses a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. (W.K.2 + L.K.1.f)</p>	<p>Student independently creates informative/explanatory writing pieces that portray above-level writing skills.</p>
	<p>Student is unable or rarely able to use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked, tell about the events in the order they occurred, and provide a reaction to</p>	<p>Student occasionally uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked, tell about the events in the order they</p>	<p>Student consistently uses a combination of drawing, dictating, and writing to narrate a single event or several loosely linked, tell about the events in the order they</p>	<p>Student independently creates narrative writing pieces that portray above-level writing skills.</p>

	what happened.	occurred, and provide a reaction to what happened.	occurred, and provide a reaction to what happened. (W.K.3 + L.K.1.f)	
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11) Produces organized writing appropriate to task, purpose, and audience. (W.K.5, W.K.6)

Trimester	1	2	3	4
ALL	<p>Student is unable or rarely able to respond to questions and suggestions from peers and add details to strengthen writing as needed with guidance and support.</p> <p>Student is unable or rarely able to explore a variety of digital tools to produce and publish writing , including in collaboration with peers with guidance and support.</p>	<p>Student occasionally responds to questions and suggestions from peers and add details to strengthen writing as needed with guidance and support.</p> <p>Student occasionally explores a variety of digital tools to produce and publish writing , including in collaboration with peers with guidance and support.</p>	<p>Student consistently responds to questions and suggestions from peers and add details to strengthen writing as needed with guidance and support. (W.K.5)</p> <p>Student consistently explores a variety of digital tools to produce and publish writing, including in collaboration with peers with guidance and support. (W.K.6)</p>	<p>Student independently responds to questions and suggestions from peers and add details to strengthen writing as needed with guidance and support.</p> <p>Student independently explores a variety of digital tools to produce and publish writing, including in collaboration with peers with guidance and support.</p>

12) Conducts research to build and present knowledge. (W.K.7, W.K.8)

Trimester	1	2	3	4
3rd	Student is unable or rarely able to participate in shared research and writing projects.	Student occasionally participates in shared research and writing projects.	Student consistently participates in shared research and writing projects. (W.K.7)	Student takes a leadership role in shared research and writing projects with peers.

	Student is unable or rarely able to recall information from experiences or gather information from provided sources to answer a question with guidance and support.	Students occasionally recalls information from experiences or gather information from provided sources to answer a question with guidance and support.	Students consistently recalls information from experiences or gather information from provided sources to answer a question with guidance and support. (W.K.8)	Students independently recalls information from experiences or gather information from provided sources to answer a question.
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Language Arts- Speaking and Listening

13) Participates in group discussions actively and appropriately. (SL.K.1, SL.K.2, SL.K.3)

Trimester	1	2	3	4
ALL	Student rarely participates in conversations with peers and adults about kindergarten topics and texts.	Student occasionally participates in conversations with peers and adults about kindergarten topics and texts.	Student consistently participates in conversations with peers and adults about kindergarten topics and texts. (SL.K.1)	Student has achieved grade-level expectations, restates key elements, and asks questions for clarification.
	Student rarely listens to others and rarely takes turns speaking.	Student occasionally listens to others and occasionally takes turns speaking.	Student consistently listens to others and will take turn speaking. (SL.K.1)	Student consistently listens to others, restates information, and comments in complete sentences with correct verb tense.
	Student rarely asks questions to gain information, seek help, or clarify something that is not understood.	Student occasionally asks questions to gain information, seek help, or clarify something that is not understood.	Student consistently asks questions to gain information, seek help, or clarify something that is not understood. (SL.K.2 + SL.K.3)	Student consistently confirms understanding of information by asking and answering questions about key details.

14) Effectively communicates knowledge and ideas. (SL.K.4, SL.K.5, SL.K.6, L.K.1)

Trimester	1	2	3	4
ALL	<p>Student is unable or rarely able to describe people, places, things and events with prompting and support.</p> <p>Student is unable or rarely able to add drawings or other visual displays to descriptions to provide additional detail.</p> <p>Student is unable or rarely able to expresses thoughts, feelings, and ideas clearly in complete sentences.</p>	<p>Student occasionally describes people, places, things, and events with prompting and support.</p> <p>Student occasionally adds drawings or other visual displays to descriptions to provide additional detail.</p> <p>Student occasionally expresses thoughts, feelings, and ideas clearly in complete sentences.</p>	<p>Student consistently describes people, places, things, and events with prompting and support. (SL.K.4)</p> <p>Student consistently adds drawings or other visual displays to descriptions to provide additional detail. (SL.K.5)</p> <p>Student consistently expresses thoughts, feelings, and ideas clearly in complete sentences. (SL.K.6 + L.K.1.f)</p>	<p>Student independently describes people, places, things, and events and provides additional detail.</p> <p>Student independently adds drawings or other visual displays to descriptions to clarify ideas, thoughts, and feelings.</p> <p>Student consistently and independently expresses thoughts, feelings, and ideas clearly to produce multiple complete sentences appropriate to task and situation.</p>

Language Arts- Language

15) Demonstrates command of conventions when writing or speaking. (L.K.1, L.K.2)

Trimester	1	2	3	4
ALL	<p>Student is unable or rarely able to print upper and lower case letters.</p>	<p>Student occasionally prints upper and lower case letters.</p>	<p>Student consistently prints upper and lower case letters. (L.K.1.a)</p>	<p>Student independently prints all upper and lower case letters and applies concepts</p>

	<p>Student is unable or rarely able to demonstrate use of prepositions, verbs, regular and plural nouns, and pronouns.</p>	<p>Student occasionally demonstrates use of prepositions, verbs, regular and plural nouns, and pronouns.</p>	<p>Student consistently demonstrates use of prepositions, verbs, regular and plural nouns, and pronouns. (L.K.1.b, L.K.1.c, L.K.1.e)</p>	<p>independently to other situations.</p> <p>Student consistently demonstrates use of prepositions, verbs, nouns, pronouns, adjectives, and conjunctions, and applies concepts independently to other situations.</p>
	<p>Student is unable or rarely able to understand and use question words.</p>	<p>Student occasionally understands and uses question words.</p>	<p>Student consistently understands and uses question words. (L.K.1.d)</p>	<p>Student independently uses question words to clarify meaning and/or give detail, and applies concept independently to other situations.</p>

Trimester	1	2	3	4
1st	<p>Student is unable or rarely able to write a letter(s) for most phonemes.</p>	<p>Student occasionally writes a letter(s) for most phonemes.</p>	<p>Student consistently writes a letter(s) for most phonemes. (L.K.2.c)</p>	<p>Student consistently spells simple words phonetically.</p>
2nd	<p>Student rarely capitalizes the first word in a sentence and the pronoun <i>I</i>.</p> <p>Student is unable or rarely able to recognize and name end punctuations.</p> <p>Student is unable or</p>	<p>Student occasionally capitalizes the first word in a sentence and the pronoun <i>I</i>.</p> <p>Student occasionally recognizes and names end punctuations.</p> <p>Student occasionally</p>	<p>Student consistently capitalizes the first word in a sentence and the pronoun <i>I</i>. (L.K.2.a)</p> <p>Student consistently recognizes and names end punctuations. (L.K.2.b)</p> <p>Student consistently</p>	<p>Student capitalizes the first word in a sentence, the pronoun <i>I</i>, and proper nouns (dates, names of people, etc.).</p> <p>Student consistently identifies and uses end punctuations for sentences.</p> <p>Student consistently</p>

	rarely able to write a letter(s) for most phonemes. Student is unable or rarely able to spell simple words phonetically.	writes a letter(s) for most phonemes. Student occasionally spells simple words phonetically.	writes a letter(s) for most phonemes. (L.K.2.c) Student consistently spells simple words phonetically. (L.K.2.d)	writes a letter(s) for all phonemes. Student spells untaught words phonetically, drawing on phonemic awareness and spelling conventions.
3rd	Student rarely capitalizes the first word in a sentence and the pronoun <i>I</i> . Student is unable or rarely able to recognize and name end punctuations. Student is unable or rarely able to write a letter(s) for most phonemes. Student is unable or rarely able to spell simple words phonetically.	Student occasionally capitalizes the first word in a sentence and the pronoun <i>I</i> . Student occasionally recognizes and names end punctuations. Student occasionally writes a letter(s) for most phonemes. Student occasionally spells simple words phonetically.	Student consistently capitalizes the first word in a sentence and the pronoun <i>I</i> . (L.K.2.a) Student consistently recognizes and names end punctuations. (L.K.2.b) Student consistently writes a letter(s) for most phonemes. (L.K.2.c) Student consistently spells simple words phonetically. (L.K.2.d)	Student capitalizes the first word in a sentence, the pronoun <i>I</i> , and proper nouns (dates, names of people, etc.). Student consistently identifies and uses end punctuations for sentences. Student consistently writes a letter(s) for all phonemes. Student spells untaught words phonetically, drawing on phonemic awareness and spelling conventions.

16) Acquires and accurately applies grade level words and phrases. (L.K.4, L.K.5, L.K.6)

Trimester	1	2	3	4
ALL	Student is unable or rarely able to determine or clarifies meaning of unknown words or phrases based on	Student occasionally determines or clarifies meaning of unknown words or phrases based on	Student consistently determines or clarifies meaning of unknown words or phrases based on kindergarten	Student consistently determines or clarifies meaning of unknown words or phrases based on kindergarten reading and content by using sentence-

	<p>kindergarten reading and content by identifying new meanings and using common inflections and affixes as clues.</p> <p>Student is unable or rarely able to explore word relationships and nuances in word meanings by categorizing, using antonyms, making connections, and comparing with guidance and support.</p> <p>Student is unable or rarely able to newly acquired words and phrases.</p>	<p>kindergarten reading and content by identifying new meanings and using common inflections and affixes as clues.</p> <p>Student occasionally explores word relationships and nuances in word meanings by categorizing, using antonyms, making connections, and comparing with guidance and support.</p> <p>Student occasionally uses newly acquired words and phrases.</p>	<p>reading and content by identifying new meanings and using common inflections and affixes as clues. (L.K.4.)</p> <p>Student consistently explores word relationships and nuances in word meanings by categorizing, using antonyms, making connections, and comparing with guidance and support. (L.K.5)</p> <p>Student consistently uses newly acquired words and phrases. (L.K.6)</p>	<p>level context and frequently occurring affixes as clues, and identifying frequently occurring root words and their inflectional forms.</p> <p>Student independently explores word relationships and nuances in word meanings by categorizing, using antonyms, making connections, and comparing.</p> <p>Student consistently uses newly acquired words and phrases including using frequently occurring conjunctions to signal simple relationships.</p>
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