

Reading Measurement Topics & Performance Expectations Kindergarten

On-line teacher resource: <http://standards.ospi.k12.wa.us>

EALR 1: Student Understands and Uses Different Skills and Strategies to Read

1.1.1 Understands and Applies Concepts of Print

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard	<p>While reading grade level appropriate materials the student demonstrates understanding and applies concepts of print by:</p> <ul style="list-style-type: none"> • Using left to right directionality when listening to or following text • Distinguishing between letters, words and sentences <p>The student exhibits no major errors or omissions.</p>
Level 2 Approaching Standard	<p>The student exhibits no major errors or omissions regarding the simpler details and processes, such as:</p> <ul style="list-style-type: none"> • Distinguishing between some letters and words <p>However the student exhibits major errors or omissions with score 3 elements</p>
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

Universal Assessment: Emerging Literacy Survey – Concepts of Print Questions 1 – 8

Reading Measurement Topics & Performance Expectations Kindergarten

1.1.2 Understands and Applies Phonemic Awareness

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard	<p>While hearing grade level appropriate material the student demonstrates understanding and applies phonemic awareness skills by:</p> <ul style="list-style-type: none"> • Rhyming, blending, segmenting words and substituting sounds <p>The student exhibits no major errors or omissions.</p>
Level 2 Approaching Standard	<p>The student exhibits no major errors or omissions regarding the simpler details and processes, such as:</p> <ul style="list-style-type: none"> • Rhyming words and blending sounds <p>However the student exhibits major errors or omissions with score 3 elements.</p>
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

Universal Assessment: Emerging Literacy Survey – Phonemic Awareness Section

Rhyming Theme 1, 5

Blending Theme 3 -10.

Segmenting Theme 3, 4, 6, , 7.

Substitution Theme 8 – 10.

Reading Measurement Topics & Performance Expectations Kindergarten

1.1.4 Applies Understanding of Phonics

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard	<p>While reading grade level appropriate materials the student demonstrates understanding and applies phonics skills by:</p> <ul style="list-style-type: none"> • Identifying letters of the alphabet. • Identifying consonant and short vowel sounds. • Using phonics skills to decode three and four letter words with short vowels. <p>The student exhibits no major errors or omissions.</p>
Level 2 Approaching Standard	<p>The student exhibits no major errors or omissions regarding the simpler details and processes, such as:</p> <ul style="list-style-type: none"> • Naming most of the letters of the alphabet • Identifying some of the consonant sounds <p>However the student exhibits major errors or omissions with score 3 elements.</p>
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

Emerging Literacy Survey – Letter Name and Sound Identification

2nd Trimester – Letters taught include: S, M, R, T, B, N, A, H, V, C, P, G, F (Themes 1 – 5). Decodes three letter words.

3rd Trimester – All letters (Additional letters taught in Themes 6 – 10). Decodes three and four letter words.

Reading Measurement Topics & Performance Expectations Kindergarten

1.4.1 Knows Common Sight Words Appropriate To Grade Level

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard	<p>While reading grade level appropriate materials the student is able to read common sight words by:</p> <ul style="list-style-type: none"> • Reading all selected grade level sight words in isolation. • Recognizing all grade level sight words in text. <p>The student exhibits no major errors or omissions.</p>
Level 2 Approaching Standard	<p>The student exhibits no major errors or omissions regarding the simpler details and processes, such as:</p> <ul style="list-style-type: none"> • Reading some sight words in isolation and in text. <p>However the student exhibits major errors or omissions with score 3 elements</p>
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

Universal Assessment: Emerging Literacy Survey – Sight Word List

2nd Trimester – Sight words taught include: I, see, my, like, a, to, at, and, go (Themes 1 – 5).

3rd Trimester – Sight words taught include: All 2nd Trimester words plus is, here, for, have, said, the, play, she, are, he (Themes 6 – 10). Additional words include: of, in, you, it, was, on, that, as, with, his, they, this, from, by, one.

Reading Measurement Topics & Performance Expectations Kindergarten

EALR 2: The Student Understands the Meaning of What is Read

2.1.1 Demonstrate evidence of reading comprehension.

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard	<p>While listening to grade level appropriate materials the student is able to understand the meaning of what is read aloud by...</p> <ul style="list-style-type: none"> • Retelling stories using beginning, middle and end. • Identifying key story elements, (e.g. character, setting) <p>The student exhibits no major errors or omissions.</p>
Level 2 Approaching Standard	<p>The student exhibits no major errors or omissions regarding the simpler details and processes, such as:</p> <ul style="list-style-type: none"> • Retelling stories out of sequence. • Asking and answering simple questions about text. <p>However the student exhibits major errors or omissions with score 3 elements</p>
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

Sequence of Events and Story Structure, Beginning, Middle, End are focused on in:

Theme 2: Colors All Around

Theme 5: Let's Count

Theme 10: A World of Animals

Story Structure: Character and Setting are focused on in:

Theme 3: We're a Family

Theme 9: Spring is Here

Reading Measurement Topics & Performance Expectations Kindergarten

2.2 Understand and apply knowledge of text components to comprehend text.

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard	<p>While listening to grade level appropriate materials the student is able to understand the meaning of what is <u>read aloud</u> by...</p> <ul style="list-style-type: none"> • Using pictures and story text to make logical predictions about what will happen next. <p>The student exhibits no major errors or omissions.</p>
Level 2 Approaching Standard	<p>The student exhibits no major errors or omissions regarding the simpler details and processes, such as:</p> <ul style="list-style-type: none"> • Making simple predictions without recognizing the more complex meaning. <p>However the student exhibits major errors or omissions with score 3 elements</p>
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

(Grade tied to Comprehension Grade on Report Card)

Inferences and Making Predictions are focused on in:

Theme 2: Colors All Around

Theme 3: We're a Family

Theme 7: Wheels Go Around

Reading Measurement Topics & Performance Expectations Kindergarten

1.2 Applies Vocabulary Strategies in Grade Level Text

1.3 Build Vocabulary Through Wide Reading

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard	<p>While hearing and reading grade level appropriate materials the student applies vocabulary strategies by:</p> <ul style="list-style-type: none"> • Using oral vocabulary gained through listening and reading a variety of texts. • Using prior knowledge and context in read aloud and shared reading to predict meaning of unfamiliar words. <p>The student exhibits no major errors or omissions.</p>
Level 2 Approaching Standard	<p>The student exhibits no major errors or omissions regarding the simpler details and processes, such as:</p> <ul style="list-style-type: none"> • Demonstrating a limited or story specific understanding of vocabulary. • Demonstrating limited prior knowledge or context to predict meaning of unfamiliar words. <p>However the student exhibits major errors or omissions with score 3 elements</p>
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

(Grade tied to Comprehension Grade on Report Card)

Reading Measurement Topics & Performance Expectations Kindergarten

EALR 3: The Student Reads Different Materials for a Variety of Purposes

3.1 Read to learn new information.

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard	<ul style="list-style-type: none"> • The student understands that resources contain information. <p style="margin-left: 40px;">Listening to informational/expository texts and participating in whole group discussions to answer questions and solve problems.</p> <p>The student exhibits no major errors or omissions.</p>
Level 2 Approaching Standard	<p>The student exhibits no major errors or omissions regarding the simpler details and processes, such as:</p> <p>*Listening to text while participating in a whole group the student is able to identify simpler information to answer questions and solve problems.</p> <p>However the student exhibits major errors or omissions with score 3 elements.</p>
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

(Not reported for Trimester 1, 2, and 3)

Reading Measurement Topics & Performance Expectations Kindergarten

3.2 Read to perform a task.

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard	<p>Understand that signs and labels convey information by:</p> <ul style="list-style-type: none"> • Explaining the meaning of labels and environmental print. <p>The student exhibits no major errors or omissions.</p>
Level 2 Approaching Standard	<p>The student exhibits no major errors or omissions regarding the simpler details and processes, such as:</p> <ul style="list-style-type: none"> • Identifies familiar environmental print without the ability to explain the meaning. <p>However the student exhibits major errors or omissions with score 3 elements.</p>
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

Not reported for Trimester 1, 2, and 3.

HM Writing and Oral Language

In Themes 1 – 3 there is a focus on naming words and describing words to label items.

Word Work: Building Words

Environmental Print is a focus in Theme 3.

Reading Measurement Topics & Performance Expectations Kindergarten

3.4 Read for literary/narrative experience in a variety of genres.

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard	<p>Understand different perspectives of family, friendship, culture and traditions found in literature by:</p> <ul style="list-style-type: none"> • Listening to, and discussing a variety of literature and generating a personal response. <p>The student exhibits no major errors or omissions.</p>
Level 2 Approaching Standard	<p>The student exhibits no major errors or omissions regarding the simpler details and processes, such as:</p> <ul style="list-style-type: none"> • Listening to a variety of literature the student makes simple associations and responses without appreciating the likes and differences between self and others. <p>However the student exhibits major errors or omissions with score 3 elements.</p>
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

(Not reported for Trimester 1, 2, and 3)

Reading Measurement Topics & Performance Expectations Kindergarten

EALR 4: The Student Sets Goals and Evaluates Progress

4.2 Develop interests and shared reading experiences.

Level 4 Exceeding Standard	In addition to score 3 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.
Level 3 Meeting Standard	<p>Understand how readers choose books by:</p> <ul style="list-style-type: none"> • Choosing books and sharing with others with teacher guidance. <p>The student exhibits no major errors or omissions.</p>
Level 2 Approaching Standard	<p>The student exhibits no major errors or omissions regarding the simpler details and processes, such as:</p> <ul style="list-style-type: none"> • Choosing books of interest to self with help from teacher. <p>However the student exhibits major errors or omissions with score 3 elements.</p>
Level 1 Below Standard	With help, the student demonstrates partial understanding of some of the score 2 elements and some of the score 3 elements.

(Not reported for Trimester 1, 2, and 3)

**Addressed through Library experiences and other classroom reading experiences, though not assessed on the report card.