

# KINDERGARTEN

## QUARTER 1 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>R.K.1 Ask and answer questions about key details in a text with prompting.</b>	<b>Fiction</b> <ul style="list-style-type: none"> <li>Cannot supply specific name or description.</li> <li>Cannot describe setting using place OR timeframe.</li> </ul> <b>Nonfiction</b> <ul style="list-style-type: none"> <li>Cannot identify supporting points.</li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>Identifies main characters.</li> <li>Describes setting using place OR timeframe.</li> </ul> <b>Nonfiction</b> <ul style="list-style-type: none"> <li>Identifies topic in one to two words (i.e., farms).</li> <li>Identifies one supporting point.</li> </ul>	<b>Fiction</b> <ul style="list-style-type: none"> <li>Use specific names to identify main characters.</li> <li>Describe setting using place OR timeframe.</li> </ul> <b>Nonfiction</b> <ul style="list-style-type: none"> <li>Identify topic in one to two words (e.g., farms).</li> <li>Identify two supporting points on the topic.</li> </ul>	Use grade 1 rubric criteria.
<b>RL.K.3 Identify character, setting, and events with prompting.</b>	<ul style="list-style-type: none"> <li>Incorrectly state characters, setting, AND events.</li> </ul>	<ul style="list-style-type: none"> <li>State characters or setting.</li> <li>Tell one to two events.</li> </ul>	<ul style="list-style-type: none"> <li>State character and setting.</li> <li>Tell events in order.</li> </ul>	Use grade 1 rubric criteria.
<b>R.K.5 Recognize different types and parts of text.</b>	<ul style="list-style-type: none"> <li>Cannot accurately determine if a text is real or make-believe</li> <li>Hold book incorrectly (e.g., upside down; has trouble orienting, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Determine if a text is real or make-believe.</li> <li>Locate front cover and back cover.</li> </ul>	<ul style="list-style-type: none"> <li>Determine if a text is real or make-believe.</li> <li>Explain rationale for decision (e.g., photos, artistic illustrations, unrealistic situations, etc.).</li> <li>Locate front cover and back cover.</li> <li>State that the title is found on the cover.</li> </ul>	Use grade 1 rubric criteria.
<b>R.K.6 Define the role the author and illustrator of a story.</b>	<ul style="list-style-type: none"> <li>Cannot state the jobs for author or illustrator or describe the function of either.</li> </ul>	<ul style="list-style-type: none"> <li>Name the functions of authors OR illustrators.</li> </ul>	<ul style="list-style-type: none"> <li>Use the term <i>author</i> to describe the person who writes a text.</li> <li>Use the term <i>illustrator</i> to describe the person who creates pictures for a text.</li> </ul>	Use grade 1 rubric criteria.
<b>R.K.7 Describe the relationship between the illustrations and the text.</b>	<ul style="list-style-type: none"> <li>Does not understand the term <i>illustration</i>.</li> <li>Create own interpretation of the illustration not connected to the text.</li> </ul>	<ul style="list-style-type: none"> <li>Recognize what an illustration is (i.e., picture, photo, drawing, sketch, etc.).</li> <li>Know that illustrations help you read the text. Can “read” the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Know that illustrations tell the same story as the text.</li> <li>Locate text that connects to a specific point in time captured in an illustration.</li> <li>Know that illustrations help you understand more about the text.</li> </ul>	Use grade 1 rubric criteria.

# KINDERGARTEN

## QUARTER 2 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>R.K.1 Ask and answer questions about key details in a text with prompting.</b>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Identify main characters.</li> <li>Describe setting using place OR timeframe.</li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>Identify topic in 1-2 words (i.e. farms)</li> <li>Identify 1 supporting point.</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Use specific names to identify main characters.</li> <li>Describe setting using place OR timeframe.</li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>Identify topic in 1-2 words (i.e. farms)</li> <li>Identify 2 supporting points.</li> </ul>	<p><b>Fiction</b></p> <ul style="list-style-type: none"> <li>Use specific names to identify main characters.</li> <li>Describe setting using place and time frame (day/night, season).</li> <li>State text-based opinions about character motivation.</li> <li>Describe text-to-self connection.</li> </ul> <p><b>Nonfiction</b></p> <ul style="list-style-type: none"> <li>Identify the topic (i.e., baby animals on the farm).</li> <li>State new information from the text.</li> <li>Seek clarification by asking ‘why’ questions relevant to the text.</li> <li>Wonder aloud about questions beyond the text (i.e., I wonder what will happen next. Will the characters remember the lesson they learned?)</li> </ul>	Use Grade 1 rubric criteria.
<b>R.K.2 Retell familiar texts, identify main idea(s), and retell key details.</b>	Incorrectly retell basic elements of texts or tells out of sequence.	Identify two or fewer details or only responds with labeling words for characters, setting, and/or events (rather than describing in a narrative fashion) in retell.	Identify 3-4 key details in retell—including at least one event from the beginning, one from the middle, and one from the end of the story. May use character and/or setting to support plot descriptions.	Use Grade 1 rubric criteria.
<b>RL.K.3 Identify character, setting, and events with prompting.</b>	Incorrectly state character, setting OR events.	<ul style="list-style-type: none"> <li>State characters</li> <li>State setting (where OR when: day/night, season).</li> <li>Tell 3 events (B, M, and E).</li> </ul>	<ul style="list-style-type: none"> <li>State characters.</li> <li>State setting (where AND when: day/night, season).</li> <li>Tell 3 events (B, M, and E) in sequence.</li> </ul>	Use Grade 1 rubric criteria.

# KINDERGARTEN

## QUARTER 2 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>R.K.5 Recognize different types and parts of text.</b>	<ul style="list-style-type: none"> <li>State genre as real or make-believe with little or no rationale.</li> <li>Locate front cover OR back cover OR title page.</li> <li>Hold book incorrectly (upside down; has trouble orienting).</li> </ul>	<ul style="list-style-type: none"> <li>State genre as real or make-believe &amp; explain rationale for decision (photos, artistic illustrations, unrealistic situations).</li> <li>Locate both covers OR title page.</li> <li>State that the title is found on the cover.</li> </ul>	<ul style="list-style-type: none"> <li>Use terms fiction and informational or nonfiction.</li> <li>Locate front cover and back cover.</li> <li>State that the title and cover art are found on the cover.</li> <li>Locate title page.</li> <li>Sort books into 3-4 categories based on a rule.</li> <li>Explain rule for identifying different types of books: poetry, information, story, ABC, style or author.</li> </ul>	Use Grade 1 rubric criteria.
<b>R.K.7 Describe the relationship between the illustrations and the text.</b>	<ul style="list-style-type: none"> <li>Recognize what an illustration is (picture, photo, drawing sketch).</li> <li>Know that illustrations help you read the text; can “read” the pictures.</li> </ul>	<ul style="list-style-type: none"> <li>Know that illustrations tell the same story as the text.</li> <li>Locate text that connects to a specific point in time captured in an illustration.</li> <li>Accurately recall moment in story depicted in picture.</li> <li>Know that illustrations help you understand more about the text.</li> </ul>	<ul style="list-style-type: none"> <li>Connect illustrations to text (can tell the moment in the text that connects to a specific illustration).</li> <li>Use some language from the text to describe picture or point in time.</li> <li>Understand and follows the information in the text.</li> </ul>	Use extensive or vivid language from the text to describe the relationship between the text and illustrations.
<b>RI.K.8 Identify the topic and supporting points in nonfiction.</b>	<ul style="list-style-type: none"> <li>State the topic using a simple or general description (i.e., plants, seeds).</li> <li>Is not able to recall or distinguish supporting points.</li> </ul>	<ul style="list-style-type: none"> <li>State topic using specific language.</li> <li>List 1-2 supporting points from the text.</li> </ul>	<ul style="list-style-type: none"> <li>State topic using specific language.</li> <li>List 3-4 supporting points from the text.</li> </ul>	Use Grade 1 rubric criteria.

# KINDERGARTEN

## QUARTER 3 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>R.K.1 Ask and answer questions about key details in a text with prompting.</b>	<ul style="list-style-type: none"> <li>• Uses specific names to identify main characters.</li> <li>• Describes setting using place OR timeframe.</li> <li>• Identifies topic in 1-2 words (i.e. farms).</li> <li>• Identifies 2 supporting points.</li> </ul>	<ul style="list-style-type: none"> <li>• Uses specific names to identify main characters.</li> <li>• Describes setting using place and time frame (day/night, season).</li> <li>• States text-based opinions about character motivation.</li> <li>• Describes text-to-self connection.</li> <li>• Identifies the topic (i.e., baby animals on the farm).</li> <li>• States new information from the text</li> <li>• <b>Why did...</b> -Seeks clarification by asking ‘why’ questions relevant to the text.</li> <li>• <b>I wonder...</b>-Wonders aloud about questions beyond the text (i.e., I wonder what will happen next. Will the characters remember the lesson they learned?)</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the problem, with specific information.</li> <li>• Describe the solution.</li> <li>• Describe on-topic text-to-self connection.</li> <li>• Identify the topic (e.g. baby animals on the farm).</li> <li>• State new information from the text.</li> <li>• Describe supporting points of the topic with 3 or more details (e.g. topic = baby animals on the farm, supporting point = chicks, details = yellow, born from egg, loses its fluffy feathers).</li> <li>• <b>Why did...</b> -Seek clarification by asking ‘why’ questions relevant to the text.</li> <li>• <b>I wonder...</b> -Wonder aloud about questions beyond the text (i.e, I wonder what will happen next. Will the characters remember the lesson they learned?)</li> <li>• <b>I predict...</b> -Make logical predictions about what will come next.</li> </ul>	Engages in comprehension conversation during which <b>questions and answers</b> are posed without prompting.
<b>R.K.2 Retell familiar texts, identify main idea(s), and retell key details.</b>	<ul style="list-style-type: none"> <li>• Identifies two or fewer details, incorrectly states topic or only responds with labeling words for characters, setting, and/or events (rather than describing in a narrative fashion) in retell.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies 3- 4 key details in retell— including at least one event from the beginning, one from the middle, and one from the end of the story.</li> <li>• Accurately states topic and 2-3 supporting points (NF).</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies 5 or more key details in sequence when retelling and extends story elements with elaboration and detailed dialogue.</li> <li>• States main idea and 4 or more supporting details</li> </ul>	Use Grade 1 rubric criteria.

# KINDERGARTEN

## QUARTER 3 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>RL.K.3 Identify character, setting, and events with prompting.</b>	<ul style="list-style-type: none"> <li>States characters</li> <li>States setting (where OR when:day/night, season)</li> <li>Tells 3 events (B, M, and E)</li> </ul>	<ul style="list-style-type: none"> <li>States characters.</li> <li>States setting (where AND when: day/night, season).</li> <li>Tells 3 events (B, M, and E) in sequence.</li> </ul>	<ul style="list-style-type: none"> <li>States characters by specific names.</li> <li>States setting (where AND when: day/night, season).</li> <li>Tells main events (B, M, and E) in sequence with specific detail.</li> </ul>	States specific names of major & minor characters -Describes setting in vivid detail.
<b>RI.K.8 Identify the topic and supporting points in nonfiction.</b>	<ul style="list-style-type: none"> <li>State the topic using a simple or general description (i.e., plants, seeds).</li> <li>Is not able to recall or distinguish supporting points.</li> </ul>	<ul style="list-style-type: none"> <li>State topic using specific language.</li> <li>List 1-2 supporting points from the text.</li> </ul>	<ul style="list-style-type: none"> <li>State topic using specific language.-List 3-4 supporting points from the text.</li> </ul>	Use Grade 1 rubric criteria.
<b>R.K.9 Compare and contrast two similar texts.</b>	<ul style="list-style-type: none"> <li>Cannot or inaccurately names similarity or difference.</li> <li>Cannot or inaccurately names similarity or difference.</li> </ul>	<ul style="list-style-type: none"> <li>Names a similarity or difference, but not both.</li> <li>Names similarity OR difference between stories.</li> </ul>	<ul style="list-style-type: none"> <li>Names 1 similarity and 1 difference in the information presented in two texts at the topic level (i.e., they both tell how plants grow).</li> <li>Makes text-to-text connections between familiar read-alouds</li> <li>Names similarities and differences between stories.</li> </ul>	Use Grade 1 rubric criteria.

# KINDERGARTEN

## QUARTER 4 PROGRESS REPORT GUIDE

Standard	1	2	3	4
<b>R.K.2 Retell familiar texts, identify main idea(s), and retell key details.</b>	<ul style="list-style-type: none"> <li>Identifies two or fewer details, incorrectly states topic or only responds with labeling words for characters, setting, and/or events (rather than describing in a narrative fashion) in retell.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies 3- 4 key details in retell— including at least one event from the beginning, one from the middle, and one from the end of the story.</li> <li>Accurately states topic and 2-3 supporting points (NF).</li> </ul>	<ul style="list-style-type: none"> <li>Identifies 5 or more key details in sequence when retelling.</li> <li>Extends story elements with elaboration and detailed dialogue.</li> <li>States main idea and 4 or more supporting details</li> </ul>	Use Grade 1 rubric criteria.
<b>RL.K.3 Identify character, setting, and events with prompting.</b>	<ul style="list-style-type: none"> <li>States characters</li> <li>States setting (where OR when: day/night, season)</li> <li>Tells 3 events (B, M, and E)</li> </ul>	<ul style="list-style-type: none"> <li>States characters</li> <li>States setting (where AND when: day/night, season)</li> <li>Tells 3 events (B, M, and E) in sequence</li> </ul>	<ul style="list-style-type: none"> <li>States characters by specific names.</li> <li>States setting (where AND when: day/night, season).</li> <li>Tells main events (B, M, and E) in sequence with specific detail.</li> </ul>	States specific names of major & minor characters -Describes setting in vivid detail.
<b>RI.K.8 Identify the topic and supporting points in nonfiction.</b>	<ul style="list-style-type: none"> <li>State the topic using a simple or general description (i.e., plants, seeds).</li> <li>Is not able to recall or distinguish supporting points.</li> </ul>	<ul style="list-style-type: none"> <li>State topic using specific language.</li> <li>List 1-2 supporting points from the text.</li> </ul>	<ul style="list-style-type: none"> <li>State topic using specific language.-List 3-4 supporting points from the text.</li> <li>Lists several supporting points from the text that represent the key points related to the topic.</li> </ul>	Use Grade 1 rubric criteria.
<b>R.K.9 Compare and contrast two similar texts.</b>	<ul style="list-style-type: none"> <li>Cannot or inaccurately names similarity or difference</li> <li>Cannot or inaccurately names similarity or difference</li> </ul>	<ul style="list-style-type: none"> <li>Names a similarity or difference, but not both</li> <li>Names similarity OR difference between stories</li> </ul>	<ul style="list-style-type: none"> <li>Name 2 or more similarities and 2 or more differences in the information presented in two texts on the topic.</li> <li>Identify 2 or more similarities in the experiences of characters.</li> <li>Identify 2 or more differences in the adventure of characters.</li> <li>Make connections about the characters across texts.</li> </ul>	Use Grade 1 rubric criteria