

Encinitas Union School District



Report Card Resource

Grade K

Encinitas Union School District - Kindergarten Report Card

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Kindergarten: Report Card Resource Document for Language Arts

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Reading			
Foundational Skills	K.RF.1 Demonstrate understanding of the organization and basic features of print.	Identify features of a sentence.	Use the distinguishing features of a sentence.
	K.RF.1a follow words from left to right, top to bottom, and page-by-page.	Recognize that words on a page progress from left to right, top to bottom and page-by-page.	Follow words from left to right, top to bottom, and page-by-page.
	K.RF.1b recognize that spoken words are represented in written language by specific letter sequences.	Follow words from left to right, top to bottom, and page-by-page.	
	K.RF.1c Understand that words are separated by spaces in print.	Understand that words are separated by spaces.	
	K.RF.1d recognize and name all upper and lowercase letters of the alphabet.	Recognize and name all upper- and lowercase letters.	Name all upper- and lowercase alphabet letters.
	K.RF.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).		
	K.RF.2a recognize and produce rhyming words.	Recognize rhyming words - short vowel sounds, initial and ending sounds.	Produce rhyming words.
	K.RF.2b Count, pronounce, blend, and segment syllables in spoken words.	Count syllables in spoken words. Pronounce syllables in spoken words. Blend syllables in spoken words. Segment syllables in spoken words.	
	K.RF.2c Blend and segment onsets and rimes of single-syllable spoken words.		Blend and segment onsets and rimes of single-syllable spoken words.
	K.RF.2d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.*(this does not include CVCs ending with /l/,/r/, or /x/.)		Isolate and pronounce CVC words to recognize the initial, medial vowel and final sounds.
	K.RF.2e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Recognize rhyming words - short vowel sounds, initial and ending sounds.	Add individual sounds to simple one-syllable words to make new words. Substitute individual sounds to simple, one-syllable words to make new words.

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	K.RF.3 Know and apply grade-level phonics and word analysis skills in decoding words.		
	K.rf.3a demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.	Recognize one-to-one letter correspondence for each consonant. Distinguish the differing sounds of consonants.	Say the sound that corresponds to the consonant.
	K.rf.3b associate the long and short sounds with common spellings (graphemes) for the five major vowels.	Identify the five short and long vowels with common spellings.	Distinguish the differing sounds of consonants.
	K.rf.3c read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).	Recognize high-frequency sight words.	Read high-frequency sight words.
	K.rf.3d distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Recognize words that are similarly spelled. Identify the sounds of the letters that are different.	Determine the pattern of a word. Read words that have a similar word pattern and identify the sounds and letters that are different.
	K.rf.4 read with sufficient accuracy and fluency to support comprehension.	Identify and understand foundational skills for reading #1-3. Recognize that there are different purposes for reading emergent-reader texts.	Apply foundational skills in reading #1-3. Determine the purpose for reading emergent-reader texts. Read emergent-reader texts with purpose and for understanding.

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Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Reading			
Literature			
	K.RL.1 With prompting and support, ask and answer questions about key details in a text.	Identify key details of a text. Ask questions about key details in a text. Answer questions about key details in a text.	
	K.RL.2 With prompting and support, retell familiar stories, including key details.	Identify key details of a story. Retell a familiar story including key details.	
	K.RL.3 With prompting and support, identify characters, settings, and major events in a story.	Define character, setting and major events. Identify the characters, setting, and major events.	
	K.RL.4 Ask and answer questions about unknown words in a text.	Identify unknown words in a text. Recognize that a question requires an answer.	Formulate a question about unknown words in a text. Use resources/strategies to answer questions about unknown words in text.
	K.RL.5 Recognize common types of texts (e.g., storybooks, poems).	Recognize common types of text such as storybooks. Recognize common types of text such as poems.	
	K.RL.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Name the author and the illustrator. Define author purpose. Define illustrator purpose.	
	K.RL.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).		Describe a moment in a story using the illustrations. Describe how the illustrations and story are related.
	No K.RL.8		
	K.RL.9 With prompting and support compare and contrast the adventures and experiences of characters in familiar stories.	Recognize characters in familiar stories. Determine similarities and differences of adventures and experiences in familiar stories.	Compare adventures and experiences. Contrast adventures and experiences.
	K.RL.10 Actively engages in-group reading activities with purpose and understanding.	Engage in-group reading activities regarding key ideas and details. Engage in-group reading activities regarding craft and structure. Engage in-group reading activities regarding integration of knowledge and ideas. Understand activities that reflect purpose and understanding of text.	Engage in-group reading activities analyzing key ideas and details. Engage in-group reading activities analyzing craft and structure. Engage in-group reading activities analyzing integration of knowledge and ideas. Apply activities that reflect purpose and understanding of text.

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
	K.L.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Recognize that some words and phrases have multiple meanings.	Identify new meanings for familiar words. Apply the appropriate meaning for the word within the context.
	K.L.4b Use the most frequently occurring inflections and affixes (e.g., -end, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Identify frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less)	Apply knowledge of frequently occurring inflections and affixes to determine the meaning of a word. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	K.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
	K.L.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Identify common objects. Identify categories.	Sort common objects into categories.
	K.L.5b demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Know verbs. Know adjectives. Know opposites.	Relate verbs and adjectives to their opposites.
	K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Identify real-life connections.	Identify real-life connections between words and their use.
	K.L.5.d distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Distinguish shades of meaning among verbs describing the same action.	Relate verbs and adjectives to their opposites. Act out meanings of verbs.

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Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Reading			
Informational			
	K.RI.1 With prompting and support, ask and answer questions about key details in a text.	Identify key details in an informational text. Ask questions about the key details in an informational text. Answer questions about key ideas in informational text.	
	K.RI.2 With prompting and support, identify the main topic and retell key details of a text.	Identify the main topic of a text. retell key details of a text. Identify the key details of a text.	
	K.RI.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	Identify key details about an individual in an informational text. Identify details about events or ideas in an informational text.	Discuss the connection between two individuals, events, ideal or pieces of information. Identify the relationship between elements in an informational piece.
	K.RI.4 With prompting and support, ask and answer questions about unknown words in a text.	Identify unknown words. Recognize that a question requires an answer.	Formulate a question about unknown words in a text. Answer questions about unknown words in a text.
	K.RI.5 Identify the front cover, back cover, and title page of a book.	Identify front cover, back cover, and title page.	
	K.RI.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Name the author and the illustrator. Define what an author and an illustrator do.	
	K.RI.7 With prompting and support describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	Identify illustrations and text.	Describe people, places and things illustrations depict. Describe ideas illustrations depict. Describe the relationship between illustrations and a text.
	K.RI.8 With prompting and support, identify the reasons an author gives to support point(s).	Identify the reasons an author gives to support point(s).	
	K.RI.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	Identify basic similarities between two texts on the same topic. Identify differences between two texts on the same topic.	

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	K.RI.10 Actively engage in-group reading activities with purpose and understanding.	Engage in-group reading activities: key ideas and details Engage in-group reading activities: craft and structure. Engage in-group reading activities: integration of knowledge and ideas. Understand activities that reflect purpose and understanding.	Engage in-group reading activities: key ideas and details. Engage in-group reading activities: craft and structure. Engage in-group reading activities: integration of knowledge and ideas. Apply activities that reflect purpose and understanding of text.
	K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		
	K.L.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Recognize that some words and phrases have multiple meanings.	Identify new meanings for familiar words. Apply the appropriate meaning for the word within the context.
	K.L.4b Use the most frequently occurring inflections and affixes (e.g., -end, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Identify frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less)	Apply knowledge of frequently occurring inflections and affixes to determine the meaning of a word. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	K.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
	K.L.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Identify common objects. Identify categories.	Sort common objects into categories.
	K.L.5b demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Know verbs. Know adjectives. Know opposites.	Relate verbs and adjectives to their opposites.
	K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Identify real-life connections.	Identify real-life connections between words and their use.
	K.L.5.d distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Distinguish shades of meaning among verbs describing the same action.	Relate verbs and adjectives to their opposites. Act out meanings of verbs.

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Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Writing			
Opinion	K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., my favorite book is. . .).	Identify the title of a book or topic to write about. Recognize what an opinion is.	Write an opinion piece that introduces the topic or book - demonstrate a combination of drawing, dictating, and writing. Write an opinion piece that introduces the topic or book - include the topic or title of a book. Write an opinion piece that introduces the topic or book - state an opinion or preference about the topic or book. Write an opinion piece that provides a sense of closure.
	K.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Recognize how to respond to questions and suggestions from peers. Recognize how to add details to strengthen writing as needed.	Develop writing by responding to questions and suggestions from peers. Develop writing by adding details to strengthen writing as needed.
	K.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.	Use basic technology skills.	Select digital tools for producing and publishing writing. Use technology to produce and publish writing individually and with peers.
	K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Identify sources and tools for shared research.	Determine appropriate sources and tools to conduct shared research. Participate in shared research and writing projects.
	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experience. Identify a credible source.	Gather information from more than one source to answer a question. Answer a question using information from experience. Answer a question using information from a provided source.

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Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Writing			
Informative/ Explanatory	K.W.2 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.	Identify an informative/explanatory text. Select a topic for an informative/ explanatory writing.	Combine drawing, dictation, and writing to compose informational/ explanatory text to supply additional information. Write an informative/explanatory text in which they name a topic. Write an informative/explanatory text in which they supply some information.
	K.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Recognize how to respond to questions and suggestions from peers. Recognize how to add details to strengthen writing as needed.	Develop writing by responding to questions and suggestions from peers. Develop writing by adding details to strengthen writing as needed.
	K.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.	Use basic technology skills.	Select digital tools for producing and publishing writing. Use technology to produce and publish writing individually and with peers.
	K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Identify sources and tools for shared research.	Determine appropriate sources and tools to conduct shared research. Participate in shared research and writing projects.
	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experience. Identify a credible source.	Gather information from more than one source to answer a question. Answer a question using information from experience. Answer a question using information from a provided source.

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Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Writing			
Narrative	K.W.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	Choose a single event to discuss.	Distinguish between relevant and irrelevant details. Sequence relevant events. React to the event. Draw, dictate, and/or write a narrative piece, which contains relevant details. Draw, dictate, and/or write a narrative piece, which contains a logical sequence of events. Draw, dictate, and/or write a narrative piece, which contains a reaction.
	K.W.5 With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.	Recognize how to respond to questions and suggestions from peers. Recognize how to add details to strengthen writing as needed.	Develop writing by responding to questions and suggestions from peers. Develop writing by adding details to strengthen writing as needed.
	K.W.6 With guidance and support from adults, use a variety of digital tools to produce and publish writing, in collaboration with peers.	Use basic technology skills.	Select digital tools for producing and publishing writing. Use technology to produce and publish writing individually and with peers.
	K.W.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	Identify sources and tools for shared research.	Determine appropriate sources and tools to conduct shared research. Participate in shared research and writing projects.
	K.W.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Recall information from experience. Identify a credible source.	Gather information from more than one source to answer a question. Answer a question using information from experience. Answer a question using information from a provided source.

Kindergarten: Report Card Resource Document for Language Arts

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Writing			
Language Conventions	K.L.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		
	K.L.1a Print many upper-and lowercase letters.	Recognize many of the letters of the alphabet. Recognize that letters can be both upper- and lowercase.	Distinguish between upper- and lowercase letters. Demonstrate the ability to print upper- and lowercase letters.
	K.L.1b Use frequently occurring nouns and verbs.	Recognize common, proper and possessive nouns in speaking.	Use common, proper, and possessive nouns.
	K.L.1c form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs, wish, wishes).	Recognize that nouns can be singular and plural.	Use regular plural nouns. Form regular plural nouns orally using /s/ and /es/.
	K.L.1d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	Know the meaning of question words (interrogatives).	Use question words when speaking.
	K.L.1e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	Recognize common prepositions.	Use question words when speaking.
	K.L.1f Produce and expand complete sentences in shared language activities.	Recognize and produce a complete sentence.	Demonstrate command of the English grammar conventions when writing to expand sentences in shared language activities. Speak in complete sentences. Expand complete sentences.
	K.L.2 Demonstrate command of the conventions of standard english capitalization, punctuation, and spelling when writing.		
	K.L.2a Capitalize the first word in a sentence and the pronoun, I.	Apply correct capitalization when writing. Apply correct punctuation when writing.	
	K.L.2b recognize and name end punctuation.	Apply correct spelling when writing. Recognize and name end punctuation.	
	K.L.2c Write a letter or letters for most consonant and short vowel sounds (phonemes).	Match the sound and the letter for most consonant and short vowel sounds.	Write a letter or letter combinations for most consonant and short vowel sounds (phonemes)
	K.L.2d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	Apply correct spelling when writing. Use sound-letter awareness to spell simple words phonetically.	Distinguish between letters.
	K.L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.		

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	K.L.4a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	Recognize that some words and phrases have multiple meanings.	Identify new meanings for familiar words. Apply the appropriate meaning for the word within the context.
	K.L.4b Use the most frequently occurring inflections and affixes (e.g., -end, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.	Identify frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less)	Apply knowledge of frequently occurring inflections and affixes to determine the meaning of a word. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
	K.L.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.		
	K.L.5a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	Identify common objects. Identify categories.	Sort common objects into categories.
	K.L.5b demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	Know verbs. Know adjectives. Know opposites.	Relate verbs and adjectives to their opposites.
	K.L.5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).	Identify real-life connections.	Identify real-life connections between words and their use.
	K.L.5.d distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Distinguish shades of meaning among verbs describing the same action.	Relate verbs and adjectives to their opposites. Act out meanings of verbs.
	K.L.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Acquire words and phrases through conversations, reading and being read to, and responding to texts.	Distinguish if a word or phrase should be used when responding. Use words and phrases accurately acquired through conversations, reading and being read to, and responding to texts.

Kindergarten: Report Card Resource Document for Language Arts

Report Card Band	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Language Arts			
Speaking and Listening	K.SI.1 Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.		
	K.SL.1a follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).	Identify key ideas from kindergarten topics and texts. Identify agreed-upon rules for discussion. Recognize how others listen. Recognize how others move conversations along.	Determine comments and questions appropriate to the topic of discussion. Participate in conversations about kindergarten topics and texts. Follow agreed-upon rules for discussion. Listen while others are speaking. Listen and respond to continued conversations with peers and adults.
	K.SL.1b Continue a conversation through multiple exchanges.	Identify agreed-upon rules for discussion. Recognize how others listen. Recognize how others move conversations along.	Determine comments and questions appropriate to the topic of discussion. Observe if agreed-upon discussion rules are being followed. Follow agreed-upon rules for discussion. Listen while others are speaking. Listen and respond to continued conversations with peers and adults.
	K.SI.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	Ask questions about key details from a text read aloud. Ask questions about key details from information presented orally. Ask questions about key details through other media.	Formulate a question based on key details. Answer questions about key details from a text read aloud. Answer questions about key details from information presented orally. Answer questions about key details through other media.
	K.SI.3 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.	Recognize that asking questions is an appropriate strategy to further understanding. Identify questions and answers. Identify situations in which help is needed. Identify situations in which information is needed. Identify situations in which clarification is necessary.	Formulate appropriate questions to seek help, information, or clarification. Ask questions to seek help, information, or clarification. Answer questions in order to seek help. Answer questions to get information. Answer questions for clarification.
	K.SI.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Identify people, places, things, and events. Identify ideas, details, and feelings.	Determine relevant, details describing people, places, things and events. Orally perform a clear presentation that describes people, places, things and events with relevant details.
	K.SI.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	Know ideas, thoughts, and feelings. Understand how to clarify.	Determine which ideas, thoughts, and feelings need clarification. Determine when to add drawings or displays to descriptions to clarify. Add drawings/visual displays to clarify ideas, thoughts, and feelings.
	K.SI.6 Speak audibly and express thoughts, feelings, and ideas clearly.	Identify different voice volumes used for different situations.	Speak using appropriate voice volume for situation. Communicate thoughts, feelings, and ideas clearly through spoken words.

Kindergarten: Report Card Resource Document for Math

Report card Strand	Common Core Standards	Skills and Content Acquisition	Analysis and Application
Mathematics and Mathematical Practices			
Operations and Algebraic Thinking	K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem.)	Describe greater than, less than, or equal to.	Determine whether a group of 10 or fewer objects is greater than, less than, or equal to another group of 10 or fewer objects.
	K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	Add and subtract within 10. (Maximum sum and minuend is 10).	Use objects/drawings to represent an addition and subtraction word problem. Solve addition and subtraction word problems within 10.
	K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	Solve addition number sentences within 10.	Decompose numbers less than or equal to 10 into pairs in more than one-way. Record decomposition of a number within 10 by a drawing or written equation.
	K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	Know that two numbers can be added together to make ten.	Using materials or representations, find the number that makes 10 when added to the given number for any number from 1 to 9, and record the answer using materials, representations, or equations.
	K.OA.5 Fluently add and subtract within 5.	Fluently, with speed and accuracy, add and subtract within 5.	
Number and Operations in Base Ten			
	K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	Know that the numbers 11-19 represents a quantity.	Understand that numbers 11-19 are composed of 10 ones and one, two, three, four, five, six, seven, eight, or nine ones. Represent compositions or decompositions of 11-19 by a drawing or equation. Compose numbers 11-19 into 10 ones and some further ones using objects and drawings. Decompose numbers 11-19 into 10 ones and some further ones using objects and drawings.

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Counting & Cardinality	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	K.CC.1 Count to 100 by ones and by tens.	Count verbally to 100 by ones starting at 0. Count verbally to 100 by tens	
	K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Count forward verbally by ones beginning with another number other than 1	Evaluate the reasonableness of an answer, using fractional number sense, by comparing it to a benchmark fraction. Solve word problems involving addition and subtraction of fractions with unlike denominators referring to the same whole.
	K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	Write numbers 0 to 20. Write the number that represents a given number of objects from 0-20.	
	K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.		Match each object with one and only one number name and each number with one and only one object. Say the number names in order while matching each object with a number when counting objects.
	K.CC.4b understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.		Recognize the number of objects is the same regardless of their arrangement or the order in which they were counted. Realize that the last number name said tells the number of objects counted.
	K.CC.4c understand that each successive number name refers to a quantity that is one larger.		Generalize that each successive number name refers to a quantity that is one larger.
	K.CC.5 Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	Count up to 20 objects that have been arranged in a line, rectangular array, or circle. Count as many as 10 items in a scattered configuration.	Match each object with one and only one number name and each number with one and only one object. Conclude that the last number of the counted sequence signifies the quantity of the counted collection. Given a number from 1-20, count that many objects.

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	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)	Describe greater than, less than, or equal to.	Determine whether a group of 10 or fewer objects is greater than, less than, or equal to another group of 10 or fewer objects.
	K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.	Know the quantity of each numeral 1-10.	Compare written numbers to determine if they are greater than, less than, or equal to each other. Given two numerals, students should determine which is greater or less than the other.
Measurement and Data	K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.	Know that objects have measurable attributes and know what they are called, such as length and weight. Describe an object using multiple attributes such as: width, height, length, weight, etc. describe more than one measurable attribute of a single object.	
	K.MD.2 Directly compare two objects with a measureable attribute in common, to see which object has "more of "/"less of " the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Know the meaning of a variety of attributes.	Know that two objects can be compared using a particular attribute. Compare two objects and determine which has more or less of a measureable attribute to describe the difference.
	K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)	Recognize non-measurable attributes such as shape or color. Recognize measurable attributes such as length, weight, and height. Know what classify and sort means. Know that a category is the group that an object belongs to according to a particular, selected attribute. Understand one-to-one correspondence with ten or less objects.	Classify objects into categories by particular attributes. Sort objects into categories then determine the order by number of objects in each category (limit category counts to be less than or equal to ten).

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K.MD.4 is not represented in the deconstructed standards			
Geometry	Common Core Standards	Skills and Content Acquisition	Analysis and Application
	K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	Describe objects in the environment using shape words. Describe positions such as above, below, beside, in front of, behind, and next to.	Determine the relative position of 2- or 3-dimensional shapes within the environment, using the appropriate positional words to describe them.
	K.G.2 Correctly name shapes regardless of their orientations or overall size.	Recognize that size does not affect the name of the shape. Recognize that orientation does not affect the name of the shape.	Name shapes, regardless of orientation or size.
	K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").	Define the difference between two- and three-dimensional shapes.	Determine if an object is two- or three-dimensional.
	K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).	Identify attributes of shapes. Describe attributes of a variety of two- and three-dimensional shapes.	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, describing their similarities, differences, and other attributes.
	K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	Recognize and identify basic shapes in the real world.	Draw shapes found in the environment. Construct shapes from components (e.g., sticks and clay balls).
	K.G.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"		Analyze how to put simple shapes together to compose a new or larger shape. Compose a new or larger shape using more than one simple shape.

Reading Foundation Skills- K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<ul style="list-style-type: none"> • Demonstrates a strong understanding of grade-level appropriate reading foundational skills 	<ul style="list-style-type: none"> • Applies foundational skills to above grade-level texts
3- Meets Expectations	<ul style="list-style-type: none"> • Demonstrates understanding of the organization and basic features of print • Demonstrates understanding of spoken words, syllables, and sounds (phonemes) • Know grade-level phonics and word analysis skills in decoding words both in isolation and in text • Read emergent reader text with purpose and understanding (K) • Read with sufficient accuracy and fluency to support comprehension 	<ul style="list-style-type: none"> • Use and identify the distinguishing features of a sentence (K/1) Produce rhyming words, segment single syllable words, initial/medial/final sounds and consonant blends (K/1) • Apply grade-level phonics and word analysis skills in decoding words both in isolation and in text • Read on-level text fluently, accurately, and at an appropriate rate with expression
2- Below Expectations	<ul style="list-style-type: none"> • Demonstrates little understanding of grade-level expectations 	<ul style="list-style-type: none"> • At times needs support in order to meet grade-level expectations
1- Far Below Expectations	<ul style="list-style-type: none"> • Demonstrates no understanding of grade-level expectations 	<ul style="list-style-type: none"> • Support and intervention is necessary in order to meet grade-level expectations

Reading Literature Rubric K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	At an advanced Lexile® band, students can independently identify and understand: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	At an advanced Lexile® band, students can independently comprehend and explain: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge
3-Meets Expectations	Within grade level Lexile® band, students can independently identify and understand with minimal support: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	Within grade level Lexile® band, students can independently comprehend and explain with minimal support: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge
2-Below Expectations	Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge
1-Far Below Expectations	At a Lexile® level band below grade level, students require significant support and intervention and struggles to identify and understand: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge 	At a Lexile® band below grade level, students require significant support and intervention and struggles to comprehend and explain: <ul style="list-style-type: none"> • Key ideas and details • Craft and structure • Integration of knowledge

Reading Informational Rubric K-3

	Skill Acquisition	Analysis and Application
4-Exceeds Expectations	At an advanced Lexile® band, students can independently identify and understand: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	At an advanced Lexile® band, students can independently comprehend and explain: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text
3-Meets Expectations	Within grade level Lexile® band, students can independently identify and understand with minimal support: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	Within grade level Lexile® band, students can independently comprehend and explain with minimal support: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text
2-Below Expectations	Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to identify and understand: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	Within grade level Lexile® band or at a Lexile® level approaching grade level, students require support to attempt to comprehend and explain: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text
1-Far Below Expectations	At a Lexile® level band significantly below grade level, students require significant support and intervention and struggles to identify and understand: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text 	At a Lexile® band significantly below grade level, students require significant support and intervention and struggles to comprehend and explain: <ul style="list-style-type: none"> • Key ideas and details of an informational text • Craft and structure of an informational text • Integration of knowledge of an informational text

Writing Opinion/Argument Text Type Rubric K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<ul style="list-style-type: none"> Defines point of view and independently identifies and selects an insightful personal opinion or argument to address 	<ul style="list-style-type: none"> The opinion or point of view is skillfully stated using advanced writing skills and vocabulary Ideas and information are skillfully and creatively organized sequentially with an engaging topic sentence, strong supporting details, and an interesting conclusion Linking words and phrases are used creatively to connect multiple opinions and reasons
3- Meets Expectations	<ul style="list-style-type: none"> Defines point of view and selects a personal opinion or argument to address from provided prompts 	<ul style="list-style-type: none"> The opinion or point of view is clearly stated using grade-level writing skills and vocabulary Ideas and information are organized with a clear topic sentence, sequence, supporting details, and conclusion Linking words and phrases are used effectively to connect opinions and reasons
2- Below Expectations	<ul style="list-style-type: none"> Requires guidance and support to define point of view and select a personal opinion or argument 	<ul style="list-style-type: none"> The opinion or argument is not clearly stated Ideas and information are not clearly and sequentially organized, do not fully support the argument, and may be off-topic Few, if any linking words and phrases are used to connect opinions and details
1- Far Below Expectations	<ul style="list-style-type: none"> Is unable to define point of view and select a personal opinion 	<ul style="list-style-type: none"> An opinion or argument is not stated Organization shows no evidence of grade-level writing skills Little or no details and reasons are provided to support opinion

Writing Informative/Explanatory Text Type Rubric K-3

	Skill Acquisition	Analysis and Application
4-Exceeds Expectations	<ul style="list-style-type: none"> • Demonstrates a strong understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is skillfully developed to convey ideas with at advanced grade-level vocabulary, facts, definitions, and details • Related information is extensive and skillfully grouped • Illustrations, charts, or tables are included to aid comprehension • The topic is creatively organized with an engaging topic sentence, multiple details, and an interesting conclusion • Linking words and phrases demonstrate advanced vocabulary to connect ideas
3-Meets Expectations	<ul style="list-style-type: none"> • Demonstrates an understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is developed to convey ideas clearly with grade-level appropriate facts, definitions, and details • Related information is grouped • Illustrations are included to aid comprehension • The topic is organized with a clear topic sentence, supporting details, and conclusion • Grade-level appropriate linking words and phrases are used to connect ideas
2-Below Expectations	<ul style="list-style-type: none"> • Demonstrates little understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is not clearly developed and supported with appropriate facts, definitions, and details • Grouping of related information is unclear and lacks organization • Illustrations may not be included and do not clearly support the topic • The topic is not clearly and sequentially organized, and some details may be off-topic • Few, if any appropriate linking words and phrases are used to connect ideas
1-Far Below Expectations	<ul style="list-style-type: none"> • Demonstrates no understanding of topic, facts, definitions, and details 	<ul style="list-style-type: none"> • The topic is undeveloped and difficult to identify • Related information is not grouped together • Illustrations are absent or unclearly related to the topic • There is little evidence of sequential organization and structure or use of grade-level vocabulary

Writing Narrative Text Type Rubric K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<ul style="list-style-type: none"> Independently identifies an experience or situation, real or imagined, to write about Chooses relevant details that correspond to the chosen event If grade-level appropriate, defines narrator and character, and identifies story elements and structure 	<ul style="list-style-type: none"> The narrative clearly and creatively establishes a situation or experience (real or imagined) using advanced vocabulary and written expression The narrative engagingly recounts several events with supporting details Events are clearly related and sequentially organized with creative and unusual transitional words and an interesting sense of closure Expressive language shows emotion, enthusiasm, or individuality If grade-level appropriate, characters are introduced and dialogue is used creatively to describe actions, thoughts, and feelings
3- Meets Expectations	<ul style="list-style-type: none"> Identifies an experience or situation, real or imagined, to write about Chooses relevant details that correspond to the chosen event If grade-appropriate, defines narrator and character, and identify story elements and structure 	<ul style="list-style-type: none"> The narrative establishes a clearly defined situation or experience (real or imagined) The narrative recounts several events with supporting details Events are clearly related and sequentially organized with grade-level appropriate transitional words and a sense of closure Grade-level descriptive language is used to describe objects, thoughts, actions, and feelings If grade-level appropriate, characters are introduced and dialogue is used to reveal actions, thoughts, and feelings
2- Below Expectations	<ul style="list-style-type: none"> Needs guidance to identify an experience or situation, real or imagined, to write about Needs guidance to choose relevant details that correspond to the event If grade-level appropriate, needs guidance to define narrator and character, and identify story elements and structure 	<ul style="list-style-type: none"> The situation or event is established but not clearly defined. Some events are recounted but not clearly sequenced or supported with details The organization, sequences, and closure may be confusing There is minimal use of descriptive language If grade-level appropriate, the narrative attempts to introduce characters and use dialogue to support the plot
1- Far Below Expectations	<ul style="list-style-type: none"> Is unable to identify and experience or situation, real or imagined, to write about Is unable to choose relevant details that correspond to an event If grade-level appropriate, is unable to define narrator or character and to identify story elements and structure 	<ul style="list-style-type: none"> A situation or event is not introduced The narrative lacks related events and is not sequenced in a logical order Closure is not attempted or identifiable There is no use of descriptive language If grade-level appropriate, there is no attempt to introduce characters or use dialogue

Written Conventions K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<ul style="list-style-type: none"> Consistently uses advanced punctuation and grammar Spells correctly using advanced vocabulary. Writing/final product is always neat and legible. 	Student is able to independently, consistently, and accurately edit and revise written work to improve writing
3- Meets Expectations	<ul style="list-style-type: none"> Minimal errors in grade-level punctuation, grammar, and spelling. Effective choice of vocabulary Writing is legible 	Edits and revises written work to meet grade-level expectations
2- Approaches Expectations	<ul style="list-style-type: none"> Inconsistent use of correct punctuation and grammar Spelling errors sometimes interfere with understanding Writing is often illegible 	Edits and revises written work inconsistently and needs support
1- Below Expectations	<ul style="list-style-type: none"> Consistent use of incorrect punctuation and grammar Spelling errors interfere with understanding. Written work is illegible and interferes with understanding 	Final product has frequent unedited errors

Oral Language Speaking/Listening- K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	<ul style="list-style-type: none"> Demonstrates strong command of grade level appropriate oral language skills. 	<ul style="list-style-type: none"> Uses advanced grade level speech and vocabulary in formal and informal conversation/presentations.
3- Meets Expectations	<ul style="list-style-type: none"> Acquire grade appropriate conversational, general academic, and domain specific words and phrases, including words that signal spatial and temporal relationships. Identify grade level appropriate information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Recognize that the use of digital media and visual displays of data are used to express information and enhance understanding of presentations. 	<ul style="list-style-type: none"> Use grade appropriate conversational words, general academic words, domain specific words, and words that signal spatial and temporal relationships. Read, record and/or create at the grade appropriate level, recordings (NA for K-1) that demonstrate fluent reading. Recognize “engaging” audio recordings. Create visual displays Orally perform a clear presentation based on grade level specific criteria. Use and recognize formal and informal speech appropriately with corresponding volume. Listen actively to discussions and presentations.
2- Below Expectations	<ul style="list-style-type: none"> Acquisition of oral language is below the grade level standards. 	<ul style="list-style-type: none"> At times, needs support in order to present and communicate effectively.
1- Far Below Expectations	<ul style="list-style-type: none"> Acquisition of oral language is far below the grade level standards. 	<ul style="list-style-type: none"> Support and intervention is necessary in order to present and communicate effectively.

Math Counting and Cardinality Rubric- K

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	Students demonstrate a strong understanding of numbers at advanced grade level expectations	Students can count and represent numbers at advanced grade level expectations
3- Meets Expectations	Students demonstrate an understanding of: <ul style="list-style-type: none"> Counting to 100 by ones and tens (first semester to 50) Count forward by 1 starting with any number other than 1 within 100 Write and represent numbers 0-20 (first semester to 10) Count up to 20 (first semester to 10) objects arranged in varied configurations Describe greater than, less than, or equal to 	Students can: <ul style="list-style-type: none"> Count to 100 by ones and tens Count forward from a given number within 100 Write and show numbers 0-20 Say number names 0-20 in order, while matching objects counted Determine whether a group of 10 or fewer objects is greater than, less than, or equal to another group
2- Below Expectations	Demonstrates some understanding of grade level expectations	Students can count and represent numbers below grade level expectations
1- Far Below Expectations	Demonstrates little or no understanding of grade level expectations	Students demonstrate limited skills in counting and representing numbers

Math Operations and Algebraic Thinking- K-3

	Skill Acquisition		Analysis and Application
4- Exceeds Expectations	Students demonstrate advanced understanding in math fluency		Students can compute/solve problems at advanced grade-level expectations
3- Meets Expectations	Students demonstrate an understanding of their grade level math fluency standards: <ul style="list-style-type: none"> • Represent/solve problems • Understand operational properties 		Students can: <ul style="list-style-type: none"> • Successfully compute/explain grade level operations. • Solve grade level word problems using pictures, objects and/or numbers with known/unknown numbers
2- Below Expectations	Demonstrates some understanding of grade-level expectations		Students are approaching grade-level expectations in math fluency with support
1- Far Below Expectations	Demonstrates little or no understanding of grade level expectations		Students demonstrate limited skills in grade-level expectations for math fluency, requiring significant support and intervention

Math Fluency Standards

- K-Add/subtract within 5
- 1-Add/subtract within 10
- 2-Add/subtract within 20
- 3-Multiply/divide within 100
- 4-Add/subtract within 1,000,000
- 5-Multi-digit multiplication

Math Number and Operations in Base Ten- K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	Students demonstrate strong understanding of place value at advanced grade-level expectations	Students can perform operations using place value at advanced grade-level expectations
3- Meets Expectations	Students demonstrate an understanding of their grade level standards in place value & operations in base ten	Students can perform operations of whole numbers using strategies based on place value and properties of operations. Students can use grade level specific math tools (ie; number lines, hundred charts, multiplication charts) to support their grade-level specific work.
2- Below Expectations	Demonstrates some understanding of grade-level expectations	Students are approaching grade-level expectations with support
1- Far Below Expectations	Demonstrates little or no understanding of grade-level expectations	Students demonstrate limited skills in grade-level expectations requiring significant support and intervention

Measurement and Data K-3

	Skill Acquisition	Analysis and Application
4- Exceeds Expectations	Students demonstrate strong understanding of measurement and data grade level expectations.	Students can perform at advanced grade level expectations.
3- Meets Expectations	Students demonstrate an understanding of their grade level standards in: <ul style="list-style-type: none"> • measurement (K – 5th) • geometric measurement: area, perimeter(4th – 5th), volume (5th) • time (1st – 3rd) • represent data/numbers on a number line (2nd – 5th) • geometric angles (4th) • money (2nd) • graphing (2nd – 3rd) 	Students can: <ul style="list-style-type: none"> • measure and estimate intervals of time (1st – 3rd) • measure, compare, and estimate lengths • use addition/subtraction and solve word problems involving measurement • make measurement conversions (4th & 5th) • calculate area and perimeter using multiplication and addition (3rd – 5th) • create and interpret data or numbers on a number line • define, recognize, identify and measure angles (4th) • solve word problems involving money (2nd) • draw picture graphs and bar graphs to represent data sets
2- Below Expectations	Demonstrates some understanding of grade level expectations.	Students are approaching grade level expectations with support.
1- Far Below Expectations	Demonstrates little or no understanding of grade level expectations.	Students demonstrate limited skills in grade level expectations requiring significant support and intervention.

Geometry K-3

	Skill Acquisition	Analysis and Application
4-Exceeds Expectations	Students demonstrate strong understanding of geometry grade level expectations.	Students can perform beyond grade level expectations.
3-Meets Expectations	Students demonstrate an understanding of their grade level standards in: *equi-partitioning of wholes (2 nd & 3 rd) *identifying shapes with specific attributes *angles & symmetrical figures (4 th) *integers on number lines (5 th)	Students can: *partition shapes *name shapes with identifying attributes *analyze and draw two-dimensional figures to identify points, lines, line segments, rays, angles , perpendicular and parallel lines. (4 th) *recognize lines of symmetry *use the coordinate system (graphing points) and interpret coordinate values of points in real world context and mathematical problems. (5 th)
2-Below Expectations	Demonstrates some understanding of grade level expectations.	Students are approaching grade level expectations with support.
1-Far Below Expectations	Demonstrates little or no understanding of grade level expectations.	Students demonstrate limited skills in grade level expectations requiring significant support and intervention.