



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Pre-Kindergarten Subject: Language Arts**

<b>Report Card Standard</b>	<b><u>Word Recognition, Fluency, and Vocabulary</u> Identifies letter names, and sounds.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can:  Identify five or six letters and begin to recognize some sounds.	I can:  Identify eight uppercase letters and their sounds.	I can:  Identify 10 uppercase letter and their sounds.	I can:  Identify 13 uppercase letters and blend at least two sounds.
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Student can:  Identify five or six letters and sounds.	Student can:  Identify at least eight letters and produce 8 sounds.	Student can:  Identify at least 10 letters and produce 10 sounds.	Student can:  Identify 13 letters and produce 13 sounds.  Blend at least two sounds.



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<b>Report Card Standard</b>	<b><u>Word Recognition, Fluency, and Vocabulary</u></b> <b>Imitates simple rhymes by reciting or singing.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>I can:</p> <p>Imitate simple rhyming in familiar songs.</p>	<p>I can:</p> <p>Identify a word that rhymes with a given word.</p>	<p>I can:</p> <p>Come up with a rhyme for a given word.</p>	<p>I can:</p> <p>Imitate and create simple rhymes through reciting, singing, or reading simple stories.</p>
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
<p>Student can:</p> <p>Sing familiar rhyming song such as “Mary Had a Little Lamb” and/or “Hickory Dickory Dock.”</p>	<p>Student can:</p> <p>Identify which word rhymes with the original word – when given a picture and a group of possible picture choices.</p>	<p>Student can:</p> <p>Create a rhyming word (cat and bat) – when orally given a simple word with a common word family ending.</p>	<p>Student can:</p> <p>Create rhyming words using picture cards and stories.</p>



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<b>Report Card Standard</b>	<b>Word Recognition, Fluency, and Vocabulary</b>		
	<b>Recognizes their first and last name in isolated print.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can:  Identify the first letter of my first name.	I can:  Identify at least the first three letters of my first name.	I can:  Identify my first name.  Identify the first three letters in my last name in isolated print.	I can:  Identify my first and last name in isolated print.
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Student can:  Identify their name by identifying the first letter in their name.	Student can:  Identify at least the first three letters of their first name.	Student can:  Identify their first name.  Identify at least the first three letters in their last name.	Student can:  Identify their first and last name in isolated print.



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<b>Report Card Standard</b>	<b><u>Reading Comprehension</u> Tells simple stories from pictures and books.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can:  Identify characters within a picture or a book.	I can:  Identify the setting in the story.	I can:  Identify the main events in the story.	I can:  Tell a simple story in order from a picture or a book.
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Student can:  Identify the characters in a story.  <i>After reading Little Red Riding Hood, the student will be able to identify Little Red Riding Hood, the wolf, the grandmother, and the woodsman in the story, using pictures and cues as needed.</i>	Student can:  Identify the setting in a story.  <i>After reading Good Night Moon, the student will identify the bedroom as the setting.</i>	Student can:  Identify the main events in a story.  <i>In The Three Little Pigs, the student will be able to name the pigs' houses being built and the outcome for the wolf as main events.</i>	Student can:  Tell a simple story in order, using visual cues, providing critical elements of the story.  <i>The students will act out Goldilocks and the Three Bears in correct sequence. They will be able to discuss what they learned from the story.</i>



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<b>Report Card Standard</b>	<b><u>Reading Comprehension</u> Identifies the beginning, middle, and end of the story.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can:  Identify the beginning and the end of a story with visual cues.	I can:  Identify the beginning and the end of a story from memory.	I can:  Identify the beginning, middle, and end of a story with visual cues.	I can:  Identify the beginning, middle, and end of the story from memory.
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Student can:  Put two pictures in order correctly.  Identify which came first and which came last.	Student can:  Draw what happened in the beginning and end of the story. Orally identify the beginning and the end of a story without visual aids.  <i>After reading Little Miss Muffett, the student can tell what event is first (Little Miss Muffett sat down) and what event is last (Little Miss Muffett ran away from the spider).</i>	Student can:  Identify the beginning, middle, and end of the story with picture cards.  Put three picture cards in correct order to retell the story.	Student can:  Identify the beginning, middle, and end of the story from memory.  Draw the beginning, middle, and ending sequence of the story - when given a paper divided into three parts.



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<b>Report Card Standard</b>	<b><u>Literacy Response</u> Acts out an imaginary event.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can:  Imitate an adult in an imaginary event, action, and emotion, etc. within a group setting.	I can:  Imitate with support imaginary events, actions, emotions, etc. within a group setting.	I can:  Act out an imaginary event, action or emotion independently.	I can:  Act out an imaginary event, action, or emotion.
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Student can:  Imitate the teacher’s actions while reciting the action poem “Bear Hunt.”	Student can:  Pretend to be an animal when directed in a game of “Simon Says.”	Student can:  Act out an event, action, or emotion from a book after hearing a story.	Student can:  Act out an imaginary event, such as setting the table or being a sick patient at the doctor’s office, during learning center time.



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<b>Report Card Standard</b>	<b><u>Literacy Response</u> Finds named pictures or textures in books. Actively looks for or keeps attending to things that an adult points to, shows or talks about.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can:  Point to and name pictures and textures.	I can:  Name a texture or picture within a book or story cards.	I can:  Point to and name objects in a more detailed picture.	I can:  Answer questions about a story based on pictures or story cards.
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Student can:  Point to a cat or a tree when prompted.	Student can:  Name the cat or tree when the teacher points to it.	Student can  Find and name an object in a picture with more distracting detail.	Student can:  Answer questions about objects or textures using detailed information.



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<b>Report Card Standard</b>	<b><u>Writing Process</u> Draws pictures and scribbles letters and words to generate and express ideas.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can:  Draw a person with a head, arms, legs, and be able to say something about the person.	I can:  Draw a picture with more details in the face and tell about the pictures with more details.  Print five to eight letters.	I can:  Draw a picture with more details in the face and body.  Put letters together to represent a word.	I can:  Draw detailed pictures and add letters and words to add meaning to my drawing.
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Student can:  Draw a person with a head, arms, and legs, and tell about the person.	Student can:  Draw a person with more body parts and some details in the face.  Create five to eight letters.	Student can:  Draw a more detailed picture with setting.  Print letters and group them in pretend writing to express his or her thoughts.	Student can:  Draw a picture with setting details.  Add writing to a picture story and label their drawings.





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<b>Report Card Standard</b>	<b>Writing Process</b> <b>Dictates something for an adult to write down.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can:  Use one to three words to describe or express my ideas.	I can:  Use simple phrases to express my ideas.	I can:  Begin to verbalize my ideas in sentences.	I can:  Use complete sentences to describe or express my ideas.
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Student can:  Use one to three words as a description.  Teacher asks, “What is that?” Student responds, “a rainbow.”	Student can:  Use a simple phrase to express his/her ideas.  Teacher asks, “What did you do this weekend?” Student responds, “I picked a pumpkin.”	Student can:  Combine simple phrases or make simple sentences to express his/her ideas.  “Me and Mommy and Daddy rode a train. It has doors that open.”	Student can:  Use complete sentences to express ideas.  “My Daddy and I are playing football. Mommy is watching us.”



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<b>Report Card Standard</b>	<b>Language Conventions</b>		
	<b>Copies lines, shapes, letters, and words correctly.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can:  Trace horizontal and vertical lines and shapes.	I can:  Copy lines, shapes, and some letters.	I can:  Copy lines, shapes, letters, and some CVC words.	I can:  Copy lines, shapes, letters, and words.
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Student can:  Trace horizontal and vertical lines and shapes.	Student can:  Copy lines, shapes (such as circles and ovals), and some letters (such as O and C) with visual prompts.	Student can:  Copy lines, shapes (such as ovals, circles, squares, and rectangles), and up to 10 letters.	Student can:  Copy lines, shapes, at least 13 letters, and at least three CVC words that are recognizable.



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<b>Report Card Standard</b>	<b><u>Language Conventions</u> Writes letters in strings from left to right.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can:  Identify the left and right side of my body.	I can:  Identify the left and right side of a paper.	I can:  Write my letters on the left side of the paper with prompts from the teacher.	I can:  Write letters in a string from left to right.
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Student can:  Identify the left and right side of their body.	Student can:  Begin writing task starting on the correct side of the paper – left.	Student can:  Write letters in a string from left to right.	Student can:  Write letters in strings from left to right with continuous wrap without prompts.



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<b>Report Card Standard</b>	<b><u>Listening and Speaking</u> Engages in conversation to communicate thoughts, feelings, and ideas.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can:  Communicate my thoughts, feelings, and ideas using simple phrases.	I can:  Communicate my thoughts, feelings, and ideas in detail with one or two verbal exchanges.	I can:  Communicate my thoughts feelings, and ideas in detail with two or more verbal exchanges.	I can:  Communicate my thoughts, feelings, and ideas using details in conversations.
<b>Work Sample for Meets the Grade Level Expectations at this Time by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
Student can:  Communicate thoughts, feelings, and ideas using simple phrases.	Student can:  Communicate thoughts, feelings, and ideas, in detail with one to two exchanges.	Student can:  Communicate thoughts, feelings, and ideas in detail with two or more verbal exchanges.	Student can:  Communicate thoughts, feelings, and ideas in detail with four or more verbal exchanges in conversations.