



**ADW Academic Standards
Report Card Guide Sheets**

Grade: Pre-Kindergarten Subject: Language Arts

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



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



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Report Card Standard	<u>Reading Comprehension</u> Identifies the beginning, middle, and end of the story.		
Learning Targets by Quarter			
1	2	3	4
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.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
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. After reading <i>Little Miss Muffett</i> , 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).	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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Report Card Standard	<u>Literacy Response</u> Acts out an imaginary event.		
Learning Targets by Quarter			
1	2	3	4
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.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
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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Report Card Standard	<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.		
Learning Targets by Quarter			
1	2	3	4
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.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
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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Report Card Standard	<u>Writing Process</u> Draws pictures and scribbles letters and words to generate and express ideas.		
Learning Targets by Quarter			
1	2	3	4
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.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
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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Report Card Standard	<u>Writing Process</u> Dictates something for an adult to write down.		
Learning Targets by Quarter			
1	2	3	4
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.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
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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Report Card Standard	<u>Language Conventions</u> Copies lines, shapes, letters, and words correctly.		
Learning Targets by Quarter			
1	2	3	4
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.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
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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Report Card Standard	<u>Language Conventions</u> Writes letters in strings from left to right.		
Learning Targets by Quarter			
1	2	3	4
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.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
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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Report Card Standard	<u>Listening and Speaking</u> Engages in conversation to communicate thoughts, feelings, and ideas.		
Learning Targets by Quarter			
1	2	3	4
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.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
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.