



**ADW Academic Standards  
Report Card Guide Sheets**

**Grade: Kindergarten    Subject: Language Arts**

Report Card Standard	<u>Word Recognition</u> Recognizes and names capital and lowercase letters of the alphabet in isolation and in sequence.		
Learning Targets by Quarter			
1	2	3	4
I can:  Recognize and name half of both the alphabet’s lower and upper case letters by sight.	I can:  Recognize and name all capital and lowercase letters by sight.	I can:  Recognize and match all capital and lowercase letters in the correct sequence.	I can:  Recognize and match all lower and upper case letters in sequence and alone.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Verbally and visually recognize half of both the alphabet’s lower and upper case letters.	Student can:  Verbally and visually recognize all of the alphabet’s lower and upper case letters.	Student can:  Verbally identify and state lower and upper case letters in correct sequence.	Student can:  Verbally identify both lower and upper case letters in correct sequence and in isolation.



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Report Card Standard	<u>Word Recognition</u> Distinguishes sounds (phonemes) in an orally stated word.		
Learning Targets by Quarter			
1	2	3	4
I can:  Identify two sounds in the order in which I heard them.	I can:  Identify three sounds in the order in which I heard them.	I can:  Identify two to three sounds in order and state if the sounds are the same or different.	I can:  Say and create two to three sounds in order and tell if they are same or different.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Listen and verbally identify two phoneme sounds in sequential order.	Student can:  Identify three phonemes in sequential order.	Student can:  Verbally identify two to three phonemes in order stating sounds that are the same or different.	Student can:  Give verbal sounds in order created by them.  Example: What rhymes with Bat if you change the B sound?



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Report Card Standard	<u>Word Recognition</u> Blends sounds to make words.		
Learning Targets by Quarter			
1	2	3	4
I can:  Verbally create two letter words.	I can:  Verbally create three letter words in CVC order.	I can:  Listen to CVC sounds and blend them to make a word.	I can:  Verbally blend CVC sounds to make a word.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Verbally create two letter “words.” Words can be “real” or “nonsense” but must have a consonant and a vowel.	Student can:  Verbally create three letter words in CVC order. Words could be “real - hat” or “nonsense - gat” and must have consonants and a vowel.	Student can:  Blend CVC sounds spoken by a teacher to create the desired word.	Student can:  Create a sensible word using CVC sound blended together.



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Report Card Standard	<u>Word Recognition</u> Recognizes sight words.		
Learning Targets by Quarter			
1	2	3	4
I can:  Recognize and read five sight words.	I can:  Recognize and read 10 sight words.	I can:  Recognize and read 20 sight words.	I can:  Recognize and read 25 sight words.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Orally identify five sight words.	Student can:  Orally identify 10 sight words.	Students can:  Orally identify 20 sight words.	Students can:  Orally identify 25 sight words.



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Report Card Standard		<u>Reading Comprehension</u> Uses pictures and text to make predictions about stories.	
Learning Targets by Quarter			
1	2	3	4
I can:  Use pictures and listen to stories to explain what is happening in a story.	I can:  Use pictures and listen to the story to predict what will happen next.	I can:  Predict from the middle of the story what may happen at the end.	I can:  Predict, by locating the title of the book on the cover, and after reading or hearing the first few pages, what is the story is likely to be about.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Use pictures and text to identify what the story is about by answering who, what, and where questions.	Student can:  Use clues from the story to predict what will happen next.	Student can:  Identify clues from pictures and the text to predict the end of the story.	Student can:  Use knowledge of the book title and details from the beginning of the story to make and accurate prediction of the text.



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Report Card Standard	<u>Reading Comprehension</u> Retells familiar stories.		
Learning Targets by Quarter			
1	2	3	4
I can:  Retell familiar stories using a picture book.	I can:  Put in order the events in a story.	I can:  Retell familiar stories without referring to the book.	I can:  Create my own version of familiar stories.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Use pictures to guide them in retelling a story.	Student can:  Use sequence picture cards or illustrate the beginning, middle, and end to retell a story	Student can:  Retell story details using a variety of strategies – i.e. picture card or a sequencing activity.	Student can:  Create a shorter version of a familiar story with pictures and text.



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Report Card Standard	<u>Reading Comprehension</u> Identifies and summarizes the main ideas and plot of a story.		
Learning Targets by Quarter			
1	2	3	4
I can:  Listen to a story and answer who, what, and where questions.	I can:  Identify the main idea of the story.	I can:  Identify the plot of a story.	I can:  Summarize the main ideas and plot of the story.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Verbally answer given questions.	Student can:  Retell, draw, or sequence the main idea of a story.	Student can:  Retell, draw, or sequence the plot of a story.	Student can:  Retell, draw, or sequence story events using greater details.



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Report Card Standard	<u>Literacy Response</u> Distinguishes fantasy from reality.		
Learning Targets by Quarter			
1	2	3	4
I can:  Listen to a fantasy and identify fictional characteristics.	I can:  Listen to nonfiction and identify nonfictional characteristics.	I can:  Compare and contrast fantasy and reality.	I can:  Dictate fiction and nonfiction stories about a given topic.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Verbally list fantasy characteristics on a class chart in a whole group discussion.	Student can:  Identify and list characteristics of non-fiction on a class chart in a whole group discussion.	Student can:  Recall and discuss story details to determine if it is fantasy or reality as a whole group.	Student can:  Verbally dictate a story (when given a topic) using fictional and nonfictional ideas.





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Report Card Standard	<u>Literacy Response</u> Identifies characters, setting, and important events in a story.		
Learning Targets by Quarter			
1	2	3	4
I can:  Identify characters in a story.	I can:  Identify the setting and characters in a story.	I can:  Identify important events in a story, characters, and the settings.	I can:  Identify characters, settings, important events in a story, and include main ideas
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Identify all the characters in a story.	Student can:  Identify characters and setting in a story.	Student can:  Identify all characters and setting in a story.  Describe important events.	Student can:  Identify all characters and setting in a story.  Describe important events and the main ideas.



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Report Card Standard	<u>Writing Process</u> Discusses ideas to include in a story.		
Learning Targets by Quarter			
1	2	3	4
I can:  Share something that happened to me about a given topic.	I can:  Share a story with a beginning, middle, and end about a given topic.	I can:  Change the story ending.	I can:  Dictate a story of my own that includes all of the parts.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Dictate a sentence about a given topic.	Student can:  Dictate and illustrate a short story about a given topic. .	Student can:  Dictate an alternate ending that makes sense to a given story.	Student can:  Dictate a story of their own with a clear beginning, middle, and end.



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Report Card Standard	<u>Writing Process</u> Uses pictures, letters, and words to convey thoughts and ideas.		
Learning Targets by Quarter			
1	2	3	4
I can:  Use illustrations to express a thought.	I can:  Use pictures, illustrations and some writing to convey thoughts and ideas.	I can:  Use pictures, letters, and words to convey a thought.	I can:  Use words to convey thoughts and ideas in a sentence.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Use illustrations to convey feelings.	Student can:  Use pictures, illustrations and some writing to convey thoughts and ideas.  Use invented spelling that includes the beginning sounds of words.	Student can:  Match picture cards with letters to form a word such as - SAD - with a sad face card.	Student can:  Use word wall to make a sentence.



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Report Card Standard		<u>Writing Process</u> Draws pictures and writes words for a specific reason.	
Learning Targets by Quarter			
1	2	3	4
I can:  Draw a picture for a specific reason.	I can:  Draw and write a letter sound.	I can:  Draw and write a word.	I can:  Draw and write a sentence.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Draw a picture of a favorite ice cream.	Student can:  Draw and write the beginning sound of the favorite ice cream flavor.	Student can:  Draw and write a word describing the ice cream flavor.	Student can:  Write a sentence about the illustration.



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Report Card Standard	<u>Writing Process</u> Writes by moving from left to right and from top to bottom		
Learning Targets by Quarter			
1	2	3	4
	I can:  Copy words from left to right.	I can:  Copy a simple sentence from left to right.	I can:  Write a sentence from left to right and moving from the top of the page to the bottom of the page.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
	Student can:  Copy words by starting at the left and moving towards the right.	Student can:  Copy sentences starting on the left and moving towards the right.	Student can:  Write a sentence that runs left to right and starts at the top of the page and works toward the bottom.



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<b>Report Card Standard</b>	<b><u>Language Conventions</u></b> <b>Writes capital and lowercase letters of the alphabet with correct shaping and spacing of letters.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can:  Write some of the lower and upper case letters using correct shaping and spacing.	I can:  Write most of the lower and upper case letters using correct shaping and spacing.	I can:  Write almost all of my lower and upper case letters using correct shaping and spacing.	I can:  Write all of my lower and upper case letters using correct shaping and spacing.
<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:  Write up to 13 lower and upper case letters using correct spacing and shaping.	Student can:  Write up to 20 lower and upper and case letters using correct shaping and some spacing.	Student can:  Write 40 out of the 52 lower and upper case letters using correct shaping and pacing.	Student can:  Write all 52 lower and upper case letters using correct shaping and spacing.



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Report Card Standard	<u>Language Conventions</u> Writes phonetically spelled words		
Learning Targets by Quarter			
1	2	3	4
		I can:  Spell two letter words phonetically.	I can:  Spell CVC words phonetically.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
		Student can:  Sound out and identify the letters based on sound in two letter words such as “it” and “as.”	Student can:  Sound out and identify the letters based on sound in CVC words. .



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Report Card Standard	<u>Listening and Speaking</u> Understands and follows one- and two-step spoken directions		
Learning Targets by Quarter			
1	2	3	4
I can:  Follow one-step directions.	I can:  Listen to my teacher’s spoken instructions and complete two-step directions when given in two separate parts.	I can:  Listen to my teacher’s instructions and complete two-step directions.	I can:  Follow and complete spoken two-step directions.
Work Sample for Meets the Grade Level Expectations at this Time by Quarter			
1	2	3	4
Student can:  Complete task with one-step direction.	Student can:  Complete task with two-steps after being given each step separately.  Example: Get out your pencil and write your name. First get out the pencil. (Pause) Then, write your name.	Student can:  Complete two-step directions from instructor after one reminder.  Example: Get out your pencil and write your name. Write your name after you get out your pencil.	Student can:  Follow and complete a two-step direction.  Example: Get your pencil and write your name.





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<b>Report Card Standard</b>	<b><u>Listening and Speaking</u></b> <b>Shares information and ideas, speaking in complete, coherent sentences.</b>		
<b>Learning Targets by Quarter</b>			
<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>
I can:  Verbally complete a thought that makes sense.	I can:  Verbally express a complete thought in a conversation.	I can:  Verbally express more than two complete thoughts in a conversation.	I can:  Verbally express five or more complete thoughts in a conversation.
<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:  Verbally express a simple thought.  Example: I like cars. I can run.	Student can:  Hold a conversation using two or more exchanges.	Student can:  Verbally express three to five correct thoughts in a conversation.	Student can:  Verbally express five or more complete thoughts during a conversation.  Example: Last night before bed, I brushed my teeth. I used my blue toothbrush. I also used the blue toothpaste. Then, I washed my face. I climbed in to my bed with my stuffed animal.