



# Kindergarten

## Reading Language Arts/SS Integrated

### Standards-Based Rubric

Student:	Teacher:
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#### Possible Evidence of Indicators

##### Observations:

- Whole Group Instruction
- Guided Reading Instruction
- Work Stations
- Independent Work
- Anecdotal Data

##### Conversations:

- Whole Group Instruction
- Guided Reading Instruction
- Guided Reading Conferences
- Work Stations
- Independent Work
- Diagnostic Interviews

##### Products:

- Independent Work Aligned to the TEKS
- Formative Assessment Data
- District-Created Sample Assessment Items
- Team Created Common Formative Assessments
- District Created Formative Assessments
- Work Station Tasks
- Performance Tasks
- Graphic Organizers
- Foldables
- Portfolios
- Self-Assessment Tasks

# 1st Nine Weeks

3 - Masters Standard	<ul style="list-style-type: none"> <li>• Demonstrates and applies knowledge and understanding of learned concepts and skills</li> <li>• Meets requirements for grade-level work</li> <li>• Completes work accurately and independently</li> </ul>
2 - Meets Standard	<ul style="list-style-type: none"> <li>• Demonstrates partial knowledge and understanding of concepts and skills</li> <li>• Beginning to meet requirements for grade-level work</li> <li>• Requires extra time, instruction, assistance and/or practice</li> </ul>
1 - Approaching Standard	<ul style="list-style-type: none"> <li>• Demonstrates minimal knowledge and understanding of concepts and skills</li> <li>• Seldom meets requirements for grade-level work</li> <li>• Requires an extended amount of time, instruction, assistance and/or practice</li> </ul>
0 - Does Not Meet Standard	<ul style="list-style-type: none"> <li>• Has not made progress toward knowledge and understanding of concepts and skills</li> <li>• Does not meet requirements for grade-level work</li> <li>• Requires an extended amount of time, instruction, assistance and/or practice</li> </ul>

## ORAL LANGUAGE

<b>K.1A</b> Listen actively and ask questions, using multiple words in a response	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Listens actively <input type="checkbox"/> Ask questions based on information presented <input type="checkbox"/> Uses multiple words when asking questions on information presented			

## SOCIAL STUDIES PROCESS STANDARDS

<b>K.13B</b> Apply critical-thinking skills and sequence and categorize information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Demonstrates critical thinking <input type="checkbox"/> Demonstrates critical thinking in sequencing information <input type="checkbox"/> Demonstrates critical thinking in categorizing information			

<b>K.1B</b> <b>Follow directions, follow a sequence of actions, and restate directions</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Follows oral directions <input type="checkbox"/> Follows oral directions that involve a sequence of actions <input type="checkbox"/> Restates oral directions accurately			
<b>BEGINNING READING AND WRITING</b>				
<b>K.2Ai</b> <b>Identify and produce rhyming words</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies rhyming words aloud <input type="checkbox"/> Identifies rhyming words in print <input type="checkbox"/> Produces rhyming words aloud <input type="checkbox"/> Produces rhyming words in print <input type="checkbox"/> Consistently identifies and produces rhyming pairs			
<b>K.2Aiii</b> <b>Identify individual words in a spoken sentence</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Consistently and independently identifies words in a spoken sentence. <input type="checkbox"/> Can identify 3-4 words in a sentence <input type="checkbox"/> Can identify letters and sounds that make up a sentence <input type="checkbox"/> Can identify it when a sentence is spoken aloud			
<b>K.2Avii-SLAR</b> <b>Identify initial and final sounds in simple words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies initial sounds in simple words <input type="checkbox"/> Identifies final sounds in simple words <input type="checkbox"/> Identifies both initial and final sounds together in simple words			

<b>K.2Bi</b> <b>Identify and match the common sounds that letters represent</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identifies common sounds that all 26 letters represent _____ Identifies common sounds that 15-25 letters represent _____ Identifies common sounds that 0-14 letters represent			
<b>K.2Bii-SLAR</b> <b>Use letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV</b>	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	_____ Recognizes letter-sound relationship _____ Uses letter-sound relationships to decode CV words _____ Uses letter-sound relationships to decode VC words _____ Uses letter-sound relationships to decode CCV words _____ Uses letter-sound relationships to decode CVC words _____ Uses letter-sound relationships to decode VCV words _____ Uses letter-sound relationships to decode CVCV words _____ Uses letter-sound relationships to decode CCVCV words _____ Uses letter-sound relationships to decode CVCCV words			
<b>K.2Biv</b> <b>(NOT assessed in DL)</b> <b>Identify and read at least 25 high-frequency words</b>	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5-6 indicators	The student demonstrates mastery of: 7-8 indicators
Anecdotal Data:	_____ Identifies 17-25 high frequency words _____ Reads 17-25 high frequency word _____ Identifies 8-16 high frequency words _____ Reads 8-16 high frequency words _____ Identifies 3-7 high frequency words _____ Reads 3-7 high frequency words _____ Identifies 0-2 high frequency words _____ Reads 0-2 high frequency words			

<b>K.2Biv-SLAR</b> <b>Recognize that new words are created when syllables are changed, added, or deleted</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
	_____ Recognize how words are created _____ Recognize how words are created when syllables are changed _____ Recognize how words are created when syllables are added _____ Recognize how words are created when syllables are deleted			
<b>K.2Ci-SLAR</b> <b>Spelling common letter and sound correlations.</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identifies common sounds that all 27 letters represent _____ Identifies common sounds that 15-26 letters represent _____ Identifies common sounds that 0-14 letters represent			
<b>K.2Cii-SLAR</b> <b>Spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators
	_____ Spells common CV words _____ Spells common VC words _____ Spells common CCV words _____ Spells common CVC words _____ Spells common VCV words _____ Spells common CVCV words _____ Spells common CCVCV words _____ Spells common CVCCV words			

<b>K.2Di</b> <b>Identify parts of a book including, front cover, back cover, and title page</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identifies the front cover of a book _____ Identifies the back cover of a book _____ Identifies the title page of a book			
<b>K.2Dii</b> <b>Demonstrates how to hold a book including right-side up, turning pages correctly, reading top to bottom, reading left to right, and knowing how to make a return sweep when reading</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____ Holds a book right-side up _____ Turns pages from right to left _____ Reads from the top of the page to the bottom of the page _____ Starts reading on the left of a sentence until the end of the sentence _____ Knows to go to a second line of text after the first one ends (return sweep)			
<b>K.2E</b> <b>Forms upper and lowercase letters correctly with appropriate directionality</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	_____ Forms 26 <b>lowercase</b> letters correctly with appropriate directionality _____ Forms 15-25 <b>lowercase</b> letters correctly with appropriate directionality _____ Forms 0-14 <b>lowercase</b> letters correctly with appropriate directionality  _____ Forms 26 <b>uppercase</b> letters correctly with appropriate directionality _____ Forms 15-25 <b>uppercase</b> letters correctly with appropriate directionality _____ Forms 0-14 <b>uppercase</b> letters correctly with appropriate directionality			

**VOCABULARY****K.3A  
Use resources to find words**The student demonstrates mastery of:  
0 indicatorsThe student demonstrates mastery of:  
1 indicatorThe student demonstrates mastery of:  
2 indicatorsThe student demonstrates mastery of:  
3 indicators

Anecdotal Data:

- Uses posters in a classroom to help find and identify words
- Uses digital means to help find and identify words
- Uses picture dictionaries to help find and identify words

**RESPONSE SKILLS****K.6B  
Provide a response to a text**The student demonstrates mastery of:  
0 indicatorsThe student demonstrates mastery of:  
1 indicatorThe student demonstrates mastery of:  
2 indicatorsThe student demonstrates mastery of:  
3 indicators

Anecdotal Data:

- Provide an oral response to a text
- Provide a pictorial response to a text
- Provide a written response to a text

**LITERARY TEXTS****K.7B  
Identify and describe the main character in a text**The student demonstrates mastery of:  
0 indicatorsThe student demonstrates mastery of:  
1 indicatorThe student demonstrates mastery of:  
2 indicatorsThe student demonstrates mastery of:  
3 indicators

Anecdotal Data:

- Identifies the main character in a text
- Describes the main character in a text
- Can tell another student who the main character in the text is

**K.8B  
Discuss rhyme and rhythm in a variety of poems, including nursery rhymes**The student demonstrates mastery of:  
0 indicatorsThe student demonstrates mastery of:  
1 indicatorThe student demonstrates mastery of:  
2 indicatorsThe student demonstrates mastery of:  
3 indicators

Anecdotal Data:

- Can repeat the rhythm of a poem or nursery rhyme
- Can discuss with teacher or another student which words rhyme
- Can discuss with teacher or another student what the rhythm of the poem sounds like

**COMPOSITION****K.10A**  
**Plan writing by generating ideas through class discussions and drawings**The student demonstrates mastery of:  
0 indicatorsThe student demonstrates mastery of:  
1 indicatorThe student demonstrates mastery of:  
2-3 indicatorsThe student demonstrates mastery of:  
4 indicators

Anecdotal Data:

- \_\_\_\_\_ Set a plan for writing
- \_\_\_\_\_ Use class discussions to generate ideas for writing
- \_\_\_\_\_ Use class discussions to help set a plan for writing
- \_\_\_\_\_ Use drawings to help set a plan for writing

**K.10B**  
**Develop a draft for writing**The student demonstrates mastery of:  
0 indicatorsThe student demonstrates mastery of:  
1 indicatorThe student demonstrates mastery of:  
2-3 indicatorsThe student demonstrates mastery of:  
4 indicators

Anecdotal Data:

- \_\_\_\_\_ Develop oral drafts or writing
- \_\_\_\_\_ Develop pictorial drafts for writing
- \_\_\_\_\_ Develop written forms for writing
- \_\_\_\_\_ Describe how writing is organized

**SOCIAL STUDIES HISTORY****K.2A**  
**Identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro**The student demonstrates mastery of:  
0 indicatorsThe student demonstrates mastery of:  
1 indicatorThe student demonstrates mastery of:  
2-3 indicatorsThe student demonstrates mastery of:  
4 indicators

Anecdotal Data:

- \_\_\_\_\_ Identify contributions of Stephen F. Austin
- \_\_\_\_\_ Identify contributions of George Washington
- \_\_\_\_\_ Identify contributions of Christopher Columbus
- \_\_\_\_\_ Identify contributions of José Antonio Navarro



# 2nd Nine Weeks

3 - Masters Standard	<ul style="list-style-type: none"> <li>• Demonstrates and applies knowledge and understanding of learned concepts and skills</li> <li>• Meets requirements for grade-level work</li> <li>• Completes work accurately and independently</li> </ul>
2 - Meets Standard	<ul style="list-style-type: none"> <li>• Demonstrates partial knowledge and understanding of concepts and skills</li> <li>• Beginning to meet requirements for grade-level work</li> <li>• Requires extra time, instruction, assistance and/or practice</li> </ul>
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## ORAL LANGUAGE

<b>K.1A</b> Listen actively and ask questions, using multiple words in a response	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<p>_____ Listens actively</p> <p>_____ Ask questions based on information presented</p> <p>_____ Uses multiple words when asking questions on information presented.</p>			

## SOCIAL STUDIES PROCESS STANDARDS

<b>K.13B</b> Apply critical-thinking skills and sequence and categorize information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<p>_____ Demonstrates critical thinking</p> <p>_____ Demonstrates critical thinking in sequencing information</p> <p>_____ Demonstrates critical thinking in categorizing information</p>			

<b>K.1B</b> <b>Follow directions, follow a sequence of actions, and restate directions</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Follows oral directions _____ Follows oral directions that involve a sequence of actions _____ Restates oral directions accurately			
<b>SOCIAL STUDIES PROCESS STANDARDS</b>				
<b>K.14B</b> <b>Use social studies terminology related to time and chronology correctly</b>	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-9 indicators	The student demonstrates mastery of: 10-16 indicators
Anecdotal Data:	_____ Use terms related to time correctly ___ <b>before</b> ___ <b>last</b> ___ <b>after</b> ___ <b>yesterday</b> ___ <b>next</b> ___ <b>today</b> ___ <b>first</b> ___ <b>tomorrow</b>  _____ Use terms related to chronology correctly ___ <b>before</b> ___ <b>last</b> ___ <b>after</b> ___ <b>yesterday</b> ___ <b>next</b> ___ <b>today</b> ___ <b>first</b> ___ <b>tomorrow</b>			
<b>BEGINNING READING AND WRITING</b>				
<b>K.2Ai</b> <b>Identify and produce rhyming words</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____ Identifies rhyming words aloud _____ Identifies rhyming words in print _____ Produces rhyming words aloud _____ Produces rhyming words in print _____ Consistently identifies and produces rhyming pairs			

<b>K.2Aiii</b> <b>Identify individual words in a spoken sentence</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<p>_____ Consistently and independently identifies words in a spoken sentence.</p> <p>_____ Can identify 3-4 words in a sentence</p> <p>_____ Can identify letters and sounds that make up a sentence</p> <p>_____ Can identify it when a sentence is spoken aloud</p>			
<b>K.2Avii-SLAR</b> <b>Identify initial and final sounds in simple words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<p>_____ Identifies initial sounds in simple words</p> <p>_____ Identifies final sounds in simple words</p> <p>_____ Identifies both initial and final sounds together in simple words</p>			
<b>K.2Aiv</b> <b>Identify syllables in spoken words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<p>_____ Consistently and independently identifies consonant sounds</p> <p>_____ Consistently and independently identifies vowel sounds</p> <p>_____ Consistently and independently count syllables in spoken words.</p> <p>_____ Consistently and independently pronounce syllables in spoken words.</p>			
<b>K.2Av</b> <b>Blend syllables to form multi syllabic words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<p>_____ Consistently and independently pronounces syllables in spoken words.</p> <p>_____ Consistently and independently blends syllables in spoken words.</p> <p>_____ Consistently and independently segments syllables in spoken words.</p>			

<b>K.2Avii</b> <b>Blending spoken onsets and rimes to form simple words</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicator	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____ Identifies vowels correctly _____ Identifies consonants correctly _____ Consistently and independently blends onsets in spoken words. _____ Consistently and independently blends rimes in spoken words. _____ Independently forms one-syllable words			
<b>K.2Bi</b> <b>Identify and match the common sounds that letters represent</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identifies common sounds that all 26 letters represent _____ Identifies common sounds that 15-25 letters represent _____ Identifies common sounds that 0-14 letters represent			
<b>K.2Bii-SLAR</b> <b>Use letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV</b>	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	_____ Recognizes letter-sound relationship _____ Uses letter-sound relationships to decode CV words _____ Uses letter-sound relationships to decode VC words _____ Uses letter-sound relationships to decode CCV words _____ Uses letter-sound relationships to decode CVC words _____ Uses letter-sound relationships to decode VCV words _____ Uses letter-sound relationships to decode CVCV words _____ Uses letter-sound relationships to decode CCVCV words _____ Uses letter-sound relationships to decode CVCCV words			

<b>K.2Bii-</b> <b>(NOT assessed in DL)</b> <b>Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<input type="checkbox"/> Recognizes letter-sound relationship <input type="checkbox"/> Decodes VC words <input type="checkbox"/> Decodes CVC words <input type="checkbox"/> Decodes CCVC words <input type="checkbox"/> Decodes CVCC words			
<b>K.2Biv-</b> <b>(NOT assessed in DL)</b> <b>Identify and read at least 25 high-frequency words</b>	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5-6 indicators	The student demonstrates mastery of: 7-8 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies 17-25 high frequency words <input type="checkbox"/> Reads 17-25 high frequency word <input type="checkbox"/> Identifies 8-16 high frequency words <input type="checkbox"/> Reads 8-16 high frequency words <input type="checkbox"/> Identifies 3-7 high frequency words <input type="checkbox"/> Reads 3-7 high frequency words <input type="checkbox"/> Identifies 0-2 high frequency words <input type="checkbox"/> Reads 0-2 high frequency words			
<b>K.2Biv-SLAR</b> <b>Recognize that new words are created when syllables are changed, added, or deleted</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
	<input type="checkbox"/> Recognize how words are created <input type="checkbox"/> Recognize how words are created when syllables are changed <input type="checkbox"/> Recognize how words are created when syllables are added <input type="checkbox"/> Recognize how words are created when syllables are deleted			

<b>K.2Ci-SLAR</b> <b>Spelling common letter and sound correlations.</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identifies common sounds that all 27 letters represent _____ Identifies common sounds that 15-26 letters represent _____ Identifies common sounds that 0-14 letters represent			
<b>K.2Cii-SLAR</b> <b>Spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators
	_____ Spells common CV words _____ Spells common VC words _____ Spells common CCV words _____ Spells common CVC words _____ Spells common VCV words _____ Spells common CVCV words _____ Spells common CCVCV words _____ Spells common CVCCV words			
<b>K.2Di</b> <b>Identify parts of a book including, front cover, back cover, and title page</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identifies the front cover of a book _____ Identifies the back cover of a book _____ Identifies the title page of a book			

<b>K.2Dii</b> <b>Demonstrates how to hold a book including right-side up, turning pages correctly, reading top to bottom, reading left to right, and knowing how to make a return sweep when reading</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<input type="checkbox"/> Holds a book right-side up <input type="checkbox"/> Turns pages from right to left <input type="checkbox"/> Reads from the top of the page to the bottom of the page <input type="checkbox"/> Starts reading on the left of a sentence until the end of the sentence <input type="checkbox"/> Knows to go to a second line of text after the first one ends (return sweep)			
<b>GEOGRAPHY</b>				
<b>K.3A</b> <b>Use spatial terms, including over, under, near, far, left, and right, to describe relative location</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	<input type="checkbox"/> Know and correctly use the spatial term OVER <input type="checkbox"/> Know and correctly use the spatial term UNDER <input type="checkbox"/> Know and correctly use the spatial term NEAR <input type="checkbox"/> Know and correctly use the spatial term FAR <input type="checkbox"/> Know and correctly use the spatial term LEFT <input type="checkbox"/> Know and correctly use the spatial term RIGHT			

<b>K.2E</b> <b>Forms upper and lowercase letters correctly with appropriate directionality</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	<p> <input type="checkbox"/> Forms 26 <b>lowercase</b> letters correctly with appropriate directionality  <input type="checkbox"/> Forms 15-25 <b>lowercase</b> letters correctly with appropriate directionality  <input type="checkbox"/> Forms 0-14 <b>lowercase</b> letters correctly with appropriate directionality   <input type="checkbox"/> Forms 26 <b>uppercase</b> letters correctly with appropriate directionality  <input type="checkbox"/> Forms 15-25 <b>uppercase</b> letters correctly with appropriate directionality  <input type="checkbox"/> Forms 0-14 <b>uppercase</b> letters correctly with appropriate directionality         </p>			
<b>VOCABULARY</b>				
<b>K.3A</b> <b>Use resources to find words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<p> <input type="checkbox"/> Uses posters in a classroom to help find and identify words  <input type="checkbox"/> Uses digital means to help find and identify words  <input type="checkbox"/> Uses picture dictionaries to help find and identify words         </p>			
<b>RESPONSE SKILLS</b>				
<b>K.6A</b> <b>Describe personal connections to a variety of sources</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<p> <input type="checkbox"/> Describe a personal connection to a book/text  <input type="checkbox"/> Describe a personal connection to an instructional video  <input type="checkbox"/> Describe a personal connection to an audio recording  <input type="checkbox"/> Describe a personal connection to another classmate         </p>			



<b>K.6B</b> <b>Provide a response to a text</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Provide an oral response to a text <input type="checkbox"/> Provide a pictorial response to a text <input type="checkbox"/> Provide a written response to a text			
<b>LITERARY TEXTS</b>				
<b>K.7B</b> <b>Identify and describe the main character in a text</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies the main character in a text <input type="checkbox"/> Describes the main character in a text <input type="checkbox"/> Can tell another student who the main character in the text is			
<b>K.8B</b> <b>Discuss rhyme and rhythm in a variety of poems, including nursery rhymes</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Can repeat the rhythm of a poem or nursery rhyme <input type="checkbox"/> Can discuss with teacher or another student which words rhyme <input type="checkbox"/> Can discuss with teacher or another student what the rhythm of the poem sounds like			
<b>INFORMATIONAL TEXTS</b>				
<b>K.8Dii</b> <b>Recognize titles and use simple graphics to gain information</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
	<input type="checkbox"/> Identify the title of an informational text <input type="checkbox"/> Identify pictures in an informational text <input type="checkbox"/> Gain and relay information of the graphics in an informational text			

**COMPOSITION**

**K.10A**  
**Plan writing by**  
**generating ideas through**  
**class discussions and**  
**drawings**

The student demonstrates  
 mastery of:  
 0 indicators

The student demonstrates  
 mastery of:  
 1 indicator

The student demonstrates  
 mastery of:  
 2-3 indicators

The student demonstrates  
 mastery of:  
 4 indicators

Anecdotal Data:

- \_\_\_\_\_ Set a plan for writing
- \_\_\_\_\_ Use class discussions to generate ideas for writing
- \_\_\_\_\_ Use class discussions to help set a plan for writing
- \_\_\_\_\_ Use drawings to help set a plan for writing

**K.10B**  
**Develop a draft for writing**

The student demonstrates  
 mastery of:  
 0 indicators

The student demonstrates  
 mastery of:  
 1 indicator

The student demonstrates  
 mastery of:  
 2-3 indicators

The student demonstrates  
 mastery of:  
 4 indicators

Anecdotal Data:

- \_\_\_\_\_ Develop oral drafts or writing
- \_\_\_\_\_ Develop pictorial drafts for writing
- \_\_\_\_\_ Develop written forms for writing
- \_\_\_\_\_ Describe how writing is organized

**SOCIAL STUDIES HISTORY**

**K.2A**  
**Identify contributions of**  
**historical figures,**  
**including Stephen F.**  
**Austin, George**  
**Washington, Christopher**  
**Columbus, and José**  
**Antonio Navarro**

The student demonstrates  
 mastery of:  
 0 indicators

The student demonstrates  
 mastery of:  
 1 indicator

The student demonstrates  
 mastery of:  
 2-3 indicators

The student demonstrates  
 mastery of:  
 4 indicators

Anecdotal Data:

- \_\_\_\_\_ Identify contributions of Stephen F. Austin
- \_\_\_\_\_ Identify contributions of George Washington
- \_\_\_\_\_ Identify contributions of Christopher Columbus
- \_\_\_\_\_ Identify contributions of José Antonio Navarro

# 3rd Nine Weeks

3 - Masters Standard	<ul style="list-style-type: none"> <li>• Demonstrates and applies knowledge and understanding of learned concepts and skills</li> <li>• Meets requirements for grade-level work</li> <li>• Completes work accurately and independently</li> </ul>
2 - Meets Standard	<ul style="list-style-type: none"> <li>• Demonstrates partial knowledge and understanding of concepts and skills</li> <li>• Beginning to meet requirements for grade-level work</li> <li>• Requires extra time, instruction, assistance and/or practice</li> </ul>
1 - Approaching Standard	<ul style="list-style-type: none"> <li>• Demonstrates minimal knowledge and understanding of concepts and skills</li> <li>• Seldom meets requirements for grade-level work</li> <li>• Requires an extended amount of time, instruction, assistance and/or practice</li> </ul>
0 - Does Not Meet Standard	<ul style="list-style-type: none"> <li>• Has not made progress toward knowledge and understanding of concepts and skills</li> <li>• Does not meet requirements for grade-level work</li> <li>• Requires an extended amount of time, instruction, assistance and/or practice</li> </ul>

## ORAL LANGUAGE

<b>K.1A</b> Listen actively and ask questions, using multiple words in a response	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<p>_____ Listens actively</p> <p>_____ Ask questions based on information presented</p> <p>_____ Uses multiple words when asking questions on information presented.</p>			

## SOCIAL STUDIES PROCESS STANDARDS

<b>K.13B</b> Apply critical-thinking skills and sequence and categorize information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<p>_____ Demonstrates critical thinking</p> <p>_____ Demonstrates critical thinking in sequencing information</p> <p>_____ Demonstrates critical thinking in categorizing information</p>			

<b>K.1B</b> <b>Follow directions, follow a sequence of actions, and restate directions</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
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Anecdotal Data:	<input type="checkbox"/> Follows oral directions <input type="checkbox"/> Follows oral directions that involve a sequence of actions <input type="checkbox"/> Restates oral directions accurately			
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**SOCIAL STUDIES PROCESS STANDARDS**

<b>K.14B</b> <b>Use social studies terminology related to time and chronology correctly</b>	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-9 indicators	The student demonstrates mastery of: 10-16 indicators
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Anecdotal Data:	<input type="checkbox"/> Use terms related to time correctly <input type="checkbox"/> <b>before</b> <input type="checkbox"/> <b>last</b> <input type="checkbox"/> <b>after</b> <input type="checkbox"/> <b>yesterday</b> <input type="checkbox"/> <b>next</b> <input type="checkbox"/> <b>today</b> <input type="checkbox"/> <b>first</b> <input type="checkbox"/> <b>tomorrow</b>  <input type="checkbox"/> Use terms related to chronology correctly <input type="checkbox"/> <b>before</b> <input type="checkbox"/> <b>last</b> <input type="checkbox"/> <b>after</b> <input type="checkbox"/> <b>yesterday</b> <input type="checkbox"/> <b>next</b> <input type="checkbox"/> <b>today</b> <input type="checkbox"/> <b>first</b> <input type="checkbox"/> <b>tomorrow</b>			
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**SOCIAL STUDIES GEOGRAPHY**

<b>K.3B</b> <b>Locate places on the school campus and describe their relative locations</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
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Anecdotal Data:	<input type="checkbox"/> Locate classroom in the school <input type="checkbox"/> Describe relative location of classroom using spatial teams (over, under, near, far, left, right) <input type="checkbox"/> Locate cafeteria in the school <input type="checkbox"/> Describe relative location of cafeteria using spatial teams (over, under, near, far, left, right)			
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**BEGINNING READING AND WRITING**

<b>K.2Ai Identify and produce rhyming words</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
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Anecdotal Data:	<p>_____ Identifies rhyming words aloud</p> <p>_____ Identifies rhyming words in print</p> <p>_____ Produces rhyming words aloud</p> <p>_____ Produces rhyming words in print</p> <p>_____ Consistently identifies and produces rhyming pairs</p>			
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<b>K.2Aiii Identify individual words in a spoken sentence</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
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Anecdotal Data:	<p>_____ Consistently and independently identifies words in a spoken sentence.</p> <p>_____ Can identify 3-4 words in a sentence</p> <p>_____ Can identify letters and sounds that make up a sentence</p> <p>_____ Can identify it when a sentence is spoken aloud</p>			
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<b>K.2Avii-SLAR Identify initial and final sounds in simple words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
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Anecdotal Data:	<p>_____ Identifies initial sounds in simple words</p> <p>_____ Identifies final sounds in simple words</p> <p>_____ Identifies both initial and final sounds together in simple words</p>			
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<b>K.2Aiv Identify syllables in spoken words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
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Anecdotal Data:	<p>_____ Consistently and independently identifies consonant sounds</p> <p>_____ Consistently and independently identifies vowel sounds</p> <p>_____ Consistently and independently count syllables in spoken words.</p> <p>_____ Consistently and independently pronounce syllables in spoken words</p>			
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<b>K.2Av</b> <b>Blend syllables to form multi-syllabic words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____Recongizes more than one syllable in a word _____Consistently and independently pronounces syllables in spoken words _____Consistently and independently blends syllables in spoken words _____Consistently and independently segments syllables in spoken words			
<b>K.2Avi</b> <b>Segments multisyllabic words into syllables</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____Recongizes more than one syllable in a word _____Decodes multiple syllables in a word _____Consistently and independently segments multiple syllables in words.			
<b>K.2Avii</b> <b>Blending spoken onsets and rimes to form simple words</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	_____Identifes vowels correctly _____Identifes consonants correctly _____Consistently and independently blends onsets in spoken words. _____Consistently and independently blends rimes in spoken words. _____Independently forms one-syllable words			
<b>K.2Aviii-</b> <b>(NOT assessed in DL)</b> <b>Blends spoken phonemes to form one syllable words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____Repeats spoken phonemes _____Changes consonants in phonemes to change spoken sounds _____Changes vowels in phonemes to change spoken sounds _____Independently blends phonemes together to form one syllable words			

<b>K.2Aviii-SLAR</b> <b>Blend spoken phonemes to form syllables</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Repeats spoken phonemes <input type="checkbox"/> Changes consonants in phonemes to change spoken sounds <input type="checkbox"/> Changes vowels in phonemes to change spoken sounds <input type="checkbox"/> Blends phonemes together for form syllables			
<b>K.2Aix</b> <b>Manipulates syllables within a multisyllabic word</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Recongizes more than one syllable in a word <input type="checkbox"/> Decodes multiple syllables in a word <input type="checkbox"/> Changes onset to create a new multiple syllabic word <input type="checkbox"/> Changes rime to create a new multiple syllabic word			
<b>K.2Ax-</b> <b>(NOT assessed in DL)</b> <b>Segments spoken one-syllable words into individual phonemes</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies one syllable per word <input type="checkbox"/> Identifies each phoneme of the word <input type="checkbox"/> Sounds out each phoneme of the word			
<b>K.2Bi</b> <b>Identify and match the common sounds that letters represent</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies common sounds that all 26 letters represent <input type="checkbox"/> Identifies common sounds that 15-25 letters represent <input type="checkbox"/> Identifies common sounds that 0-14 letters represent			

<b>K.2Bii-</b> <b>(NOT assessed in DL)</b> <b>Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words</b>	The student demonstrates mastery of: 0-1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<input type="checkbox"/> Recognizes letter-sound relationship <input type="checkbox"/> Decodes VC words <input type="checkbox"/> Decodes CVC words <input type="checkbox"/> Decodes CCVC words <input type="checkbox"/> Decodes CVCC words			
<b>K.2Bii-SLAR</b> <b>Use letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV</b>	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	<input type="checkbox"/> Recognizes letter-sound relationship <input type="checkbox"/> Uses letter-sound relationships to decode CV words <input type="checkbox"/> Uses letter-sound relationships to decode VC words <input type="checkbox"/> Uses letter-sound relationships to decode CCV words <input type="checkbox"/> Uses letter-sound relationships to decode CVC words <input type="checkbox"/> Uses letter-sound relationships to decode VCV words <input type="checkbox"/> Uses letter-sound relationships to decode CVCV words <input type="checkbox"/> Uses letter-sound relationships to decode CCVCV words <input type="checkbox"/> Uses letter-sound relationships to decode CVCCV words			
<b>K.2Biii-</b> <b>(NOT assessed in DL)</b> <b>Recognizes that new words are created when letters are changed, added, or deleted</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Recognizes a word is new if you change a letter <input type="checkbox"/> Recognizes a word is new if you add a letter <input type="checkbox"/> Recognizes a word is new if you delete a letter			



<b>K.2Biii-SLAR</b> <b>Decodes words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/;</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	_____ Decodes words with a silent h _____ Decodes words with consonant digraph /ch/ _____ Decodes words with consonant digraph /rr/ _____ Decodes words with consonant digraph /ll/			
<b>K.2Biv-</b> <b>(NOT assessed in DL)</b> <b>Identify and read at least 25 high-frequency words</b>	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5-6 indicators	The student demonstrates mastery of: 7-8 indicators
Anecdotal Data:	_____ Identifies 17-25 high frequency words _____ Reads 17-25 high frequency word _____ Identifies 8-16 high frequency words _____ Reads 8-16 high frequency words _____ Identifies 3-7 high frequency words _____ Reads 3-7 high frequency words _____ Identifies 0-2 high frequency words _____ Reads 0-2 high frequency words			
<b>K.2Biv-SLAR</b> <b>Recognize that new words are created when syllables are changed, added, or deleted</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
	_____ Recognize how words are created _____ Recognize how words are created when syllables are changed _____ Recognize how words are created when syllables are added _____ Recognize how words are created when syllables are deleted			

<b>K.2Ci-SLAR</b> <b>Spelling common letter and sound correlations.</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies common sounds that all 27 letters represent <input type="checkbox"/> Identifies common sounds that 15-26 letters represent <input type="checkbox"/> Identifies common sounds that 0-14 letters represent			
<b>K.2Cii-SLAR</b> <b>Spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators
	<input type="checkbox"/> Spells common CV words <input type="checkbox"/> Spells common VC words <input type="checkbox"/> Spells common CCV words <input type="checkbox"/> Spells common CVC words <input type="checkbox"/> Spells common VCV words <input type="checkbox"/> Spells common CVCV words <input type="checkbox"/> Spells common CCVCV words <input type="checkbox"/> Spells common CVCCV words			
<b>K.2Ci-</b> <b>(NOT assessed in DL)</b> <b>Spell words with VC, CVC, and CCVC</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Independently spell words with VC <input type="checkbox"/> Independently spell words with CVC <input type="checkbox"/> Independently spell words with CCVC			
<b>K.2Ciii-</b> <b>(NOT assessed in DL)</b> <b>Spell high-frequency words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Spells 25 or more high frequency words <input type="checkbox"/> Spells 15-24 high frequency words <input type="checkbox"/> Spells 0-14 high frequency words			

<b>K.2Di</b> <b>Identify parts of a book including, front cover, back cover, and title page</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies the front cover of a book <input type="checkbox"/> Identifies the back cover of a book <input type="checkbox"/> Identifies the title page of a book			
<b>K.2Dii</b> <b>Demonstrates how to hold a book including right-side up, turning pages correctly, reading top to bottom, reading left to right, and knowing how to make a return sweep when reading</b>	The student demonstrates mastery of: 0-1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<input type="checkbox"/> Holds a book right-side up <input type="checkbox"/> Turns pages from right to left <input type="checkbox"/> Reads from the top of the page to the bottom of the page <input type="checkbox"/> Starts reading on the left of a sentence until the end of the sentence <input type="checkbox"/> Knows to go to a second line of text after the first one ends (return sweep)			
<b>GEOGRAPHY</b>				
<b>K.3A</b> <b>Use spatial terms, including over, under, near, far, left, and right, to describe relative location</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	<input type="checkbox"/> Know and correctly use the spatial term OVER <input type="checkbox"/> Know and correctly use the spatial term UNDER <input type="checkbox"/> Know and correctly use the spatial term NEAR <input type="checkbox"/> Know and correctly use the spatial term FAR <input type="checkbox"/> Know and correctly use the spatial term LEFT <input type="checkbox"/> Know and correctly use the spatial term RIGHT			

<b>K.2Dv</b> <b>Identify all uppercase and lowercase letters</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	<p> <input type="checkbox"/> Identifies 26 <b>lowercase</b> letters correctly  <input type="checkbox"/> Identifies 15-25 <b>lowercase</b> letters correctly  <input type="checkbox"/> Identifies 0-14 <b>lowercase</b> letters correctly    <input type="checkbox"/> Identifies 26 <b>uppercase</b> letters correctly  <input type="checkbox"/> Identifies 15-25 <b>uppercase</b> letters correctly  <input type="checkbox"/> Identifies 0-14 <b>uppercase</b> letters correctly         </p>			
<b>K.2E</b> <b>Forms upper and lowercase letters correctly with appropriate directionality</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	<p> <input type="checkbox"/> Forms 26 <b>lowercase</b> letters correctly with appropriate directionality  <input type="checkbox"/> Forms 15-25 <b>lowercase</b> letters correctly with appropriate directionality  <input type="checkbox"/> Forms 0-14 <b>lowercase</b> letters correctly with appropriate directionality    <input type="checkbox"/> Forms 26 <b>uppercase</b> letters correctly with appropriate directionality  <input type="checkbox"/> Forms 15-25 <b>uppercase</b> letters correctly with appropriate directionality  <input type="checkbox"/> Forms 0-14 <b>uppercase</b> letters correctly with appropriate directionality         </p>			
<b>VOCABULARY</b>				
<b>K.3A</b> <b>Use resources to find words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<p> <input type="checkbox"/> Uses posters in a classroom to help find and identify words  <input type="checkbox"/> Uses digital means to help find and identify words  <input type="checkbox"/> Uses picture dictionaries to help find and identify words         </p>			

SELF-SUSTAINED READING				
<b>K.4A</b> <b>Self-selects texts and interacts independently over increasing periods of time</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<input type="checkbox"/> Self-selects a text <input type="checkbox"/> Interacts independently with a self-selected text <input type="checkbox"/> Interacts independently with self-selected text for 3 minutes <input type="checkbox"/> Interacts independently with self-selected text for 7 minutes <input type="checkbox"/> Interacts independently with self-selected text for 10 minutes			
RESPONSE SKILLS				
<b>K.6A</b> <b>Describe personal connections to a variety of sources</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Describe a personal connection to a book/text <input type="checkbox"/> Describe a personal connection to an instructional video <input type="checkbox"/> Describe a personal connection to an audio recording <input type="checkbox"/> Describe a personal connection to another classmate			
<b>K.6B</b> <b>Provide a response to a text</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Provide an oral response to a text <input type="checkbox"/> Provide a pictorial response to a text <input type="checkbox"/> Provide a written response to a text			

<b>K.6C</b> <b>Use text evidence to support an appropriate response</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Use text evidence to support an appropriate response to a text <input type="checkbox"/> Use text evidence to support an appropriate response to an instructional video <input type="checkbox"/> Provide a written response to an audio recording			
<b>LITERARY TEXTS</b>				
<b>K.7B</b> <b>Identify and describe the main character in a text</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies the main character in a text <input type="checkbox"/> Describes the main character in a text <input type="checkbox"/> Can tell another student who the main character in the text is			
<b>K.8B</b> <b>Discuss rhyme and rhythm in a variety of poems, including nursery rhymes</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Can repeat the rhythm of a poem or nursery rhyme <input type="checkbox"/> Can discuss with teacher or another student which words rhyme <input type="checkbox"/> Can discuss with teacher or another student what the rhythm of the poem sounds like			
<b>INFORMATIONAL TEXTS</b>				
<b>K.8Dii</b> <b>Recognize titles and use simple graphics to gain information</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
	<input type="checkbox"/> Identify the title of an informational text <input type="checkbox"/> Identify pictures in an informational text <input type="checkbox"/> Gain and relay information of the graphics in an informational text			

**COMPOSITION**

<b>K.10A</b> <b>Plan writing by generating ideas through class discussions and drawings</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
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Anecdotal Data:	_____ Set a plan for writing _____ Use class discussions to generate ideas for writing _____ Use class discussions to help set a plan for writing _____ Use drawings to help set a plan for writing			
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<b>K.10B</b> <b>Develop a draft for writing</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
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Anecdotal Data:	_____ Develop oral drafts or writing _____ Develop pictorial drafts for writing _____ Develop written forms for writing _____ Describe how writing is organized			
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**SOCIAL STUDIES HISTORY**

<b>K.2A</b> <b>Identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
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Anecdotal Data:	_____ Identify contributions of Stephen F. Austin _____ Identify contributions of George Washington _____ Identify contributions of Christopher Columbus _____ Identify contributions of José Antonio Navarro			
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# 4th Nine Weeks

3 - Masters Standard	<ul style="list-style-type: none"> <li>• Demonstrates and applies knowledge and understanding of learned concepts and skills</li> <li>• Meets requirements for grade-level work</li> <li>• Completes work accurately and independently</li> </ul>
2 - Meets Standard	<ul style="list-style-type: none"> <li>• Demonstrates partial knowledge and understanding of concepts and skills</li> <li>• Beginning to meet requirements for grade-level work</li> <li>• Requires extra time, instruction, assistance and/or practice</li> </ul>
1 - Approaching Standard	<ul style="list-style-type: none"> <li>• Demonstrates minimal knowledge and understanding of concepts and skills</li> <li>• Seldom meets requirements for grade-level work</li> <li>• Requires an extended amount of time, instruction, assistance and/or practice</li> </ul>
0 - Does Not Meet Standard	<ul style="list-style-type: none"> <li>• Has not made progress toward knowledge and understanding of concepts and skills</li> <li>• Does not meet requirements for grade-level work</li> <li>• Requires an extended amount of time, instruction, assistance and/or practice</li> </ul>

## ORAL LANGUAGE

<b>K.1A</b> Listen actively and ask questions, using multiple words in a response	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<p>_____ Listens actively</p> <p>_____ Ask questions based on information presented</p> <p>_____ Uses multiple words when asking questions on information presented.</p>			

## SOCIAL STUDIES PROCESS STANDARDS

<b>K.13B</b> Apply critical-thinking skills and sequence and categorize information	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<p>_____ Demonstrates critical thinking</p> <p>_____ Demonstrates critical thinking in sequencing information</p> <p>_____ Demonstrates critical thinking in categorizing information</p>			



<b>K.1B</b> <b>Follow directions, follow a sequence of actions, and restate directions</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
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Anecdotal Data:	<input type="checkbox"/> Follows oral directions <input type="checkbox"/> Follows oral directions that involve a sequence of actions <input type="checkbox"/> Restates oral directions accurately			
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### SOCIAL STUDIES PROCESS STANDARDS

<b>K.14B</b> <b>Use social studies terminology related to time and chronology correctly</b>	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-9 indicators	The student demonstrates mastery of: 10-16 indicators
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Anecdotal Data:	<input type="checkbox"/> Use terms related to time correctly <input type="checkbox"/> <b>before</b> <input type="checkbox"/> <b>last</b> <input type="checkbox"/> <b>after</b> <input type="checkbox"/> <b>yesterday</b> <input type="checkbox"/> <b>next</b> <input type="checkbox"/> <b>today</b> <input type="checkbox"/> <b>first</b> <input type="checkbox"/> <b>tomorrow</b>  <input type="checkbox"/> Use terms related to chronology correctly <input type="checkbox"/> <b>before</b> <input type="checkbox"/> <b>last</b> <input type="checkbox"/> <b>after</b> <input type="checkbox"/> <b>yesterday</b> <input type="checkbox"/> <b>next</b> <input type="checkbox"/> <b>today</b> <input type="checkbox"/> <b>first</b> <input type="checkbox"/> <b>tomorrow</b>			
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### SOCIAL STUDIES GEOGRAPHY

<b>K.3B</b> <b>Locate places on the school campus and describe their relative locations</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
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Anecdotal Data:	<input type="checkbox"/> Locate classroom in the school <input type="checkbox"/> Describe relative location of classroom using spatial teams (over, under, near, far, left, right) <input type="checkbox"/> Locate cafeteria in the school <input type="checkbox"/> Describe relative location of cafeteria using spatial teams (over, under, near, far, left, right)			
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## BEGINNING READING AND WRITING

<b>K.2Ai</b> <b>Identify and produce rhyming words</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<p>_____ Identifies rhyming words aloud</p> <p>_____ Identifies rhyming words in print</p> <p>_____ Produces rhyming words aloud</p> <p>_____ Produces rhyming words in print</p> <p>_____ Consistently identifies and produces rhyming pairs</p>			
<b>K.2Aiii</b> <b>Identify individual words in a spoken sentence</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<p>_____ Consistently and independently identifies words in a spoken sentence.</p> <p>_____ Can identify 3-4 words in a sentence</p> <p>_____ Can identify letters and sounds that make up a sentence</p> <p>_____ Can identify it when a sentence is spoken aloud</p>			
<b>K.2Aiv</b> <b>Identify syllables in spoken words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<p>_____ Consistently and independently identifies consonant sounds</p> <p>_____ Consistently and independently identifies vowel sounds</p> <p>_____ Consistently and independently count syllables in spoken words.</p> <p>_____ Consistently and independently pronounce syllables in spoken words.</p>			
<b>K.2Av</b> <b>Blend syllables to form multi syllabic words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<p>_____ Consistently and independently pronounces syllables in spoken words.</p> <p>_____ Consistently and independently blends syllables in spoken words.</p> <p>_____ Consistently and independently segments syllables in spoken words.</p>			

<b>K.2Avi</b> <b>Segments multisyllabic words into syllables</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Recongizes more than one syllable in a word <input type="checkbox"/> Decodes multiple syllables in a word <input type="checkbox"/> Consistently and independently segments multiple syllables in words.			
<b>K.2Avii-</b> <b>(NOT assessed in DL)</b> <b>Blending spoken onsets and rimes to form simple words</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<input type="checkbox"/> Identifes vowels correctly <input type="checkbox"/> Identifes consonants correctly <input type="checkbox"/> Consistently and independently blends onsets in spoken words. <input type="checkbox"/> Consistently and independently blends rimes in spoken words. <input type="checkbox"/> Independently forms one-syllable words			
<b>K.2Avii-SLAR</b> <b>Identify initial and final sounds in simple words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies initial sounds in simple words <input type="checkbox"/> Identifies final sounds in simple words <input type="checkbox"/> Identifies both initial and final sounds together in simple words			
<b>K.2Aviii-</b> <b>(NOT assessed in DL)</b> <b>Blends spoken phonemes to form one syllable words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Repeats spoken phonemes <input type="checkbox"/> Changes consonants in phonemes to change spoken sounds <input type="checkbox"/> Changes vowels in phonemes to change spoken sounds <input type="checkbox"/> Independently blends phonemes together to form one syllable words			

<b>K.2Aviii-SLAR</b> <b>Blend spoken phonemes to form syllables</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Repeats spoken phonemes <input type="checkbox"/> Changes consonants in phonemes to change spoken sounds <input type="checkbox"/> Changes vowels in phonemes to change spoken sounds <input type="checkbox"/> Blends phonemes together for form syllables			
<b>K.2Aix</b> <b>Manipulates syllables within a multisyllabic word</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Recongizes more than one syllable in a word <input type="checkbox"/> Decodes multiple syllables in a word <input type="checkbox"/> Changes onset to create a new multiple syllabic word <input type="checkbox"/> Changes rime to create a new multiple syllabic word			
<b>K.2Ax-</b> <b>(NOT assessed in DL)</b> <b>Segments spoken one-syllable words into individual phonemes</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies one syllable per word <input type="checkbox"/> Identifies each phoneme of the word <input type="checkbox"/> Sounds out each phoneme of the word			
<b>K.2Bi</b> <b>Identify and match the common sounds that letters represent</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies common sounds that all 26 letters represent <input type="checkbox"/> Identifies common sounds that 15-25 letters represent <input type="checkbox"/> Identifies common sounds that 0-14 letters represent			

<b>K.2Bii-</b> <b>(NOT assessed in DL)</b> <b>Use letter-sound relationships to decode, including VC, CVC, CCVC, and CVCC words</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
Anecdotal Data:	<input type="checkbox"/> Recognizes letter-sound relationship <input type="checkbox"/> Decodes VC words <input type="checkbox"/> Decodes CVC words <input type="checkbox"/> Decodes CCVC words <input type="checkbox"/> Decodes CVCC words			
<b>K.2Bii-SLAR</b> <b>Use letter-sound relationships to decode one- and two-syllable words and multisyllabic words, including CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV</b>	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-5 indicators	The student demonstrates mastery of: 6-7 indicators	The student demonstrates mastery of: 8-9 indicators
Anecdotal Data:	<input type="checkbox"/> Recognizes letter-sound relationship <input type="checkbox"/> Uses letter-sound relationships to decode CV words <input type="checkbox"/> Uses letter-sound relationships to decode VC words <input type="checkbox"/> Uses letter-sound relationships to decode CCV words <input type="checkbox"/> Uses letter-sound relationships to decode CVC words <input type="checkbox"/> Uses letter-sound relationships to decode VCV words <input type="checkbox"/> Uses letter-sound relationships to decode CVCV words <input type="checkbox"/> Uses letter-sound relationships to decode CCVCV words <input type="checkbox"/> Uses letter-sound relationships to decode CVCCV words			
<b>K.2Biii-</b> <b>(NOT assessed in Dual Language)</b> <b>Recognizes that new words are created when letters are changed, added, or deleted</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Recognizes a word is new if you change a letter <input type="checkbox"/> Recognizes a word is new if you add a letter <input type="checkbox"/> Recognizes a word is new if you delete a letter			

<b>K.2Biii-SLAR</b> <b>Decodes words with silent h and consonant digraphs such as /ch/, /rr/, and /ll/;</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Decodes words with a silent h <input type="checkbox"/> Decodes words with consonant digraph /ch/ <input type="checkbox"/> Decodes words with consonant digraph /rr/ <input type="checkbox"/> Decodes words with consonant digraph /ll/			
<b>K.2Biv-</b> <b>(NOT assessed in DL)</b> <b>Identify and read at least 25 high-frequency words</b>	The student demonstrates mastery of: 0-2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5-6 indicators	The student demonstrates mastery of: 7-8 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies 17-25 high frequency words <input type="checkbox"/> Reads 17-25 high frequency word <input type="checkbox"/> Identifies 8-16 high frequency words <input type="checkbox"/> Reads 8-16 high frequency words <input type="checkbox"/> Identifies 3-7 high frequency words <input type="checkbox"/> Reads 3-7 high frequency words <input type="checkbox"/> Identifies 0-2 high frequency words <input type="checkbox"/> Reads 0-2 high frequency words			
<b>K.2Biv-SLAR</b> <b>Recognize that new words are created when syllables are changed, added, or deleted</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
	<input type="checkbox"/> Recognize how words are created <input type="checkbox"/> Recognize how words are created when syllables are changed <input type="checkbox"/> Recognize how words are created when syllables are added <input type="checkbox"/> Recognize how words are created when syllables are deleted			
<b>K.2Ci-SLAR</b> <b>Spelling common letter and sound correlations.</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Identifies common sounds that all 27 letters represent <input type="checkbox"/> Identifies common sounds that 15-26 letters represent <input type="checkbox"/> Identifies common sounds that 0-14 letters represent			

<b>K.2Cii-SLAR</b> <b>Spelling words with common syllabic patterns such as CV, VC, CCV, CVC, VCV, CVCV, CCVCV, and CVCCV</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-6 indicators	The student demonstrates mastery of: 7-8 indicators
	_____ Spells common CV words _____ Spells common VC words _____ Spells common CCV words _____ Spells common CVC words _____ Spells common VCV words _____ Spells common CVCV words _____ Spells common CCVCV words _____ Spells common CVCCV words			
<b>K.2Ci-</b> <b>(NOT assessed in DL)</b> <b>Spell words with VC, CVC, and CCVC</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Independently spell words with VC _____ Independently spell words with CVC _____ Independently spell words with CCVC			
<b>K.2Ciii-</b> <b>(NOT assessed in DL)</b> <b>Spell high-frequency words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Spells 25 or more high frequency words _____ Spells 15-24 high frequency words _____ Spells 0-14 high frequency words			
<b>K.2Di</b> <b>Identify parts of a book including, front cover, back cover, and title page</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	_____ Identifies the front cover of a book _____ Identifies the back cover of a book _____ Identifies the title page of a book			

<b>K.2Dii</b> <b>Demonstrates how to hold a book including right-side up, turning pages correctly, reading top to bottom, reading left to right, and knowing how to make a return sweep when reading</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
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Anecdotal Data:	<input type="checkbox"/> Holds a book right-side up <input type="checkbox"/> Turns pages from right to left <input type="checkbox"/> Reads from the top of the page to the bottom of the page <input type="checkbox"/> Starts reading on the left of a sentence until the end of the sentence <input type="checkbox"/> Knows to go to a second line of text after the first one ends (return sweep)
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**GEOGRAPHY**

<b>K.3A</b> <b>Use spatial terms, including over, under, near, far, left, and right, to describe relative location</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
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Anecdotal Data:	<input type="checkbox"/> Know and correctly use the spatial term OVER <input type="checkbox"/> Know and correctly use the spatial term UNDER <input type="checkbox"/> Know and correctly use the spatial term NEAR <input type="checkbox"/> Know and correctly use the spatial term FAR <input type="checkbox"/> Know and correctly use the spatial term LEFT <input type="checkbox"/> Know and correctly use the spatial term RIGHT
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<b>K.2Dv</b> <b>Identify all uppercase and lowercase letters</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
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Anecdotal Data:	<input type="checkbox"/> Identifies 26 <b>lowercase</b> letters correctly <input type="checkbox"/> Identifies 15-25 <b>lowercase</b> letters correctly <input type="checkbox"/> Identifies 0-14 <b>lowercase</b> letters correctly  <input type="checkbox"/> Identifies 26 <b>uppercase</b> letters correctly <input type="checkbox"/> Identifies 15-25 <b>uppercase</b> letters correctly <input type="checkbox"/> Identifies 0-14 <b>uppercase</b> letters correctly
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<b>K.2E</b> <b>Forms upper and lowercase letters correctly with appropriate directionality</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
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Anecdotal Data:	<input type="checkbox"/> Forms 26 <b>lowercase</b> letters correctly with appropriate directionality <input type="checkbox"/> Forms 15-25 <b>lowercase</b> letters correctly with appropriate directionality <input type="checkbox"/> Forms 0-14 <b>lowercase</b> letters correctly with appropriate directionality  <input type="checkbox"/> Forms 26 <b>uppercase</b> letters correctly with appropriate directionality <input type="checkbox"/> Forms 15-25 <b>uppercase</b> letters correctly with appropriate directionality <input type="checkbox"/> Forms 0-14 <b>uppercase</b> letters correctly with appropriate directionality			
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**VOCABULARY**

<b>K.3A</b> <b>Use resources to find words</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
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Anecdotal Data:	<input type="checkbox"/> Uses posters in a classroom to help find and identify words <input type="checkbox"/> Uses digital means to help find and identify words <input type="checkbox"/> Uses picture dictionaries to help find and identify words			
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**SELF-SUSTAINED READING**

<b>K.4A</b> <b>Self-selects texts and interacts independently over increasing periods of time</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3-4 indicators	The student demonstrates mastery of: 5 indicators
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Anecdotal Data:	<input type="checkbox"/> Self-selects a text <input type="checkbox"/> Interacts independently with a self-selected text <input type="checkbox"/> Interacts independently with self-selected text for 3 minutes <input type="checkbox"/> Interacts independently with self-selected text for 7 minutes <input type="checkbox"/> Interacts independently with self-selected text for 10 minutes			
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## RESPONSE SKILLS

<b>K.6A</b> <b>Describe personal connections to a variety of sources</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Describe a personal connection to a book/text <input type="checkbox"/> Describe a personal connection to an instructional video <input type="checkbox"/> Describe a personal connection to an audio recording <input type="checkbox"/> Describe a personal connection to another classmate			
<b>K.6B</b> <b>Provide a response to a text</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Provide an oral response to a text <input type="checkbox"/> Provide a pictorial response to a text <input type="checkbox"/> Provide a written response to a text			
<b>K.6C</b> <b>Use text evidence to support an appropriate response</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
Anecdotal Data:	<input type="checkbox"/> Use text evidence to support an appropriate response to a text <input type="checkbox"/> Use text evidence to support an appropriate response to an instructional video <input type="checkbox"/> Provide a written response to an audio recording			
<b>K.6D</b> <b>Retell texts in ways that maintain meaning</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	<input type="checkbox"/> Retell a text keeping events in basic order <input type="checkbox"/> Retell a text with correct character names <input type="checkbox"/> Retell a text (video) with correct images displayed and discussed <input type="checkbox"/> Retell a text (audio) with correct ideas, places, or people discussed			

## SOCIAL STUDIES PROCESS SKILLS

<b>K.15A</b> <b>Use problem-solving and decision making processes</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
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Anecdotal Data:	<input type="checkbox"/> Identify a problem <input type="checkbox"/> Gather information <input type="checkbox"/> List and consider options <input type="checkbox"/> Consider advantages and disadvantages <input type="checkbox"/> Choose and implement a solution <input type="checkbox"/> Evaluate the effectiveness of the solution
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## LITERARY TEXTS

<b>K.7B</b> <b>Identify and describe the main character in a text</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
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Anecdotal Data:	<input type="checkbox"/> Identifies the main character in a text <input type="checkbox"/> Describes the main character in a text <input type="checkbox"/> Can tell another student who the main character in the text is
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<b>K.8B</b> <b>Discuss rhyme and rhythm in a variety of poems, including nursery rhymes</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2 indicators	The student demonstrates mastery of: 3 indicators
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Anecdotal Data:	<input type="checkbox"/> Can repeat the rhythm of a poem or nursery rhyme <input type="checkbox"/> Can discuss with teacher or another student which words rhyme <input type="checkbox"/> Can discuss with teacher or another student what the rhythm of the poem sounds like
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**INFORMATIONAL TEXTS****K.8Dii**  
**Recognize titles and use simple graphics to gain information**The student demonstrates mastery of:  
0 indicatorsThe student demonstrates mastery of:  
1 indicatorThe student demonstrates mastery of:  
2 indicatorsThe student demonstrates mastery of:  
3 indicators

- \_\_\_\_\_ Identify the title of an informational text  
 \_\_\_\_\_ Identify pictures in an informational text  
 \_\_\_\_\_ Gain and relay information of the graphics in an informational text

**COMPOSITION****K.10A**  
**Plan writing by generating ideas through class discussions and drawings**The student demonstrates mastery of:  
0 indicatorsThe student demonstrates mastery of:  
1 indicatorThe student demonstrates mastery of:  
2-3 indicatorsThe student demonstrates mastery of:  
4 indicators

Anecdotal Data:

- \_\_\_\_\_ Set a plan for writing  
 \_\_\_\_\_ Use class discussions to generate ideas for writing  
 \_\_\_\_\_ Use class discussions to help set a plan for writing  
 \_\_\_\_\_ Use drawings to help set a plan for writing

**K.10B**  
**Develop a draft for writing**The student demonstrates mastery of:  
0 indicatorsThe student demonstrates mastery of:  
1 indicatorThe student demonstrates mastery of:  
2-3 indicatorsThe student demonstrates mastery of:  
4 indicators

Anecdotal Data:

- \_\_\_\_\_ Develop oral drafts or writing  
 \_\_\_\_\_ Develop pictorial drafts for writing  
 \_\_\_\_\_ Develop written forms for writing  
 \_\_\_\_\_ Describe how writing is organized

**K.10C**  
**Revise drafts in multiple ways**The student demonstrates mastery of:  
0 indicatorsThe student demonstrates mastery of:  
1 indicatorThe student demonstrates mastery of:  
2 indicatorsThe student demonstrates mastery of:  
3 indicators

Anecdotal Data:

- \_\_\_\_\_ Revise by adding pictures  
 \_\_\_\_\_ Revise by adding words  
 \_\_\_\_\_ Understand what revision means

**SOCIAL STUDIES HISTORY**

<b>K.2A</b> <b>Identify contributions of historical figures, including Stephen F. Austin, George Washington, Christopher Columbus, and José Antonio Navarro</b>	The student demonstrates mastery of: 0 indicators	The student demonstrates mastery of: 1 indicator	The student demonstrates mastery of: 2-3 indicators	The student demonstrates mastery of: 4 indicators
Anecdotal Data:	____ Identify contributions of Stephen F. Austin ____ Identify contributions of George Washington ____ Identify contributions of Christopher Columbus ____ Identify contributions of José Antonio Navarro			

**SOCIAL STUDIES GOVERNMENT**

<b>K.7A</b> <b>Identify purposes for having rules</b>	The student demonstrates mastery of: 0-1 indicators	The student demonstrates mastery of: 2-3 indicator	The student demonstrates mastery of: 4-5 indicators	The student demonstrates mastery of: 6 indicators
Anecdotal Data:	____ Identify a rule at home ____ Identify a rule at school ____ Identify a different rule at home ____ Identify a different rule at school ____ Describe purposes for rules at home ____ Describe purposes for rules at school			