LEARNING PROGRESSION: PHONEMIC AWARENESS

Big Idea: A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.					
Progression: Phonemic Awareness					
Precursor	**Beginning**	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
Listens and differentiates between phonemic sounds that are the same and different.	Produces rhymes.	Segments onsets and rimes of single-syllable spoken words.	Blends and segments syllables in spoken words.	Blends and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) spoken words. (This does not include CVCs ending with /l/, /r/, or /x/).	Adds individual sounds (phonemes) in simple, one-syllable words to make new words.
Identifies rhymes.	Counts and pronounces syllables in spoken words.	Isolates final sounds in spoken words.	Blends onsets and rimes of single-syllable spoken words.		Substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.
	Isolates initial sounds in spoken words.		Isolates medial sounds in spoken words.		

LEARNING PROGRESSION – PHONICS

Big Idea: A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.				
Progression: Phonics				
Beginning	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
Independently recognizes and names uppercase letters of the alphabet. Independently recognizes and names lowercase letters of the alphabet.	Independently produces one-to-one letter-sound correspondences for each consonant.	Produces long vowel sounds.	Isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) printed words. (This does not include CVCs ending with /l/, /r/, or /x/).	Decodes final -e and common vowel teams within texts.
	Produces short vowel sounds.			Decodes consonant digraphs within texts.

LEARNING PROGRESSION: HIGH-FREQUENCY WORDS

Big Idea: A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.

Progression: High-Frequency Words

Beginning	Emerging	Developing	Demonstrating	Exceeding
	Fountas & Pinnell Level A/B, DRA 2	**Fountas & Pinnell Level B/C, DRA 2/3**	**Fountas & Pinnell Level C, DRA 3**	**Fountas & Pinnell Level D+, DRA 4+**
Identifies and names high-frequency words by sight **in isolation**.	Independently reads common high-frequency words by sight **in decodable books** (e.g., and, the, of, to, you, she, my, is, are, do, does).	Independently reads common high-frequency words by sight **in emergent reader texts**.	Independently reads common high-frequency and increasingly difficult words by sight **in emergent reader texts**.	Independently reads common high-frequency words by sight **in early reader texts**.

LEARNING PROGRESSIONS – COMPREHENSION

Big Idea: A kindergarten student will independently read grade-level texts of different genres with accuracy and demonstrate comprehension by answering text dependent questions.
NOTE: This progression includes both listening comprehension and reading comprehension.

Progression: Comprehension

Precursor	Precursor	Beginning	Emerging	Developing	Demonstrating	Exceeding
In conversation	*In conversation*	*In conversation; With familiar text read aloud by others*	*With familiar text read aloud by others*	*With cold read; reading levels A-B, DRA 2*	*With cold read; reading levels B-C, DRA 2-3*	*With cold read; reading levels D+, DRA 4+*
Answers questions in conversations with the teacher with one word or a short phrase.	Engages in conversations with the teacher using complete sentences to express ideas.	Describes familiar people, places, things, and events in conversation and, with prompting and support, provides additional detail.	Retells key details and major events orally, with pictures, or illustrations from familiar story books read aloud by others.	Answers questions, identifying one or more as appropriate: characters, setting, and/or main topic/idea and retells the story.	Describes the connection between two individuals, events, ideas, or pieces of information in a text.	Infers central message or lesson, determines the meaning of words and phrases, and describes the connections between two individuals, events, or ideas within a text.
	Produces and expands complete sentences in shared language activities.	Uses finger to follow words from left to right, top to bottom, and page-by-page.		Answers questions about key details.	Compares the beginning and end of a text for character/ individual experiences using words and illustrations.	Self-corrects or confirms text with pictures.
		Orally identifies or communicates characters, settings, and major events from familiar stories read aloud by others.		Answers questions about unknown words.	Identifies author's purpose.	
				Identifies the role of author and illustrator.	Describes the similarities and differences of two texts on the same topics using words and illustrations.	

LEARNING PROGRESSION: CONVENTIONS OF WRITING

Big Idea: A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.

Progression: Conventions of Writing
*WRT-3 can be used to generate a variety of student responses in opinion, informational, and narrative writing. Responses can be used to evaluate students' writing skills described in the writing progressions: conventions of writing, spelling, and communication of ideas. Recommended prompts are included.

Precursor	Beginning	Emerging	Developing	Demonstrating	Exceeding
Recognizes name and environmental print.	Describes the difference between print and illustrations while identifying that letters form words in any given print (e.g., environmental print, books, magazines, charts).	Distinguishes between a letter, a word, and a sentence. Student verbally identifies components of a sentence, and identifies that words are separated by spaces in print within their illustration/ writing.	Applies varied spacing between words, experiments with capitalizing the first letter of sentences, and may place a period at the end of line.	Applies consistent spacing between words, uses periods, and capitalizes the first letter of the sentence and pronoun "I."	Uses consistent spacing and punctuation within their writing. Student may capitalize proper nouns.
				Uses grade appropriate grammar and usage.	

LEARNING PROGRESSION: SPELLING

Big Idea: A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.

Progression: Spelling
*WRT-3 can be used to generate a variety of student responses in opinion, informational, and narrative writing. Responses can be used to evaluate students' writing skills described in the writing progressions: conventions of writing, spelling, and communication of ideas. Recommended prompts are included.

Beginning	Emerging	Developing	Demonstrating	Exceeding
Uses strings of letters.	Uses salient sounds in a word, such as initial sound, to label the illustration.	Uses phonetic spelling with initial and final sound accuracy.	Uses spelling with initial, medial, and final sound accuracy for one- syllable CVC words, and blends and segments onsets and rimes of single-syllable spoken words when communicating what he or she has written.	Uses phonetic spelling as well as final –e, digraphs and/or blends in multi-syllabic words. Student pronounces, blends, and segments syllables into spoken words when spelling phonetically. Phonetic spelling supports communication.
		Segments onsets of single-syllable spoken words when communicating what he or she has written.	Distinguishes between similarly spelled words by identifying the sounds of the letters that differ when spelling phonetically.	
			Uses invented spelling for words that are more complex and do not follow phonetically regular CVC words.	

LEARNING PROGRESSION: COMMUNICATION OF IDEAS

Big Idea: A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.

Progression: Communication of Ideas
*WRT-3 can be used to generate a variety of student responses in opinion, informational, and narrative writing. Responses can be used to evaluate students' writing skills described in the writing progressions: conventions of writing, spelling, and communication of ideas. Recommended prompts are included.

Precursor	Beginning	Emerging	Developing	Demonstrating	Exceeding
Draws pictures and/or copies letters/numbers to communicate using a variety of writing tools.	Writes labels for illustrations using a string of letters and dictates an idea.	Writes labels for illustrations using salient letters or words and dictates a sentence.	Writes a complete thought or phrase and illustrates to communicate ideas.	Independently writes on a single topic and shows a logical sequence or relationship between ideas. Student uses acquired words and phrases. Student illustrates if he or she desires.	Independently produces a piece of writing on a single topic that includes an introduction, key details, and may have a sense of closure. Student illustrates if he or she desires.
Able to hold writing tools.	Uses several marks to communicate ideas which may include letters, letter-like shapes, symbols, and/or numbers. Student writes own name.		The intended message and what the student wrote is congruent (i.e., the student writes something and can read it back to you, and what is written/drawn and communicated matches and makes sense).		

LEARNING PROGRESSION: SHAPES

Big Idea: A kindergarten student will model real-world problems by composing 2- and 3- dimensional shapes.				
Progression: Shapes				
Beginning	Emerging	Developing	Demonstrating	Exceeding
Identifies (points to) 2-dimensional shapes; square, triangle, circle, and rectangle (e.g., point to the circle).	Names 2-dimensional shapes: square, triangle, circle, rectangle, and hexagon.	Names 3-dimensional shapes: sphere, cylinder, cube, and cone.	Explains similarities and differences among 2- and 3- dimensional shapes using attributes when classifying, sorting, or identifying.	Builds or draws 2- and 3-dimensional shapes from given defining attributes (e.g., draw a shape with 4 corners and 4 sides and all sides are the same length).
	Identifies (points to) sides and corners (vertices) when asked.	Classifies, sorts, or identifies shapes as 2- or 3- dimensional.	Composes simple shapes to form larger shapes with given attributes.	Uses composite shapes to create additional composite shapes (e.g., adds on to a given or self-created composite shape).
	Identifies (points to) 3-dimensional shapes: sphere, cylinder, cube, and cone.	Describes 2-dimensional shapes using their attributes.	Creates models of real-world figures by composing 2- and 3-dimensional shapes.	Decomposes rectangles and circles into two and four equal shares by drawing partitions within a given shape.
		Describes 3-dimensional shapes using their attributes.		

LEARNING PROGRESSION: COUNTING - NUMBER

Big Idea: A kindergarten student will count using multiple strategies.				
Progression: Counting – Number (Note: Expectation is non-written communication in a form appropriate for the student, such as counting out loud or sign language).				
Beginning	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
Counts forward to 20.	Counts forward to 30 by 1s.	Counts forward to 50 by 1s.	Counts forward to 100 by 1s.	Counts forward to 120 by 1s.
		Counts forward to 50 by 10s.	Counts forward to 100 by 10s.	Counts forward to 120 by 10s.
		Counts forward to 30 from a given number within 0-30 (e.g., "starting with 15, count up to 30").	Counts forward to 100 from a given number within 0 - 100.	Counts forward to 120 by 5s.

LEARNING PROGRESSION: COUNTING – OBJECTS

Big Idea: A kindergarten student will count using multiple strategies.				
Progression: Counting – Objects				
Beginning	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
Counts 10 objects using one-to-one correspondence.	Counts 1-10 objects presented in a line and tells the number of objects counted. Includes answering questions about "how many."	When told a number 1-10, counts out that many objects (presented in a line).	When told a number 11-20, counts out that many objects.	Counts more than 20 objects, presented in a variety of ways (e.g., scattered, lines, rectangular array, circles).
	Given a set of up to 10 objects, matches a written numeral to represent the number of objects.	Writes numerals 1-10 to represent a quantity.	Writes numerals 11-20 to represent a quantity.	Given a set of more than 20 objects, matches a written numeral to represent the number of objects.
		Counts 11-20 objects presented in a line and tells the number of objects counted. Includes answering questions about "how many."	Counts up to 20 objects when presented in a rectangular array or circle. Includes answering questions about "how many."	Writes numerals greater than 20 to represent a quantity.
		Given a set of 11-20 objects, matches a written numeral to represent the number of objects.	Counts objects up to 10 in a scattered array. Includes answering questions about "how many."	
			Answers questions about "one larger" in a set of up to ten objects using the number names.	

LEARNING PROGRESSION: COMPARE

Big Idea: A kindergarten student will compare objects and numbers represented in different ways to solve real-world problems.				
Progression: Compare				
Beginning	**Emerging**	**Developing**	**Demonstrating**	**Exceeding**
Identifies/matches equal sets of objects using one-to-one correspondence.	Given two sets of objects, identifies whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group (0-10 objects per set).	Explains and/or shows whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group between 0-10 per set using counting or matching strategies.	Compares two numbers between 1-10 presented as written numerals, with at least one number being between 6 and 10 (e.g., hold up the written numbers, points to or circles the number).	Solves real world problems by comparing two written numbers greater than 10, communicating their comparisons using words, models, or symbols.
		Compares two numbers between 1-5 presented as written numerals (e.g., hold up the written numbers, points to or circles the number).	Solves real world problems involving comparison of numbers of objects between 1-10—greater than, less than, equal to (e.g., use counting strategies, etc.).	

LEARNING PROGRESSION: ADDITION AND SUBTRACTION

Big Idea: A kindergarten student will apply multiple strategies to solve real world problems using addition and subtraction.

Progression: Addition and Subtraction
(Note: This progression may begin later in the year after progress is made with counting and other prerequisite skills.)

Beginning	Emerging	Developing	Demonstrating	Exceeding
Uses objects or fingers to represent and solve real-world addition and subtraction problems (result unknown) within 5, when read aloud.	Uses objects or drawings to represent and solve real-world addition and subtraction problems (result unknown and change unknown) within 5, when read aloud.	Uses counting strategies (e.g., ten frame, counting on, counting back, mental images, number lines, acting out) to solve addition and subtraction problems within 10 (result unknown, change unknown, start unknown within 5).	Solves real-world problems by adding and subtracting within 10 (result unknown, change unknown, and start unknown), and explains the strategy used. The strategy can include a drawing or equation.	Solves real-world problems by adding and subtracting within 11 to 19, and explains the strategy used. The strategy can include a drawing or equation.
		Finds the missing number to make 5 (e.g., using ten frame, number lines).	Finds the missing number to make 10 (e.g., using ten frame, number lines).	
		Decomposes numbers into pairs in more than one way, using objects or drawings, within 10 (e.g., 9=4+5, 9=8+1)	Responds immediately and accurately (verbally) to addition and subtraction problems within 5.	Responds immediately and accurately, verbally or in writing, to addition and subtraction problems within 10.
			Composes and decomposes numbers from 11 to 19 into ten ones and some further ones by using objects or drawings. Records compositions or decompositions by a drawing or equation (e.g., 18=10+8)	Recognize "a ten" as a bundle of ten ones, numbers from 11 to 19 as one ten and some leftover ones, and decade numbers 10 to 90 as a group of tens with no leftover ones.