

LEARNING PROGRESSION: PHONOLOGICAL AWARENESS

| Foundations: Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. | | | | | |
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| Progression: Phonological Awareness Students develop the ability to identify and produce the sound structures of spoken language and how they can be divided into smaller components and manipulated. | | | | | |
| Standard(s) | Beginning | Emerging | Developing | Demonstrating | Exceeding |
| Rhyme | Student listens and differentiates between phonemic sounds that are the same and different. | Identify and pair words that rhyme in spoken language, distinguishing them from those that do not. | Orally produce words that rhyme. | | |
| Words & Sentences Compound Words | Know that words are put together to make sentences, and sentences communicate complete thoughts. Segment phrases and sentences into words. | Know that sounds are put together to make words and that words have distinct meanings. | Blend and segment separate words in spoken compound words. | Add, delete, and substitute single words in spoken compound words. | |
| Syllables, Onsets, and Rimes | Blend onsets and rimes of spoken one-syllable words. | Segment onsets and rimes of spoken one-syllable words. Count and pronounce syllables in single and multisyllabic spoken words. | Blend and segment syllables in spoken words. | Delete syllables in spoken words. | Add, delete, and substitute syllables in spoken words. Blend onsets and rimes of spoken one-syllable words with blends, digraphs, and trigraphs in the initial and final positions. |
| Phonemic Awareness | Isolate and pronounce initial sounds in spoken words with three phonemes. | Isolate and pronounce initial and final sounds in spoken words with three phonemes. | Isolate and pronounce initial, final, and then medial sounds in spoken words with three phonemes. Identify short and long vowel sounds in spoken one-syllable words. | Blend, count, and segment up to three phonemes in spoken one-syllable words. Add, delete, and substitute phonemes in spoken one-syllable words with up to three phonemes. | Add, delete, and substitute phonemes in spoken one-syllable words with three or more phonemes. |

LEARNING PROGRESSION: CONCEPTS OF PRINT

| Foundations: Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. | | | | | |
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| Progression: Concepts of Print Students develop the awareness that written language carries meaning and that certain features of print ensure that texts are understood. | | | | | |
| Standard(s) | Beginning | Emerging | Developing | Demonstrating | Exceeding* |
| Conceptualizing Text | | Recognize that texts and images represent objects and ideas, have meaning, and convey messages. | Recognize and interpret print messages in the environment, such as labels and signs. | Distinguish between letters, words, digits, and graphics. | |
| Book Orientation & Directionality of Print Texts | Hold books upright and begin reading at the front. | Follow text from top to bottom, left to right, and turn pages from right to left. | Identify the front and back covers of books and their basic elements: titles, author names, illustrator names, and graphics. | | |
| Mechanics of Print Texts | | | Recognize that written words are made up of individual letters. Recognize that words are separated by spaces. | Understand that sentences begin with capital letters and end with punctuation to indicate the end of a sentence. | |
| Alphabet Knowledge | Recite** the letters of the alphabet in order. | Name and identify at least 12 uppercase and 9 lowercase letters in random order. | | Name and identify each uppercase and lowercase letter in random order. | |
| *The Exceeding performance level does not apply to this progression. **Recite means orally saying the letters in order (not singing). | | | | | |

LEARNING PROGRESSION – PHONICS

| Foundations: Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. | | | | | |
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| Progression: Phonics Students learn the relationships between the sounds of spoken language and the letters of written language as they decode and encode words in context and in isolation. | | | | | |
| Standard(s) | Beginning* | Emerging | Developing | Demonstrating | Exceeding |
| Phoneme-Grapheme Correspondences | | Identify and produce basic one-to-one phoneme-grapheme correspondences for the most frequently used sound for each consonant. Identify and produce short vowel sounds for A, E, I, O, U. | Identify and produce both long and short vowel sounds for A, E, I, O, U. | | Identify and produce phoneme-grapheme correspondences for frequently used consonant blends and digraphs. Identify and produce both long and short vowel sounds for A, E, I, O, U, including final -e and vowel digraphs. |
| Decoding with Phonics | | Blend letter sounds to decode simple one-syllable words, including regularly spelled high-frequency words (VC, CV). | Blend letter sounds to decode simple one-syllable words, including regularly spelled high-frequency words (VC, CV, CVC). Identify and decode parts of irregularly spelled high-frequency words. | Identify and distinguish between words that are spelled similarly by identifying the sounds of the letters that differ. | Decode regularly spelled one-syllable words with a variety of spelling patterns (VC, CV, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high frequency words. |
| Encoding with Phonics | | | Use knowledge of letter/sound correspondences to connect letters (graphemes) to sounds (phonemes) to encode simple one-syllable words, including high-frequency words (VC, CV). | Use knowledge of letter/sound correspondences to connect letters (graphemes) to sounds (phonemes) to encode simple one-syllable words, including high-frequency words (VC, CV, CVC). Identify and encode irregularly spelled high-frequency words. | Encode regularly spelled one-syllable words with a variety of spelling patterns (VC, CVC, CVCe, VCC, CCVC, CVCC, CCVCC), including high-frequency words. |
| * The Beginning performance level does not apply to this progression. | | | | | |

LEARNING PROGRESSION – FLUENCY

| Foundations: Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. | | | | | |
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| Progression: Fluency Students read text aloud or silently with speed, accuracy, and expression. | | | | | |
| Standard | Beginning | Emerging | Developing | Demonstrating | Exceeding |
| Oral & Silent Reading Fluency | Develop sight word vocabulary using decoding skills by reading regularly and irregularly spelled high-frequency words <i>in isolation</i> with increasing automaticity, including first and last names of students and others. | Develop sight word vocabulary using decoding skills by reading regularly and irregularly spelled high-frequency words <i>in context</i> with increasing automaticity, including first and last names of students and others. | Read familiar texts chorally with appropriate volume and rate. | Read grade-level texts with purpose and understanding. | Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to demonstrate understanding. |

LEARNING PROGRESSION – HANDWRITING

| Foundations: Students build a foundation for achieving dynamic literacy practices to aid reading comprehension. | | | | | |
|---|---|---|---|--|--|
| Progression: Handwriting Students develop print handwriting skills. | | | | | |
| Standard | Beginning | Emerging | Developing | Demonstrating | Exceeding |
| Motor Skills & Letter/Word Formation | Student is able to hold writing tools. Trace and/or copy some uppercase and lowercase letters. | Form all uppercase and lowercase letters. | Form words, including first and last names. | Use appropriate spacing between letters, words, and sentences. | Form all uppercase and lowercase letters and words with accuracy and consistency. Form words with accuracy and consistency. |
| Transcription & Handwriting Fluency | | | Practice basic transcription skills. | Begin building handwriting fluency by forming accurate letters, including those in first and last names. | Build handwriting fluency by forming accurate letters and words with increasing speed. |

LEARNING PROGRESSION – INTERPRETING TEXTS

| Texts: Students grow in their learning as they purposefully engage with texts. | | | | | |
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| Progression: Interpreting Texts (Reading, Listening, Viewing) Students explore the relationships between authors, purposes, and audiences of texts; build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts; identify and use narrative, expository, opinion, and poetic techniques as they interpret a variety of texts; use, discuss analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. Note: This progression focuses on interpreting texts read aloud by others. Independent reading by students is assessed in the Fluency progression. | | | | | |
| Standard(s) | Beginning | Emerging | Developing | Demonstrating | Exceeding |
| Context, Structure & Style | Identify the general purpose (e.g., to tell stories, to provide information, to share opinions) and target audience in a variety of texts. Identify the authors and illustrators of picture books. | Explain the roles of the authors and illustrators of picture books. | Identify interesting and/or descriptive words that express feelings or appeal to the senses in texts. | Identify and use text features, including titles, headings, photos, and illustrations, to determine if a text is fiction or nonfiction. | |
| Techniques (Narrative, Expository, Opinion, Poetic) | Identify narrative techniques used to craft stories, including characters. | Identify narrative techniques used to craft stories, including characters and setting. | As appropriate to the text: <ul style="list-style-type: none">identify narrative techniques used to craft stories, including characters, setting, and major events.identify techniques used to craft expository texts, including main topic.identify poetic techniques used to craft poetic texts, including rhyme.explain the difference between opinions and facts about a topic. | With adult support: <ul style="list-style-type: none">demonstrate an understanding of the central message, lesson, or moral of the story based on the words and actions of the main characters.compare and contrast characters and their experiences in stories across diverse cultures.describe the connection between two individuals, events, ideas, or pieces of information in a text. | The student can independently: <ul style="list-style-type: none">Demonstrate an understanding of the central message, lesson, or moral of the story based on the words and actions of the main characters.Compare and contrast characters and their experiences in stories across diverse cultures.Describe the connection between two individuals, events, ideas, or pieces of information in a text. |
| Research & Analysis | | With adult support, ask questions about topics of interest for research. | | With adult support, refer to parts of texts when supporting an idea, answer, or opinion. | |

LEARNING PROGRESSION – CONSTRUCTING TEXTS

| Texts: Students grow in their learning as they purposefully engage with texts. | | | | | |
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| Progression: Constructing Texts (Writing, Speaking, Creating) Students explore the relationships between authors, purposes, and audiences of texts; build and apply knowledge about language and organizational structures and elements used to convey and arrange ideas and information in texts; identify and use narrative, expository, opinion, and poetic techniques as they construct a variety of texts; use, discuss analyze, and curate texts as they engage in various conversations, activities, and projects about a range of grade-level texts and topics. | | | | | |
| Standard(s) | Beginning | Emerging | Developing | Demonstrating | Exceeding |
| Context, Structures & Style | | With adult support, use instructional scaffolds ¹ to retell events ² in a text (e.g., beginning, middle and/or ending). | With adult support, retell events and actions ² in sequence. With adult support, use text features, including titles, illustrations, and/or labels to add clarity/coherence to texts. | With adult support, use interesting and/or descriptive words to craft engaging texts. | Use transition words or phrases, such as once upon a time, next, and last to sequence events and actions. |
| Techniques (Narrative, Expository, Opinion, Poetic) | Use drawing and/or labeling to create texts with narrative, expository, opinion and/or poetic ³ techniques. | Use drawing, labeling, and strings of letters to create texts with narrative, expository, opinion and/or poetic ³ techniques. | With adult support, use phonetic spelling to create texts including a complete thought or phrase with narrative, expository, and/or opinion techniques. With adult support, use phonetic spelling and instructional scaffolds ¹ to create poems that may or may not rhyme. | Use a combination of drawing, labeling, writing, and dictating ⁴ to: <ul style="list-style-type: none">• create a text with narrative techniques (e.g., characters, setting, events) told in the order in which they occurred.• create a text with expository techniques that includes a topic and information about the topic.• express an opinion about a topic.• create poems that may or may not rhyme using poetic techniques, with adult support. | Use knowledge of narrative techniques (e.g., characters, settings, events) to create texts that share real or imagined experiences and events with a sense of closure. Use knowledge of expository techniques to introduce a topic, supply facts about the topic, and provide a sense of closure. |
| Research & Analysis | | | | With adult support, share relevant and accurate information through a variety of different modes. | |

LEARNING PROGRESSION – GRAMMAR CONVENTIONS & VOCABULARY

| Language: Students learn and apply the structures and conventions of standard English. Students observe and analyze how grammar works in reading and writing. Students build vocabularies and determine word meanings as they relate to reading and writing. | | | | | |
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| Progression: Grammar Conventions & Vocabulary Students observe, analyze, and use the structures and conventions of Standard English grammar, usage, and mechanics as they interpret and construct texts. Students engage in a wide range of written and spoken activities during which they expand and deepen their vocabularies, build word analysis skillsets (morphology), and determine or clarify the meanings of words and phrases. | | | | | |
| Standard(s) | Beginning | Emerging | Developing | Demonstrating | Exceeding |
| Grammar, Usage, and Mechanics | Use nouns and verbs to share complete thoughts when speaking. | Form and use singular and plural nouns when speaking. | Use interrogatives to ask questions when speaking. | Capitalize the first word of a sentence and the pronoun <i>I</i> . | Form regular plural nouns by adding -s or -ed. (K-2.L.GC.1) Form and use verbs by adding -ing, -es, or -s. (K-2.L.GC.1) |
| Syntax | | Recognize that conventional sentences always include a subject and a predicate. | With adult support, use simple sentences to express complete thoughts in written texts. | With adult support, use singular and plural subjects with matching verbs. | Distinguish between complete and incomplete sentences. |
| Vocabulary | | With adult support, determine or clarify the meaning of unknown and multiple-meaning words and phrases. | Identify and sort common words into basic categories based on similarities and differences. Acquire general, academic, and specialized vocabulary words and phrases through grade-level texts and content. | Use grade-level general, academic, and specialized vocabulary words and phrases to communicate in a variety of settings. Use knowledge of word relationships and learned vocabulary words and phrases when making word choices in speaking and writing. | Identify the relationship between words and their synonyms and antonyms. |

LEARNING PROGRESSION: COUNTING & CARDINALITY

| Big Idea: Numerical Reasoning A kindergarten student will explain the relationship between numbers and quantities; count forward and backward in sequence; identify, write, represent, and compare numbers; compose and decompose numbers; and use the concepts of addition, subtraction, and equality to solve problems. | | | | | |
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| Progression: Counting & Cardinality | | | | | |
| Skill | Beginning | Emerging | Developing | Demonstrating | Exceeding |
| Counts objects and understands cardinality | Counts 10 objects using one-to-one correspondence. | Counts 1-10 objects presented in a line and explains that the last number counted represents the total quantity counted (cardinality). | Counts 11-20 objects presented in a line and explains that the last number counted represents the total quantity counted (cardinality). | Counts 20 objects presented in a variety of structured arrangements and explains that the last number counted represents the total quantity counted (cardinality). | Counts 30 or more objects, presented in a variety of structured arrangements. |
| | | | | Counts up to 10 objects in a scattered arrangement and explains that the last number counted represents the total quantity counted (cardinality). | |
| Subitizes | | | Instantly sees how many objects are in a group of up to 5 objects without counting (subitizing). | Instantly sees how many objects are in a group of 6-10 objects without counting (subitizing). | |
| Identifies one more or one less | | | Given a number from 1-10, identifies the number that is one more or one less. | Given a number from 11-20, identifies the number that is one more or one less. | Given a two-digit number, mentally finds 10 more or 10 less than the number, without having to count. |

LEARNING PROGRESSION: COUNT SEQUENCES

| Big Idea: Numerical Reasoning A kindergarten student will explain the relationship between numbers and quantities; count forward and backward in sequence; identify, write, represent, and compare numbers; compose and decompose numbers; and use the concepts of addition, subtraction, and equality to solve problems. | | | | | |
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| Progression: Count Sequences (Note: Expectation is non-written communication in a form appropriate for the student, such as counting out loud or sign language.) | | | | | |
| Skill | Beginning | Emerging | Developing | Demonstrating | Exceeding |
| Counts forward by ones | Counts forward to 20. | Counts forward to 30 by ones. | Counts forward to 50 by ones. | Counts forward to 100 by ones. | |
| | | Counts forward to 30 by ones from a given number within 0-30. | Counts forward to 50 by ones from a given number within 0-50. | Counts forward to 100 by ones from a given number within 0-100. | Counts forward to 120 by ones from a given number within 0-120. |
| Counts forward by tens | | Counts forward to 30 by tens. | Counts forward to 50 by tens. | Counts forward to 100 by tens. | Counts forward to 120 by tens from a given number within 0-120. |
| Counts backward by ones | | Counts backward from 5 by ones. | Counts backward from 10 by ones. | Counts backward from 20 by ones. | Counts backward from 40 by ones. |
| | | | | Counts backward by ones from a given number within 0–20. | |

LEARNING PROGRESSION: WRITTEN NUMERALS & COMPARISON OF QUANTITIES

| Big Idea: Numerical Reasoning A kindergarten student will explain the relationship between numbers and quantities; count forward and backward in sequence; identify, write, represent, and compare numbers; compose and decompose numbers; and use the concepts of addition, subtraction, and equality to solve problems. | | | | | |
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| Progression: Written Numerals & Comparison of Quantities | | | | | |
| Skill | Beginning | Emerging | Developing | Demonstrating | Exceeding |
| Compares quantities of objects | 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 the same as the number of objects in another group (0-10 objects per set). | Given two sets of objects, uses counting or matching strategies to explain and/or show whether the number of objects in one group is greater than, less than, or the same as the number of objects in another group (0-10 objects per set). | Compares the number of objects in two groups in authentic situations and identifies whether the number of objects in one group is greater than, less than, or the same as the number of objects in another group (0-10 objects per group). | Compares the number of objects in two groups in authentic situations and identifies whether the number of objects in one group is greater than, less than, or the same as the number of objects in another group (11-20 objects per group). |
| Identifies numerals | | Given a set of up to 10 objects, matches a written numeral to represent the number of objects. | Given a set of 11-20 objects, matches a written numeral to represent the number of objects. | | Given a set of 21-30 objects, matches a written numeral to represent the number of objects. |
| Writes numerals | | | Writes numerals 1-10 to represent a quantity. | Writes numerals 11-20 to represent a quantity. | Writes numerals 21-30 to represent a quantity. |

LEARNING PROGRESSION: ADDITION & SUBTRACTION

| Big Idea: Numerical Reasoning A kindergarten student will explain the relationship between numbers and quantities; count forward and backward in sequence; identify, write, represent, and compare numbers; compose and decompose numbers; and use the concepts of addition, subtraction, and equality to solve problems. | | | | | |
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| Progression: Addition & Subtraction | | | | | |
| Skill | Beginning | Emerging | Developing | Demonstrating | Exceeding |
| Composes and decomposes numbers | Composes and decomposes numbers up to 5 using objects and drawings. | | Composes and decomposes numbers up to 10 using objects and drawings. | Describes numbers from 11 to 19 using the number of ten ones and some more ones. | Explains that the two digits of a two-digit number represent the amounts of tens and ones. |
| Adds and subtracts | | Uses objects or drawings to represent addition and subtraction within 5 from a given authentic situation. | Uses objects or drawings to represent and solve addition and subtraction within 5 from a given authentic situation. | Solves addition and subtraction problems within 10 using a variety of strategies. | Solves addition and subtraction problems within 20 using a variety of strategies. |
| | | | | Fluently adds and subtracts within 5 using a variety of strategies to solve practical, mathematical problems. | Fluently adds and subtracts within 10 using a variety of strategies to solve practical, mathematical problems. |

LEARNING PROGRESSION: PATTERNS & PASSAGE OF TIME

| Big Idea: Patterning & Algebraic Reasoning A kindergarten student will explain, extend, and create repeating patterns and describe patterns involving the passage of time. | | | | | |
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| Progression: Patterns & Passage of Time | | | | | |
| Skill | Beginning | Emerging | Developing | Demonstrating | Exceeding |
| Creates, extends, and describes repeating patterns | Reproduces simple patterns using objects. | Extends repeating patterns with two or three terms. | Extends repeating patterns with four terms. | Creates repeating patterns with four iterations (repetitions) and explains the rationale for the pattern. | Makes predictions based on a repeating pattern involving a repeated operation. |
| Describes patterns involving the passage of time | Describes the passage of time with actual events using terms related to past, present, and future, although may confuse terms (e.g., “yesterday when I was a baby”). | Associates and describes the passage of time with words and phrases related to actual events (e.g., morning, afternoon). | Associates and describes the passage of time with words and phrases related to actual events (e.g., now, earlier, later, before, and after). | Associates and describes the passage of time with words and phrases related to actual events (e.g., yesterday, today, and tomorrow). | Associates and describes the passage of time with words and phrases related to actual events (e.g., day of the week, week, month, and year). |

LEARNING PROGRESSION: COMPARISON & CLASSIFICATION OF OBJECTS

| Big Idea: Measurement & Data Reasoning A kindergarten student will observe, describe, and compare the physical and measurable attributes of objects, and analyze graphical displays of data. | | | | | |
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| Progression: Comparison & Classification of Objects | | | | | |
| Skill | Beginning | Emerging | Developing | Demonstrating | Exceeding |
| Compares, describes, and orders objects using measurable attributes | Sorts and classifies objects using one or more attributes or relationships. | Directly compares measurable attributes (i.e., length, height, width, or weight) of two objects and describes the difference (e.g., heavier, lighter, longer, shorter). | Orders three to five common objects using measurable attributes (i.e., length, height, width, or weight). | | Estimates, measures, and records lengths of objects using non-standard units; compares and orders up to three objects using the recorded measurements. |
| Classifies and sorts objects into categories | | | Classifies and sorts up to ten objects by a measurable attribute (i.e., length, height, width, or weight). | Counts the number of objects in a category and sorts the categories by count. | |
| Names and tells the value of coins | | Identifies a penny, a nickel, and a dime. | Names a penny, a nickel, and a dime. | Gives the value of a penny, a nickel, and a dime. | Compares the value of a penny, a nickel, and a dime. |

LEARNING PROGRESSION: SHAPES & POSITIONAL LANGUAGE

| Big Idea: Geometric & Spatial Reasoning A kindergarten student will identify, describe, and compare basic shapes, form two-dimensional shapes and three-dimensional figures, and describe the relative location of an object using positional words. | | | | | |
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| Progression: Shapes & Positional Language | | | | | |
| Skill | Beginning | Emerging | Developing | Demonstrating | Exceeding |
| Identifies, describes, and compares basic shapes | Identifies (points to) 2-dimensional shapes: square, triangle, circle, and rectangle. | Identifies and names 2-dimensional shapes: square, triangle, circle, rectangle, hexagon, and octagon. | Describes 2-dimensional shapes using their attributes. | | |
| | | | Identifies and names 3-dimensional shapes: sphere, cylinder, cube, and cone. | Describes 3-dimensional shapes using their attributes. | |
| | | | Classifies, sorts, or identifies shapes as 2- or 3- dimensional. | Explains similarities and differences among 2- and 3-dimensional shapes using attributes when classifying, sorting, or identifying. | |
| Describes the relative position of an object | | Identifies objects in a given relative location using positional words (e.g., above, below, beside, in front of, behind, next to). | Describes the relative location of an object using positional words (e.g., above, below, beside, in front of, behind, next to). | | |
| Uses basic shapes to represent or form other shapes | | | | Uses basic shapes to represent specific shapes found in the environment by creating models and drawings. | Builds or draws 2- and 3-dimensional shapes from given defining attributes. |
| | | | | Uses two or more basic shapes to form larger shapes. | |