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: 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.

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 up to 10 objects in a scattered arrangement 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.
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.

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.

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.

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.

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.

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.

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.	