



Kindergarten Language Arts

1st Trimester

Reading

KNOW ABOUT LETTERS, WORDS, AND SOUNDS AND APPLY THIS KNOWLEDGE TO READ SIMPLE SENTENCES.

- Follow words from left to right and top to bottom on the printed page.
- Distinguish letters from words.
- Recognize and name 25-30 uppercase and/or lowercase letters of the alphabet.
- Auditorily discriminate between different sounds (C/C) (C/V)
- Auditorily identify initial sound in one-syllable words.
- Identify sound/symbol association for half of the consonant sounds.

Rubric

| FAR BELOW/BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|--|--|--|--|
| Does not follow words. | Follow words left to right. | Follows words left to right, top to bottom | Demonstrates ability to match oral words to printed words. |
| Does not distinguish letters. | Attempts to distinguish letters from words. | Distinguishes letters from words. | Demonstrates, ability to identify letters, words, and sentences. |
| Recognizes and names less than 10 letters. | Recognizes and names 10-19 letters. | Recognizes and names 20-30 letters. | Recognizes and names 30 + letters. |
| No attempt to auditorily discriminate between different sounds. | Attempts to auditorily discriminate between different sounds. | Auditorily discriminates between different sounds (C/C) (C/V). | Auditorily discriminates two – three phonemes into recognizable single syllable words (e.g. c-a-t) |
| No attempt to identify initial sound in 1 syllable association for less than 5 consonant sounds. | Attempts to identify initial sound in 1 syllable word. | Auditorily identify initial sound in 1 syllable word. | Auditorily identify initial and ending sound in 1 syllable word. |
| Identifies sound/syllable association for less than 5 consonant sounds. | Identifies sound/syllable association for 5-10 consonant sounds. | Identifies sound/syllable association for ½ consonant sounds. | Identifies sound/syllable association for more than ½ consonant sounds. |

English Language Development Pathways

| ELA BENCHMARK | ENGLISH LANGUAGE PROFICIENCY | | | | |
|---|--|--|--|--|--|
| | BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED |
| 1.2 Follows words from left to right, top to bottom on printed page | Knows print contains a message | Moves from left to right and top to bottom | Follows words from left to right, top to bottom on printed page | Follows words from left to right, top to bottom on printed page | Follows words from left to right, top to bottom on printed page |
| 1.5 Distinguishes letters from words | Identifies some letters in their name | Identifies some letters and own name | Distinguishes letters from words | Distinguishes letters from words | Distinguishes letters from words |
| 1.6 Recognizes and names 25-30 upper and lower case alphabet | Recognizes some letters | Recognizes and name some letters | Recognizes and names twenty-five to thirty upper and lower case alphabet | Recognizes and names twenty-five to thirty upper and lower case alphabet | Recognizes and names twenty-five to thirty upper and lower case alphabet |
| L.S. Auditorily discriminates between different sounds | Recognizes English phonemes that correspond to phonemes students hear and produces | Recognizes English phonemes that do not correspond to sounds students hear and produce | Auditorily discriminates between different sounds | Auditorily discriminates between different sounds | Auditorily discriminates between different sounds |
| 1.7 Auditorily identifies initial sound in one-syllable words | Imitates initial sounds | Produces English phonemes that correspond to phonemes students already produce including long and short vowel and initial and final consonants | Auditorily identifies initial sound in one-syllable words | Auditorily identifies initial sound in one-syllable words | Auditorily identifies initial sound in one-syllable words |
| 1.14 Identifies sound/symbol association for half of consonants | Imitates sounds for consonants | Produces and identifies sound/symbol association for some consonants | Identifies sound/symbol association for half of consonants | Identifies sound/symbol association for half of consonants | Identifies sound/symbol association for half of consonants |

IDENTIFY THE BASIC FACTS AND IDEAS IN WHAT THEY HAVE READ, HEARD OR VIEWED AND USE COMPREHENSION STRATEGIES.

- Make a reasonable prediction with reference to story.
- Share life experiences verbally.
- Retell any portion of a familiar story.
- Answer simple questions regarding text.
- Identify a main character or an important event.

Rubric

| FAR BELOW/BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|------------------------------------|--|---|---|
| No response. | Predicts with no relation to story | Make a reasonable prediction with reference to story. | Make a reasonable prediction with reference to story and picture. |
| No response. | Attempts to share life experiences. | Share life experience verbally. | Share life experiences and start to connect with text. |
| Does not retell any part of story. | Attempts to retell but lacks accuracy. | Retells any portion of a familiar story. | Retells the entire story. |
| Does not answer/no response. | Answers yes/no questions. | Answers simple questions regarding text. | Answers complex questions. |
| Does not identify characters | Identifies one character or event. | Identifies a main character or an important event. | Identifies all characters and events. |

English Language Development Pathways

| ELA BENCHMARK | ENGLISH LANGUAGE PROFICIENCY | | | | |
|---|---|---|--|--|--|
| | BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED |
| 2.2 Makes a reasonable prediction with reference to a story | Draws pictures from students own experience related to a story or topic | Draws and labels pictures related to a story topic or own experience | Makes predictions with reference to a story. May have some inaccuracies | Makes a reasonable prediction with reference to a story | Makes a reasonable prediction with reference to a story |
| 2.3 Shares life experiences verbally | Begins to connect life experience by responding to stories read to them by drawing pictures related to text | Begins to connect and share life experiences verbally using words and simple phrases. | Writes captions or words, for drawings related to a story. Shares life experiences verbally. | Writes simple words/captions related to a story. Connects to life experiences. | Writes simple words/captions related to a story. Connects to life experiences. |
| 2.4 Retells any portion of a familiar story | Identifies the basic sequence of events in stories read to them using key words or pictures | Identifies the basic sequence of text read to them using key words or phrases | Retells any portion of a familiar story | Retells any portion of a familiar story | Retells any portion of a familiar story |
| 2.5 Answers simple questions regarding text | Responds orally to stories read to them, using physical actions and other means of nonverbal communication | Responds orally to stories read to them by answering factual comprehension questions using simple sentences | Answers simple questions regarding text | Answers simple questions regarding text | Answers simple questions regarding text |
| 3.3 Identifies a main character or an important event | Listens to a story and orally responds by answering factual comprehension questions using one or two word responses | Orally responds to stories read to them by answering factual comprehension questions using simple sentences | Orally responds to stories read to them by answering factual comprehension questions | Orally responds to stories read to them by answering factual comprehension questions | Orally responds to stories read to them by answering factual comprehension questions |

Writing

WRITE WORDS AND BRIEF SENTENCES THAT ARE LEGIBLE.

- Writes first name.
- Writes one simple sentence.
- Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- Writes 5-8 words. Demonstrates the alphabetic principle.
- Writes by moving from left to right and from top to bottom.
- Write one simple sentence.

Rubric

| FAR BELOW/BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|--|---|--|--|
| Little/no use of letters and phonetically spelled words to write about experiences, stories, people, objects, or events. | Some use of letters and phonetically spelled words to write about experiences, stories, people, objects, or events. | Uses letters and phonetically spelled words to write about experiences, stories, people, objects, or events. | Uses phonetically and correctly spelled words to write about experiences, stories, people, objects, or events. |
| Uses random letters for words. | Uses beginning and ending sounds in words. | Demonstrates alphabetic principle, i.e. Mom, dog, etc. | Spells three and four letter short vowel words and grade level appropriate sight words correctly. |
| Scribbles, picture drawing. | Uses a single word label. | Writes a simple sentence using known sight words. | Writes a simple sentence using some high frequency words and phonetic spelling. |
| Random marks on page – no significant meaning to marks, e.g., scribbling, no organization of letters and words on page. | Words/letters written randomly on the page. | Writes left to right and top to bottom. | Writes left to right and top to bottom in sentence format. |
| Uses uppercase and lowercase letters randomly in words. | Uses uppercase and lowercase letters randomly in words with some spacing between words. | Uses uppercase and lowercase letters appropriately with spacing between words. | Prints legibly and uses appropriate spacing between letters, words, and sentences. |

English Language Development Pathways

| ELA BENCHMARK | ENGLISH LANGUAGE PROFICIENCY | | | | |
|---|---|--|--|--|--|
| | BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED |
| 1.4 Writes uppercase and lowercase letters of the alphabet independently attending to the form and proper spacing of the letters. Is able to write their own name | Copies the English alphabet legibly. Writes letters in their name | Prints legibly and spaces letters in words | Writes uppercase and lowercase letters of the alphabet attending to the form and spacing of the letters | Writes uppercase and lowercase letters of the alphabet independently attending to the form and proper spacing of the letters | Writes uppercase and lowercase letters of the alphabet independently attending to the form and proper spacing of the letters |
| 1.0 Writes one simple sentence | Copies words posted and commonly used in the classroom | Writes one simple sentence using key words posted and commonly used in the classroom | Writes one simple sentence | Writes one simple sentence | Writes one simple sentence |
| 1.1 Uses letters and phonetically spelled words to write about experiences, stories, people, objects or events | Copies words posted and commonly used in the classroom | Writes simple sentences using key words posted and commonly used in the classroom | Uses letters and phonetically spelled words to write about experiences, stories, people, objects or events | Uses letters and phonetically spelled words to write about experiences, stories, people, objects or events | Uses letters and phonetically spelled words to write about experiences, stories, people, objects or events |
| 1.2. Writes five to eight words. Demonstrates the alphabetic principle | Writes name. Uses phonetic knowledge to write words. | Writes few sight words. | Writes some sight words. Demonstrates the alphabetic principle | Writes five to eight words. Demonstrates the alphabetic principle | Writes five to eight words. Demonstrates the alphabetic principle |
| 1.3 Writes by moving from left to right and from top to bottom | Writes by moving from left to right | Writes by moving from left to right | Writes by moving from left to right and from top to bottom | Writes by moving from left to right and from top to bottom | Writes by moving from left to right and from top to bottom |

Listening and Speaking

LISTEN AND RESPOND TO ORAL COMMUNICATION AND SPEAK IN CLEAR COHERENT SENTENCES.

- Understand and follow a one step direction.
- Shares a single idea with others.
- Describe things and actions.
- Relate an experience or creative story.

Rubric

| FAR BELOW/BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|---|---|--|---|
| Does not follow or understand a single direction. | Follows and understands a direction inconsistently. | Understands and follow a 1 step direction. | Understands and follows a two step direction. |
| Does not share a thought or idea with others. | Shares a partial idea with others. | Shares a single idea with others. | Shares multiple ideas with others. |
| Does not describe anything. | Able to partially describe things and/or actions. | Describes things and actions. | Describes things, actions and people. |
| Does not relate an experience or creative story. | Partially relate and experience or creative story. | Relates an experience or creative story. | Relates stories or experience with a beginning and end. |

English Language Development Pathways

| ELA BENCHMARK | ENGLISH LANGUAGE PROFICIENCY | | | | |
|--|--|--|---|--|---|
| | BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED |
| 1.1 Understands and follows a one step direction | Responds to simple directions and questions using physical actions and other means of non-verbal communication | Responds to simple directions and questions using physical actions, other means of non-verbal communication and some one or two word responses | Responds to simple directions and question with verbal and non-verbal communication | Responds to simple directions and questions with verbal responses | Responds to simple directions and questions with verbal responses |
| 1.2 Shares a single idea with others | Begins to speak with a few words using some English phonemes | Begins to be understood when speaking, may use some standard English grammatical forms | Is understood when speaking, uses inconsistent standard English grammatical forms | Is understood when speaking, using consistent standard English grammatical forms | Speaks in complete coherent sentences |
| 2.1 Describes things and actions | Uses words to identify things or actions | Uses words and phrases to identify things or actions | Describes things and actions with words, phrases and sentences | Describes things and actions with complete comprehensible sentences | Describes things and actions with complete, coherent sentences |
| 2.3 Relates an experience or creative story | Uses words to relate an experience | Uses words and phrases to relate an experience or creative story | Retells a basic story or experience | Retells a basic story or experience with some details | Retells a basic story or experience with some details |

2nd Trimester

Reading

KNOW ABOUT LETTERS, WORDS, AND SOUNDS AND APPLY THIS KNOWLEDGE TO READ SIMPLE SENTENCES.

- Recognize that sentences in print are made up of separate words.
- Recognize and name all uppercase and lowercase letters of the alphabet.
- Auditorily discriminate between vowel sounds.
- Auditorily identify ending sound in one-syllable words.
- Orally segment CVC words.
- Make new words by adding onset to rhyme.
- Blend segmented words.
- Identify/sound/symbol association for all consonant sounds.
- Read selected one-syllable high frequency words.

Rubric

| FAR BELOW/BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|---|---|--|--|
| Recognizes less than 25 letters. | Recognizes 25-30 letters. | Recognizes most of the 54 letters. | Recognizes all upper and lower case letters. |
| Does not recognize a word. | Recognizes that letters make a word. | Recognizes that sentences in print are made up of separate words. | Recognizes a complete sentence. |
| Does not auditorily discriminate between vowels. | Auditorily discriminates between 2 vowel sounds. | Auditorily discriminates between long and short vowel sounds. | Auditorily discriminates between short vowel sounds. |
| Does not auditorily discriminate initial sound in 1 syllable word. | Auditorily identifies initial sound in 1 syllable word. | Auditorily identifies initial and ending sound in 1 syllable word. | Identify sounds in 1 syllable word (beginning, middle, end). |
| Unable to orally segment CVC words. | Attempts to orally segment CVC words. | Orally segments CVC words. | Able to read CVC words. |
| Unable to make new words by changing onset or initial letter. | Attempts to make new words by changing onset or initial letter. | Makes new words by changing onset or initial letter. | Reads new words using onset rhyme strategy. |
| No attempt to orally blend vowel consonant sounds to make words. | Attempts to orally blend vowel consonant sounds, to make words. | Orally blends vowel consonant sounds. | Blends vowel consonant sounds to make words. |
| Unable to identify sound/symbol association for any consonant sounds. | Identifies sound/symbol association for one half of consonant sounds. | Identifies sound/symbol association for all consonant sounds. | Identifies sound/symbol association for all consonant and some vowel sounds. |
| Reads less than 5 high frequency words. | Reads 5-15 high frequency words. | Reads 15-28 high frequency words. | Reads 29 high frequency words. |

English Language Development Pathways

| ELA BENCHMARK | ENGLISH LANGUAGE PROFICIENCY | | | | |
|--|--|---|--|---|---|
| | BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED |
| 1.4 Recognizes that sentences in print are made up of separate words | Understands letters make up words | Distinguishes words from letters | Recognizes that sentences in print are made up of separate words | Recognizes that sentences in print are made up of separate words | Recognizes that sentences in print are made up of separate words |
| 1.6 Recognizes and names all upper and lower case letters | Recognizes many letters | Recognizes and names many upper/lower case letters | Recognizes and names all upper and lower case letters | Recognizes and names all upper and lower case letters | Recognizes and names all upper and lower case letters |
| 1.7a Auditorily discriminates between vowel sounds | Recognizes that letters have sounds | Auditorily discriminates between some consonant sounds | Auditorily discriminates between some vowel sounds | Auditorily discriminates between vowel sounds | Auditorily identifies vowel sounds in one-syllable words |
| 1.7b Auditorily identifies ending sounds in one-syllable words | Recognizes that letters have sounds | Auditorily identifies some ending sounds | Auditorily identifies most ending sounds in one syllable words | Auditorily identifies ending sounds in one-syllable words | Auditorily identifies ending sounds in one-syllable words |
| 1.8 Orally segments CVC words | Imitates segmenting of CVC words | Says words slowly phoneme by phoneme | Orally segments CVC words | Tracks (move sequentially from sound to sound) and represents changes in simple syllables and words with two and three sounds as one sound is added | Tracks (move sequentially from sound to sound) and represents changes in simple syllables and words with two and three sounds as one sound is added |
| 1.8 Makes new words by adding onset to rime | Imitates onset/rime | Segments some words orally | Makes new words by adding onset to rime | Makes new words by adding onset to rime | Makes new words by adding onset to rime |
| 1.9 Blends segmented words | Orally imitates segmenting of words | Segments some words orally | Segments and blends some words | Blends segmented words | Blends segmented words |
| 1.14 Identifies sound/symbol association for all consonant sounds | Orally produces consonant sounds | Identifies sound/symbol association for some consonant sounds | Identifies sound/symbol association for most consonant sounds | Identifies sound/symbol association for all consonant sounds | Identifies sound/symbol association for all consonant sounds |
| 1.15 Read selected one-syllable high frequency words | Reads letters/can produce sounds for the letters | Segments sounds in words to read some one syllable words | Segments sounds in words to read some one syllable words | Reads some selected one-syllable high frequency words | Reads selected one-syllable high frequency words |

IDENTIFY THE BASIC FACTS AND IDEAS IN WHAT THEY HAVE READ, HEARD OR SEEN AND USE COMPREHENSION STRATEGIES.

- Make an reasonable prediction with reference to story and pictures.
- Begin to make reasonable connection between life and text.
- Retell the basic idea of the story.
- Answer complex questions about elements of a text.
- Identify characters and important events.

Rubric

| FAR BELOW/BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|---|--|---|---|
| Does not identify characters. | Identifies some characters and/or events. | Identifies characters and important events. | Identifies events in sequence and gives details of characters. |
| No response. | Make prediction not related to story. | Makes reasonable prediction with reference to story and pictures. | Makes accurate prediction with reference to story and pictures. |
| No connections are made. | Share life experience or tell about the story without making any connection. | Makes a reasonable connection between life and text. | Compares own life experiences to story. |
| Does not recall any part of the story. | Retells portion of the story. | Retells the basic idea of the story. | Retells story with specific details. |
| No response-does not answer yes/no questions. | Answers simple yes/no questions. | Answers complex question about elements of a text. | Answers inference questions. |

English Language Development Pathways

| ELA BENCHMARK | ENGLISH LANGUAGE PROFICIENCY | | | | |
|--|--|--|--|--|--|
| | BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED |
| 2.2 Makes a reasonable prediction with reference to a story and pictures | Draws pictures from student’s own experience related to a story or topic | Draws and labels pictures related to a story topic or own experience | Makes a prediction with reference to a story and pictures | Makes a reasonable prediction with reference to a story and pictures | Makes a reasonable prediction with reference to a story and pictures |
| 2.3 Begins to make reasonable connections between life and text | Draws pictures related to a story topic or own experience | Labels pictures related to a story topic or own experience | Begins to make reasonable connections between life and text | Begins to make reasonable connections between life and text | Begins to make reasonable connections between life and text |
| 2.4 Retells the basic idea of the story | Identifies the basic sequence of events in stories read to them using key words or pictures | Orally identify the basic sequence of text read to them using key words or phrases | Retells the basic idea of the story. May have some inconsistencies (e.g., events out of order) | Retells the basic idea of the story | Retells the basic idea of the story |
| 2.5 Answers complex questions about elements of a text | Responds orally to stories read to them, using physical actions and other means of nonverbal communication | Responds orally to stories read to them by answering factual comprehension questions using simple sentences | Answers simple questions about elements of a text | Answers complex questions about elements of a text | Answers more complex questions about elements of a text |
| 3.3 Identifies characters and important events | Listen to a story and orally responds by answering factual comprehension questions using one or two word responses | Orally responds to questions read to them by answering factual comprehension questions by using simple sentences | Orally responds to questions read to them by answering factual comprehension questions | Identifies characters and important events | Identifies characters and important events |

Writing

WRITE WORDS AND BRIEF SENTENCES THAT ARE LEGIBLE.

- Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- Write 10-20 words.
- Demonstrates the alphabetic principle.
- Write 2-3 sentences, left to right, top to bottom.

Rubric

| FAR BELOW/BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|--|---|--|--|
| Little/no use of letters and phonetically spelled words to write about experiences, stories, people, objects, or events. | Some use of letters and phonetically spelled words to write about experiences, stories, people, objects, or events. | Uses letters and phonetically spelled words to write about experiences, stories, people, objects, or events. | Uses phonetically and correctly spelled words to write about experiences, stories, people, objects, or events. |
| Uses beginning and ending sounds in words. | Uses beginning and ending sounds in words and attempts some vowels. | Demonstrates the alphabetic principle (CVC words), e.g., Mom, dog, etc. | Spells three and four letter short vowel words and grade level appropriate sight words correctly. |
| Writes one sight word accompanied by a picture (picture of a cat). | Writes a simple sentence using known sight words. | Writes a two-sentence narrative using sight words and phonetic spelling. | Writes two-plus sentence narrative using phonetic spelling using some high frequency words and CVC words. |
| Words and letters written randomly on the page. | Writes left to right and top to bottom but not in sentence format, e.g. random word lists. | Writes left to right and top to bottom in sentence format. | Writes multiple sentences in story format. |
| Uses uppercase and lowercase letters randomly in words. | Uses uppercase and lowercase letters randomly in words with spacing between words. | Uses uppercase and lowercase letters appropriately with spacing between words.) | Capitalizes proper nouns and beginnings of sentences with spacing between words and sentences. |
| Writes 1-4 high frequency words. | Writes 5-10 high frequency words. | Writes 10-20 high frequency words. | Writes 21 or more high frequency words. |

English Language Development Pathways

| ELA BENCHMARK | ENGLISH LANGUAGE PROFICIENCY | | | | |
|--|--|---|--|--|--|
| | BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED |
| 1.1 Uses letters and phonetically spelled words to write about experiences, stories, people, objects or events | Copies words posted and commonly used in the classroom | Writes simple sentences using key words posted and commonly used in the classroom | Uses letters and phonetically spelled words to write about experiences, stories, people, objects or events | Uses letters and phonetically spelled words to write about experiences, stories, people, objects or events | Uses letters and phonetically spelled words to write about experiences, stories, people, objects or events |
| 1.2 Writes ten to twenty words | Writes name, few high frequency sight words | Writes some high frequency sight words | Writes five to ten high frequency sight words | Writes ten to twenty words | Writes ten to twenty words |
| 1-1-1.3 Writes two to three sentences, left to right, top to bottom | Writes a few words about an event from a story read by the teacher | Writes a simple sentence from left to right | Writes simple sentences, left to right, top to bottom | Writes two to three sentences, left to right, top to bottom | Writes two to three sentences, left to right, top to bottom |
| 1.2 Demonstrates the alphabetic principle | Writes a few sight words | Writes some high frequency sight words, demonstrates the alphabetic principle | Writes five to ten words demonstrating the alphabetic principle | Writes ten to twenty words, demonstrating the alphabetic principle | Writes ten to twenty words, demonstrating the alphabetic principle |

Listening and Speaking

LISTEN AND RESPOND TO ORAL COMMUNICATION AND SPEAK IN CLEAR COHERENT SENTENCES.

- Understand and follow a two-step direction.
- Speak audibly in complete coherent sentences.
- Describe things, actions, and people.
- Recite short poems, songs or rhymes.
- Relate an experience or creative story with a beginning and an end.

Rubric

| FAR BELOW/BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|--|--|--|--|
| Does not follow or understand any directions. | Able to follow and understand 1 direction. | Able to follow and understand at least 2 directions. | Understands and follow multi-step directions. |
| Does not share a single idea with others in audible voice. | Shares a single idea with others in a clear voice. | Speaks audibly in complete, coherent sentences. | Speaks audibly in complete and coherent sentences with expression. |
| Does not describe things, actions, people, or places in a coherent manner. | Able to describe 1 of the 5 areas. | Able to describe 3 out of 5 areas in a coherent manner. | Able to describe 5 out of 5 areas in a coherent manner. |
| Does not recite short songs, poems or rhymes. | Partially recite short songs, poems or rhymes. | Recites short songs, poems or rhymes. | Recites short songs, poems or rhymes with expression. |
| Does not sequence a simple story or experience. | Able to partially sequence a story or experience. | Relates a story or experience with a beginning and ending. | Relates a story or experience in a logical sequence. |

English Language Development Pathways

| ELA BENCHMARK | ENGLISH LANGUAGE PROFICIENCY | | | | |
|--|--|--|--|---|--|
| | BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED |
| 1.1 Understands and follows a two step direction | Responds to simple directions and questions using physical actions and other means of non-verbal communication | Responds to simple directions and questions using physical actions, other means of non-verbal communication and some one or two word responses | Responds to simple directions and question with verbal and non-verbal communication | Responds to simple directions and questions with verbal responses | Responds to simple directions and questions with verbal responses |
| 1.2 Speaks audibly in complete coherent sentences | Begin to speak with a few words or sentences using some English phonemes and rudimentary English grammatical forms | Begins to be understood when speaking, but has some inconsistent use of standard English grammatical forms and sounds | Is understood when speaking, using consistent standard English grammatical forms and sounds, some rules may not be in evidence | Is understood when speaking, using consistent standard English grammatical forms and sounds | Speaks clearly and comprehensibly using standard English grammatical forms |
| 2.1 Describes things, actions, and people | Uses words to identify things or actions | Uses words and phrases to identify things or actions | Describes things and actions with words, phrases and sentences | Describes things and actions with complete comprehensible sentences | Describes things and actions with complete, coherent sentences |
| 2.2 Recites short poems, songs or rhymes | Participates in group activities singing simple songs and nursery rhymes | Participates in group activities singing simple songs and nursery rhymes | Recites familiar rhymes, songs, and simple stories | Recites familiar rhymes, songs, and simple stories | Recites familiar rhymes, songs, and simple stories |
| 2.3 Relates an experiences or creative story with a beginning and an end | Uses words to relate an experience | Uses words and phrases to relate an experience or creative story | Retells a basic story or experience | Retells a basic story or experience with some details | Retells a basic story or experience with some details |

3rd Trimester

Reading

KNOW ABOUT LETTERS, WORDS, AND SOUNDS AND APPLY THIS KNOWLEDGE TO READ SIMPLE SENTENCES.

- Count the number of phonemes in a given word.
- Identify middle sound in one-syllable words.
- Identify sound substitutions/omissions in 2-3 letter words.
- Auditorily identify the rhyming words in a poem or song.
- Identify sound/symbol association for long and short vowel sounds.
- Read selected one-syllable high frequency words.

Rubric

| FAR BELOW/BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|--|--|--|---|
| Recognizes less than 25 letters. | Recognizes 25-53 letters. | Recognizes all 54 letters. | N/A |
| Identifies beginning sound in a 1 syllable word. | Identifies beginning and ending sounds (CVC). | Identifies sounds in a 1 syllable word (beginning, middle, end). | Identifies sounds in a 2 or more syllable word. |
| Unable to identify sound substitution/omissions in any word. | Identifies sound substitution/omissions in 2 letter words. (e.g. <u>g</u> t/ <u>o</u> f) | Identifies sound substitution/omissions in 2-3 letter words. (e.g. d <u>g</u> /d <u>a</u> g) | Identifies sound substitution/omissions in words with more than 3 letters. (<u>o</u> ld/ <u>g</u> old) |
| Does not identify rhyme. | Auditorily identifies rhyme in a series of 3 or 4 words. | Auditorily identifies the rhyming words in a poem or song. | Generating their own rhyming words. |
| Identifies/sound/symbol association for ½ consonant sounds. | Identifies/sound/symbol association for all consonant sounds. | Identifies sound/symbol association for long/short vowel sounds. | Identifies blends. |
| Reads less than 15 selected high frequency words. | Reads 15-18 selected high frequency words. | Reads 29 selected 1 syllable high frequency words. | Reads 39+ selected 1 syllable high frequency words. |

English Language Development Pathways

| ELA BENCHMARK | ENGLISH LANGUAGE PROFICIENCY | | | | |
|--|---|---|--|--|--|
| | BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED |
| 1.7 Counts the number of phonemes in a given word | Tracks sounds in words | Tracks (move sequentially from sound to sound) and represents the number sameness/difference and order two and three isolated phonemes | Counts the number of phonemes in a given word | Counts the number of phonemes in a given word | Counts the number of phonemes in a given word |
| 1.7 Identifies Middle sounds in one syllable words | Tracks sounds in words | Tracks (move sequentially from sound to sound) and represents the number sameness/difference and order two and three isolated phonemes | Identifies middle sounds in one syllable words | Identifies middle sounds in one syllable words Identifies middle sounds in one syllable words | Identifies middle sounds in one syllable words |
| 1.8 Identifies sound substitutions/omissions in two and three letter words | Tracks sounds in words | Tracks (move sequentially from sound to sound) and represents changes in simple syllables and words with two and three sounds as one sound is added/substituted, omitted, shifted or repeated | Identifies sound substitutions/omissions in two and three letter words | Identifies sound substitutions/omissions in two and three letter words | Identifies sound substitutions/omissions in two and three letter words |
| 1.10 Auditorily identifies the rhyming words in a poem or song | Identifies rhyming words in response to an oral prompt | Identifies and produces rhyming words in response to an oral prompt | Auditorily identifies the rhyming words in a poem or song | Auditorily identifies the rhyming words in a poem or song | Auditorily identifies the rhyming words in a poem or song |
| 1.14 Identifies sound/symbol association for long/short vowel sounds | Understands letters have corresponding sounds, matches some sounds to letters | Matches consonant sounds to appropriate letters | Matches some consonant and short vowel sounds to appropriate letters | Matches all consonant and short vowel sounds to appropriate letters | Matches all consonant and short vowel sounds to appropriate letters |
| 1.15 Reads selected one-syllable high frequency words | Attempts to produce sounds to read some high frequency words | Segments sounds to read high frequency words | Reads some high frequency words | Reads some simple one-syllable high frequency words | Reads simple one-syllable and high frequency words |

IDENTIFY THE BASIC FACTS AND IDEAS IN WHAT THEY HAVE READ, HEARD OR SEEN AND USE COMPREHENSION STRATEGIES.

- Make connections between life experiences to information and events in texts.
- Retell familiar story.
- Ask and answer questions about essential elements of a text.
- Identify characters, settings, and important events.

Rubric

| FAR BELOW/BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|---|--|---|---|
| Retells portion of the story | Retells the basic idea of the story | Retells the basic idea of the story | Retells beginning, middle and end of story with specific prompting |
| Makes prediction not related to the story | Make reasonable predictions with reference to story and pictures | Makes accurate predictions with reference to story and pictures | Make a prediction before reading or hearing a story |
| Share life experience or tell about the story without making any connection | Make a reasonable connection between life and text. | Compares own life experiences to story | Makes a connection to self using prior knowledge |
| Identifies some characters and/or events | Identifies characters and 1 or two events | Identifies Characters by name and important events | Identifies events in sequence and gives details of characters |
| Answers simple yes no questions | Answer questions about elements of a text | Answers basic inference questions | Answer higher level inference question using connections (To text, to self, to world) |

English Language Development Pathways

| ELA BENCHMARK | ENGLISH LANGUAGE PROFICIENCY | | | | |
|--|---|--|--|--|--|
| | BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED |
| 2.3 Makes connections between life experience to information and events in texts | Begins to label pictures | Begins to make connections between life and text. Labels drawing related to a story | Makes connections between life and text | Makes connections between life experience to information and events in texts | Makes connections between life experience to information and events in texts |
| 2.4 Retells familiar stories | Orally identifies the basic sequence of text read to them by using key words and pictures | Orally identifies the basic sequence of text read to them by using key words and phrases | Retells the basic ideas of a story | Retells familiar stories | Retells familiar stories |
| 2.5 Asks and answers questions about essential elements of a text | Answers factual comprehension questions about text using key words or phrases | Answers factual comprehension questions about text using simple sentences | Answers factual comprehension questions about text | Asks and answers questions about essential elements of a text | Asks and answers questions about essential elements of a text |
| 3.3 Identifies characters, settings, and important events | Answers yes/no questions about characters/events in a story | Identifies main characters in a story | Identifies main characters in a story | Identifies characters, settings, and important events | Identifies characters, settings, and important events |

Writing

WRITE WORDS AND BRIEF SENTENCES THAT ARE LEGIBLE.

- Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.
- Write 20+ high frequency words.
- Write a narrative using three or more sentences.
- Writes upper and lowercase letters of the alphabet independently attending to the form and proper spacing.

Rubric

| FAR BELOW/BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|---|---|--|--|
| No use of letters and phonetically spelled words to write about experiences, stories, people, objects, or events. | Some use of letters and phonetically spelled words to write about experiences, stories, people, objects, or events. | Uses letters and phonetically spelled words to write about experiences, stories, people, objects, or events. | Uses phonetically and correctly spelled words to write about experiences, stories, people, objects, or events. |
| Uses only beginning or ending sounds. | Uses only the beginning or ending sounds in words and attempts vowels. | Demonstrates alphabetic principle (CVC words), e.g. Mom, dog, etc. | Writes four and five letter short vowel words and some irregular words (e.g., then, went, pretty, she). |
| Writes one simple sentence. | Writes a two-sentence narrative. | Writes a three-sentence narrative spelling high frequency words correctly and spelling most other words phonetically, including CVC words. | Writes a three or more sentence narrative spelling high frequency words correctly and most other words phonetically. Uses some proper punctuation. |
| Uses uppercase and lowercase letters randomly in words. | Uses uppercase and lowercase letters randomly. Some spacing between words. | Uses uppercase and lowercase letters appropriately with spacing between words. | Capitalizes proper nouns and words at the beginning of sentences. Uses proper spacing between words. |
| Writes 1-9 high frequency sight words. | Writes 10-19 high frequency sight words. | Writes 20-30 high frequency words. | Writes 30 or more high frequency sight words. |

English Language Development Pathways

| ELA BENCHMARK | ENGLISH LANGUAGE PROFICIENCY | | | | |
|--|--|---|---|---|---|
| | BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED |
| 1.4 Writes uppercase and lowercase letters of the alphabet independently attending to the form and proper spacing of the letters | Copies and writes the English alphabet legibly | Writes most upper and lowercase letters of the alphabet independently attending to the spacing of the letters | Writes uppercase and lowercase letters of the alphabet independently attending to the form and spacing of the letters | Writes all uppercase and lowercase letters of the alphabet independently attending to the correct form and spacing of the letters | Writes all uppercase and lowercase letters of the alphabet independently attending to the correct form and spacing of the letters |
| 1.1 Uses letters and phonetically spelled words to write about experiences, stories, people, objects or events | Copies words posted and commonly used in the classroom | Writes simple sentences using key words posted and commonly used in the classroom | Uses letters and phonetically spelled words to write about experiences, stories, people, objects or events | Uses letters and phonetically spelled words to write about experiences, stories, people, objects or events | Uses letters and phonetically spelled words to write about experiences, stories, people, objects or events |
| 1.2 Writes twenty plus high frequency words | Writes some high frequency words. Writes own name | Writes five to ten high frequency words | Writes ten to twenty high frequency words | Writes twenty plus high frequency words | Writes twenty plus high frequency words |
| 1.1-1.4 Writes a narrative using three or more sentences | Writes key words or phrases | Writes simple sentences about events or characters from a familiar story read by the teacher | Writes a simple narrative using two or three simple sentences | Writes a simple narrative using three or more sentences | Writes a simple narrative using three or more sentences |

Listening and Speaking

LISTEN AND RESPOND TO ORAL COMMUNICATION AND SPEAK IN CLEAR COHERENT SENTENCES.

- Understand and follow multi-step directions.
- Describe things, actions, people, places and locations.
- Relate an experience or creative story in a logical sequence.

Rubric

| FAR BELOW/BELOW BASIC | BASIC | PROFICIENT | ADVANCED |
|---|--|--|--|
| Does not follow directions in a coherent manner. | Able to follow at least two directions. | Understands and follows multi-step directions. | Understands and follows multiple directions and explains to their peers. |
| Does not describe things, actions, people, places and locations in a coherent manner. | Able to describe 3 out of 5 areas in a coherent manner. | Able to describe 5 out of 5 areas in a coherent manner. | Able to describe all areas using descriptive language. |
| Does not sequence a simple story or experience. | Able to partially sequence a story or experience. | Able to relate a simple story or experience in a logical sequence. | Able to relate story in a logical sequence and draw conclusions. |
| Does not retell basic idea of the story. | Retells stories with events out of sequence and/or omit important details. | Uses pictures and context to make predictions about story content. | Compares own life experience to events and influence in texts. |
| Does not answer simple questions regarding text. | Identifies some characters. | Retells familiar stories. | Answers influence type questions. |

English Language Development Pathways

| ELA BENCHMARK | ENGLISH LANGUAGE PROFICIENCY | | | | |
|---|--|--|---|---|---|
| | BEGINNING | EARLY INTERMEDIATE | INTERMEDIATE | EARLY ADVANCED | ADVANCED |
| 1.1 Understands and follows multi-step directions | Responds to simple directions and questions using physical actions and other means of non-verbal communication | Responds to simple directions and questions using physical actions, other means of non-verbal communication and some one or two word responses | Responds to simple directions and question with verbal and non-verbal communication | Responds to simple directions and questions with verbal responses | Responds to simple directions and questions with verbal responses |
| 2.1 Describes things, actions, people, places and locations | Uses words to identify things or actions | Uses words and phrases to identify things or actions | Describes things and actions with words, phrases and sentences | Describes things and actions with complete comprehensible sentences | Describes things and actions with complete, coherent sentences |
| 2.3 Relates an experience or creative story in a logical sequence | Uses words to relate an experience | Uses words and phrases to relate an experience or creative story | Retells a basic story or experience with some sequence of events (beginning, middle, end) | Retells a basic story or experience with some details, and sequence of events (beginning, middle and end) | Retells a basic story or experience with details and logical sequence |

SELECTED WORD LISTS AND STRATEGIES

Kindergarten

These high frequency word lists are the most common words in English, ranked in frequency order. The first 25 make up about a third of all printed materials. The first 100 make up about half of all written material, and the first 300 make up about 65% of all written material. Students must learn to instantly read and spell these words correctly.

- At the beginning of the school year students should be assessed to determine their level of proficiency in spelling the words on these lists.
- The lists and strategies are meant to guide the spelling instruction in each grade level.
- By the end of each school year, students should be able to spell and read the selected word lists to mastery.

In order to ensure a smooth transition between third and fourth grades when students should be moving from “learning to read” to “reading to learn” it is imperative that our students learn a minimum number of words each year, beginning in kindergarten. The words on this selected word list should be taught to mastery by the end of Kindergarten.

For additional information, ideas for classroom spelling programs, teaching for word solving strategies, additional lists, and research:

References:

- *The Reading Teacher’s Book of Lists*, fourth edition, Fry, Kress, Fountoukidis
- *Words, Words, Words: Teaching Vocabulary in Grades 4-12*, Janet Allen
- *Spelling K-8: Planning and Teaching*, Diane Snowball

SELECTED WORD LIST – Kindergarten

High Frequency Words

(read from left to right)

| | | | | | |
|------|------|------|------|------|----|
| the | of | and | a | to | in |
| that | it | he | was | for | on |
| with | his | they | I | at | be |
| from | go | am | look | like | as |
| is | this | have | are | you | |

SUPPLEMENTAL WORD LIST – Kindergarten

(read from left to right)

boy
moon

girl

cat

dog

sun

Visual Strategy

Onset-rime: Build on one-syllable high frequency word knowledge using onset and rime structure.

EXAMPLES:

s-and
b-and

p-in
th-in

h-is
th-is

c-at
s-at

h-as

Build words where rime has the same spelling pattern.

Encourage children to notice what words look like.

Include other high frequency word knowledge as appropriate.

Meaning/Word Structure Strategy

Building word families by adding the suffixes /s and /ing.

EXAMPLES:

boy/boys

girl/girls

look/looks/looking

Standards-Based Literature List – Kindergarten

| CORE | GENRE | STANDARD/CONTENT AREA |
|---|----------------------|---|
| Make Way for Duckling | Contemporary Fiction | Mapping – Social Science Animal behavior – Science Retell |
| Snowy Day | Contemporary Fiction | Connect to real life Weather – Science Water: frozen – Science Observations – Science |
| Chicka-Chicka Boom Boom | Contemporary Fiction | Reading |
| Going On A Bear Hunt | Contemporary Fiction | Relative position – Science/Social Science |
| No David | Contemporary Fiction | Connections |
| Dog Daze | Contemporary Fiction | Months - Social Science |
| Today Is Monday | Contemporary Fiction | Days of week – Social Science |
| 1.2.3 to the Zoo | Contemporary Fiction | Counting – Math |
| David Goes To School | Contemporary Fiction | Connections: citizenship and school |
| Brown Bear, Brown Bear | Fiction/Fantasy | Reciting a short poem: Listening & Speaking Colors – Science |
| Corduroy | Fiction/Fantasy | Give attributes to animals – Science Life experience – Reading Retell – Reading Answer questions – Reading Character, Setting, Events – Reading |
| Rosie's Walk | Fiction/Fantasy | Directions – Math & Positions Retell |
| Miss Bindergarten Gets Ready For Kindergarten | Fiction/Fantasy | Reading connections |
| Friends | Fiction/Fantasy | Good citizen and friend – Social Science |
| The Three Bears | Folklore | Retell, characters, setting, events - Reading Beginning & End; Sequence – Listening & Speaking Rules: honesty, respect – Social Science Give animals attributes they don't have – Science |
| The Gingerbread Boy | Folklore | Retell, characters, setting, events – Reading Give attributes – Science Prediction – Reading Senses: smell, taste – Science Beginning & End – Listening & Speaking Sequence – Listening & Speaking |
| The Three Pigs | Folklore | Retell, characters, events, beginning, ending, attributes; prediction, sequence |
| Henny Penny | Folklore | Prediction – Reading Beginning & End – Listening & Speaking Sequence – Listening & Speaking |

| | | |
|-----------------------------|-------------|---|
| The Very Hungry Caterpillar | Non-Fiction | Animal structure, appearance & behavior (insects) Sequencing – Listening & Speaking Answer questions about text – Reading Make Connections – Reading Life experiences – Reading |
| Anno's Counting Book | Non-Fiction | Land & Water Mapping – Social Science Location of objects – Social Science Counting sets – Math Seasons– Science Weather – Science |
| My 5 Senses | Non-Fiction | 5 Senses – Science |
| Turning of the Year | Non-Fiction | Months/Seasons – Social Science |

Supplemental Literature List – Kindergarten

| CORE | GENRE | STANDARD/CONTENT AREA |
|---|--|--|
| Hello, Lulu Good Morning, Good Night I Am A Bunny What Do You Like? Look Out Kindergarten, Here I Come I Can Tell by Touching Shape Space From Head to Toe | Houghton Mifflin Houghton Mifflin Houghton Mifflin Houghton Mifflin Houghton Mifflin Houghton Mifflin Houghton Mifflin Houghton Mifflin | Connections Math Seasons Connections Science Math |
| Going On A Bear Hunt 1,2, 3 To the Zoo - Carle I Am A Bunny - Scary Chicka-Chicka Boom Boom - Martin Mouse Paint - Walsh A Color of His Own – Leonna Shape Space – Falwell (Fantasy) Big Fat Hen - Baker Quack and Count - Baker Garden For A Groundhog - Balian Old Black Fly - Alyesworth Fish Eyes - Ehlert Ten Black Dots - Crews | Fiction Fiction Fiction Fiction Fiction Fiction Fiction Fiction Fiction Fiction Fiction Fiction Fiction | Science/Social Science Math Science/Social Science, Reading Comp. Reading Science Science Shapes - Math Counting – Math Simple Addition – Math Social Science Reading Counting, Shapes – Math Math |
| My Five Senses - Aliki I Can Tell By Touching - Otto Planting A Rainbow - Ehlert Lots of Dads - Rotnen | Non-Fiction Non-Fiction Non-Fiction Non-Fiction | Science Science Science Social Science, Reading Comp. |
| Big Red Barn - Brown Cat Goes Fiddle-I-Fee - Galdone You Read To Me, I'll Read To You - Hoberman Dog Days - Prelutsky Brown Bear, Brown Bear, What Do You See? - Martin One Gray Mouse - Burton Bugs, Bugs, Bugs - Barner | Poetry Poetry Poetry Poetry Poetry Poetry Poetry | Life Science Life Science Reading, Phonic Awareness Math and Social Science Science Math and Science Science |
| Old MacDonald - Schwartz Over In the Meadow - Langstaff | Songs Songs | Life Science Science |

Author’s Study

- Draw Me A Star – Eric Carle
- The Grouchy Ladybug – Eric Carle (Math)
- Head To Toe – Eric Carle (Science)
- The Very Busy Spider – Eric Carle
- Poppa Get The Moon For Me – Eric Carle
- The Very Quiet Cricket – Eric Carle
- The Very Lonely Firefly – Eric Carle
- Have You Seen My Cat – Eric Carle
- A House For Hermit Crab – Eric Carle
- There’s Something In My Attic – Mercer Mayer
- There’s A Nightmare In My Closet –Mercer Mayer
- There’s An Alligator Under My Bed –Mercer Mayer
- Beasty Story – Bill Martin, Jr.
- Brown Bear, Brown Bear, What Do You See – Bill Martin, Jr.
- Turning of the Year – Bill Martin, Jr.
- Barn Dance – Bill Martin, Jr.
- Chicka-Chicka Boom Boom – Bill Martin, Jr.
- Listen To the Rain – Bill Martin Jr.

Visalia Unified School District Technology Standards, K-12

1. General technology knowledge & skills

- 1.1 Hardware care
- 1.2 OS literacy
- 1.3 File management (file navigation, folder/sub folder organization, save/open/delete/rename commands)
- 1.4 Keyboarding (6th grade/15 wpm, 8th grade/20 wpm)
- 1.5 Peripheral use (printer, digital camera/camcorder, scanner)

2. Writing, publishing & presentation with technology tools

- 2.1 Word processor (i.e.; Word, Student Writing Center, Story Book Weaver)
 - ◆ screen awareness (pull down menus, scroll bars, window menu, view menu)
 - ◆ editing tools (cut, copy, paste, find/replace)
 - ◆ formatting tools (font, alignment, page/paragraph setup)
- 2.2 Publishing & presentation (i.e.; Word, Publisher, Print Shop, KidPix, PowerPoint, FrontPage, Hyperstudio, Web Studio)
 - ◆ Audience clarification
 - ◆ Data organization
 - ◆ Screen awareness, program mechanics
 - ◆ Drawing tools
 - ◆ Graphic manipulation, graphic types
 - ◆ Design rules

3. Data analysis & problem solving with technology tools

- 3.1 Spreadsheet (i.e.; Excel, Cruncher)
 - ◆ Screen awareness, program mechanics
 - ◆ Page layout / data format
 - ◆ Data types (text, number, formulas)
 - ◆ Graph/chart format & interpretation
 - ◆ Data manipulation & presentation
- 3.2 Database (i.e.; Access)
 - ◆ Screen awareness, program mechanics
 - ◆ Page & report design
 - ◆ Data entry
 - ◆ Data manipulation & presentation
- 3.3 Concept mapping (i.e.; Inspiration)
 - ◆ Screen awareness, program mechanics
 - ◆ Idea organization
 - ◆ Idea presentation
- 3.4 Simulations (i.e.; Tom Snyder productions, Web quest)
 - ◆ Screen awareness, program mechanics

4. Information literacy, research & online communication with technology tools

- 4.1 Online search tools
 - ◆ Edited (print) vs. non-edited (online)
 - ◆ Athena book search
 - ◆ Search strategies
 - ◆ Site validation
 - ◆ Citation
- 4.2 Online communication tools
 - ◆ Email
 - ◆ Listserve
 - ◆ Discussion board

5. Responsible & ethical uses of technology

- 5.1 Copyright
- 5.2 Email etiquette & respectful communication
- 5.3 Password protection
- 5.4 Web use
 - ◆ Protection of personal information
 - ◆ Responsible Web viewing

Prior to the completion of 3rd grade, students will:

| STANDARD | SUGGESTED APPLICATION |
|---|--|
| <p>1. General technology knowledge & skills</p> <p>1.1 Practice care and responsible use with all equipment.</p> <p>1.1 Communicate about technology using developmentally appropriate terms. List may include: computer, monitor, keyboard, mouse, memory, menu, window</p> <p>1.2 Use mouse & keyboard to control main functions of operating sys.</p> <ul style="list-style-type: none"> ◆ Proper login & shutdown ◆ Launch & close programs (double click or program menu) ◆ Use commands from pull down menus ◆ Working with capitals, symbols, delete, backspace, escape, spacebar and general text. <p>1.3 Save and open a file to a directed location.</p> <p>1.4 Develop a habit of typing from home row.</p> <p>1.5 Print a copy of their work.</p> <p>1.5 Use a digital camera to communicate an idea</p> <p>1.5 Use a paint program to illustrate a story.</p> | <p>Workstation</p> <p>Poster by computer stations</p> <p>Windows 95/98/2000</p> <p>Windows 95/98/2000</p> <p>Printer, Camera</p> <p>KidPix</p> |
| <p>2. Writing, publishing & presentation with technology tools</p> <p>2.1 Use a word processor to write a story.</p> <p>2.2 Mix text and graphics to illustrate a piece of writing.</p> | <p>Word, KidPix, Writing & Publishing Center, Story Book Weaver, KidWorks</p> |
| <p>3. Data analysis & problem solving with technology tools</p> <p>3.1 Understand the parts of a graph.</p> | <p>Excel, Cruncher</p> |
| <p>4. Information literacy, research & online communication with technology tools</p> <p>4.1 Gather information from a designated Web site (text or graphic information).</p> <p>4.2 With teacher assistance communicate with a teacher, family member, author, field expert, or other student via email.</p> | <p>IE 4+, Internet access</p> |
| <p>5. Responsible & ethical uses of technology</p> <p>5.1 Demonstrate positive social and ethical behavior when using technology.</p> | <p>NA</p> |