



## Pre-Kindergarten Language Arts

# 1st Trimester

## Reading

### KNOW LETTERS AND SOUNDS.

- Discriminates between various environmental sounds.
- Demonstrates rote knowledge of the alphabet.
- Tracks top to bottom.

## Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
No recognition of a difference in environmental sounds.	Recognizes the difference between two different environmental sounds.	Recognizes the difference between numerous environmental sounds. (e.g. phone, plane, bell)	Recognizes the difference between letter sounds in isolation
Unable to recognize own first name in print.	Recognizes own first name in print.	Identifies 1-5 letters.	Identifies 6-10 letters
No response to letters/sounds prompt.	Unable to distinguish whether two letter sounds are the same or different.	Recognizes that letter sounds are the same or different. (e.g. t/d)	Recognizes that words are the same or different using real words
No response.	Unable to distinguish words that rhyme.	Recognizes words have similar sounds.	Recognizes that words can rhyme
No response to clapping of single syllable words with physical assistance from the teacher.	Able to respond to clapping of single syllable words when guided physically by the teacher.	Able to clap single syllable words.	

## Reading Comprehension

### ENGAGE IN INTERACTION WITH TEXT.

- Listens to stories with minimal distractions.
- Relates own life experiences to text
- Tracks top to bottom

## Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Demonstrates inappropriate behavior with books.	Does not demonstrate understanding that a book is useful.	Holds a book with purpose. (understanding a book is useful and values a story)	Inconsistent identification of the front and back, top and bottom of book.
Does not respond or interact with pictures/text.	Has no understanding that pictures/book contains message.	Little understanding that pictures, print or text contains message.	Demonstrates understanding that pictures contain message.
Unable to follow with teacher assistance. (e.g. hand over hand)	Requires teacher assistance (e.g. hand over hand) with concept of directionality (left to right).	Unable to demonstrate left to right directionality with teacher modeling with one line of print.	Demonstrates knowledge of directionality (left to right) with teacher modeling on one line of print.
Unable to follow with teacher assistance. (e.g. with teacher pointing where to start)	Requires teachers assistance. (e.g. teacher pointing where to start)	Unable to demonstrate knowledge of where to start with teacher modeling.	Demonstrates knowledge of where to start with teacher modeling.
Does not respond/show interest in book.	Does not open book.	Opens a book.	Flips pages randomly.
Student does not attend to stories.	Students will attend to a simple story without text for up to five minutes.	Students will attend to a simple story with minimal text for a minimum of five minutes.	Students will attend to a story with text for longer than five minutes.

## Writing

### DEMONSTRATE AN UNDERSTANDING THAT THERE IS A WRITTEN SYMBOL FOR THE SPOKEN WORD.

- Experiments with writing tools.
- Pretends to write (scribbles).
- Uses palmer grasp with writing tools.
- Traces name.

## Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Cannot trace name.	Can trace a few letters.	Traces name.	Traces name from left to right.
Doesn't use any tools. (tools: crayons, markers, hole punch, paint brush, glue sticks/bottles, tape scissors, etc.)	Attempts to use a few tools. (tools: crayons, markers, hole punch, paint brush, glue sticks/bottles, tape scissors, etc.)	Uses most tools. (tools: crayons, markers, hole punch, paint brush, glue sticks/bottles, tape scissors, etc.)	Uses all tools in a creative manner. (tools: crayons, markers, hole punch, paint brush, glue sticks/bottles, tape scissors, etc.)
No response to pretend writing.	Makes brief attempt to write.	Pretends to write.	Pretends to write and attaches meaning to it.

## Listening and Speaking

### UNDERSTAND AND EXPRESS THEMSELVES USING LANGUAGE.

- Follows a modeled one-step request.
- Uses simple sentences (three to four words) to express ideas or needs.
- Listens to songs, rhymes, games, and stories.
- Asks simple questions.
- Demonstrates understanding of descriptive words.
- Answers a simple question with one or two words.

## Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Does not attempt to imitate modeled request.	Attempts to follow a request but inconsistent.	Follows a modeled one step request.	Follows a one step request.
Unable to attend to songs etc.	Listens to songs, but is distracted.	Listens to songs, rhymes, poems, stories and games.	Partially recites songs, poems, rhymes, stories and games.
Unable to describe any objects.	Able to partially describe objects.	Describes objects.	Describes objects and actions.

## 2nd Trimester

### Reading

#### KNOW LETTERS AND SOUNDS.

- Discriminates between letter sounds in isolation.
- Identifies letters by name.
- Tracks left to right.

### Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Recognizes the difference between two environmental sounds. (e.g. phone, plane, bell, etc)	Recognizes the difference between numerous environmental sounds.	Recognizes the difference between letter sounds in isolation.	Recognizes the beginning sounds of a word.
Recognizes first name in print.	Identifies 1-5 letters.	Identifies 6-10 letters.	Identifies 11-15 letters.
Unable to distinguish whether two letter sounds are the same or different.	Recognizes that letter sounds are the same or different. (e.g. /t/, /d/)	Recognizes that words are the same or different using real words. (dig, dog)	Recognizes words are the same or different using real or nonsense words. (e.g. dig-dog, dif-def)
Unable to distinguish words that rhyme .	Recognizes words have similar sounds.	Recognizes that words can rhyme.	Recognizes the difference between words that rhyme and words that do not rhyme.
Responds to clapping of single syllable words when guided physically by the teacher.	Responds to clapping of single syllable words with verbal prompting from the teacher.	Claps single syllable words.	Claps multi-syllabic words with the teacher.

### Reading Comprehension

#### ENGAGE IN INTERACTION WITH TEXT.

- Listens to stories and attempts to relate some events.
- Responds to questions about stories.
- Makes verbal response to stories, which may or may not relate to story.
- Uses knowledge about concepts about print at an appropriate level

### Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Does not demonstrate understanding that a book is useful.	Holds a book with purpose. (understanding a book is useful and values a story)	Inconsistent identification of the front and back, top and bottom of book.	Identifies front of book upside down or right side up.
Has no understanding that pictures/book contains message.	Little understanding that pictures, print or text contains message.	Demonstrates understanding that pictures contain message.	Demonstrates understanding that print contains message.
Requires teacher assistance (e.g. hand over hand) with concept of directionality. (left to right)	Unable to demonstrate left to right directionality with teacher modeling with one line of print.	Demonstrates knowledge of directionality (left to right) with teacher modeling on one line of print.	Independently demonstrates knowledge of directionality (left to right) on one line of print.
Requires teachers assistance. (e.g. teacher pointing where to start)	Unable to demonstrate knowledge of where to start with teacher modeling.	Demonstrates knowledge of where to start with teacher modeling.	Independently demonstrates knowledge of where to start.
Does not open book.	Opens book.	Flips pages randomly.	Flips pages front to back.
Unable to predict events in text.	Inaccurately predicts next event in text.	Predicts next event in a familiar text.	Predict next event in an unfamiliar text.
Unable to retell any main points.	Inconsistently retells one main point.	Retells one main point.	Retells more than one main point with some detail.
Unable to answer questions about text.	Inconsistently answers yes/no and factual questions about text.	Answers yes/no and factual questions about text.	Responds to open ended questions related to characters, settings, opinions, etc.

**DEMONSTRATE AN UNDERSTANDING THAT THERE IS A WRITTEN SYMBOL FOR THE SPOKEN WORD.**

- Imitates appropriate acts of writing in play.
- Uses strings of scribble writing and letter-like symbols as pretend writing.
- Approximates a representational picture.
- Uses tripod grip with writing tools.
- Given a visual prompt, copy name.

**Rubric**

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Unable to trace or copy letters with visual prompt.	Copy a few letters with a visual prompt.	Copy name with a visual prompt.	Writes name without a visual prompt.
No evidence of pretend writing.	Uses scribble writing.	Writes letter-like symbols.	Writes a few recognizable letters.
Doesn't use tools for drawing.	Draws, but does not label.	Draws an object and verbally labels.	Verbally labels drawings and describes with specific details.

**Listening and Speaking**

**UNDERSTAND AND EXPRESS THEMSELVES USING LANGUAGE.**

- Follows one-step request.
- Asks clarifying questions.
- Uses longer sentences to communicate (five to six words).
- Participates in songs, rhymes, games, and stories (more action) than first trimester.
- Uses descriptive words (e.g., colors, sizes, shapes).
- Responds to a question relating to a specific experience.

**Rubric**

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Unable to follow single directions.	Follows modeled one step request inconsistently.	Follows one step request.	Follows two step request.
No response.	Listens to stories, songs, poems, rhymes or games.	Partially recites songs, poems, rhymes and stories.	Recites songs, poems, rhymes, and stories.
Unable to use descriptive words.	Incorrectly uses descriptive words.	Uses descriptive words. (e.g. colors, size, shapes)	Uses more than one word to describe.

## 3rd Trimester

### Reading

#### KNOW LETTERS AND SOUNDS.

- Identifies letters by sound (auditory and visually).
- Identifies initial sounds in familiar words.

### Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Recognizes difference between environmental sounds. (phone, plane, bell)	Recognizes the difference between letter sounds in isolation.	Recognizes beginning sounds of a word.	Recognizes beginning ending sounds of words.
Identifies 1-5 letters.	Identifies 6-10 letters.	Identifies 11-15 letters.	Identifies more than 15 letters.
Recognizes that letter sounds are the same or different. (t, d)	Recognizes words are the same or different using real words. (dig-dog)	Recognizes words are the same or different using real or nonsense. (dig-dog, dit-dat)	Generates independently words that rhyme or do not rhyme.
Responds to clapping of single syllable words with verbal prompting from the teacher.	Claps single syllable words.	Claps multi-syllabic words with the teacher.	Clap multi-syllabic words independently.

### Reading Comprehension

#### ENGAGE IN INTERACTION WITH TEXT.

- Predicts next event in book.
- Relates events of a familiar book.
- Relates life experiences in connection to text.
- Retells but lacks accuracy.
- Answer yes/no questions about text.
- Talks about a character in the story.
- Comments on reasons for likes or dislikes about the text and why.
- Uses knowledge of concepts about print

### Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Holds a book with purpose. (understanding a book is useful and values a story)	Inconsistent identification of the front and back, top and bottom of book.	Identifies front of book upside down or right side up.	Identifies front of the book with correct side up.
Little/no understanding that pictures, print or text contains message.	Demonstrates understanding that pictures contain message.	Demonstrates understanding that print contains message.	Demonstrates knowledge of one to one match/correspondence.
Unable to demonstrate left to right directionality with teacher modeling with one line of print.	Demonstrates knowledge of directionality (left to right), teacher modeling on one line of print.	Independently demonstrates knowledge of directionality (left to right) on one line of print.	Independently demonstrates return sweep on two lines of print.
Unable to demonstrate knowledge of where to start reading with teacher modeling.	Demonstrates knowledge of where to start reading with teacher modeling.	Independently demonstrates knowledge of where to start reading.	Independently demonstrates knowledge of where to start reading including left page before right.
Holds a book without flipping pages.	Flips pages randomly.	Flips pages front to back.	Turns pages individually in sequence.
Unable to predict events in text.	Predicts next event in a familiar text.	Predicts next event in an unfamiliar text.	Predicts a series of events in unfamiliar text
Retells one main event without details.	Retells one main event with details.	Retells at least two main events and some specific details.	Retells more than two events with specific details.
Verbally expresses unrelated connections between self and text.	Verbally expresses connections between self and text with a prompt.	Verbally expresses connections between self and text.	Verbally expresses connections between self, text and environment.
Inaccurately responds to open ended questions related to characters, setting, opinions, etc.	Responds to one open ended question related to characters, setting, opinions, etc.	Responds to more than one open ended question related to characters, setting, opinions, etc.	Applies information from text to make extensions.

## Writing

### DEMONSTRATE AN UNDERSTANDING THAT THERE IS A WRITTEN SYMBOL FOR THE SPOKEN WORD.

- Understands that print conveys meaning.
- Writes recognizable letters.
- Writes at least two recognizable words.
- Draws simple pictures to represent something.
- Uses tripod grip and adequate pressure with writing tools.
- Writes their own name independently.

## Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Cannot write name.	Writes some letters of name.	Writes name independently.	Writes name with upper and lower case letters.
Writes no letters: scribbles.	Writes letter-like symbols.	Writes letters.	Writes letters in name and more.
Writes no words.	Writes one word.	Writes two words.	Writes three or more words.
Draws lines/dots etc. for self portrait.	Draws simple self portrait. (e.g. circle)	Draws self-portrait. (e.g. stick figure)	Draws self portrait with several body parts.

## Listening and Speaking

### UNDERSTAND AND EXPRESS THEMSELVES USING LANGUAGE.

- Follows two-step request that are sequential but not necessarily related.
- Uses complex sentences to share ideas with others.
- Participates and recites songs, rhymes, games, and stories.
- Describes things and actions.
- Relates an experience.
- Asks questions to clarify and understand.

## Rubric

FAR BELOW/BELOW BASIC	BASIC	PROFICIENT	ADVANCED
Follows modeled one step request.	Follows one step request.	Follows two step request but not necessarily related.	Follows multi-step instructions.
No response to songs, games, poems and stories.	Partially recites songs, games, poems and stories.	Recites songs, games, rhymes and stories.	Recites songs, games, rhymes or stories without auditory prompt.
Unable to relate an experience.	Partially relates an experience.	Relates an experience.	Relates an experience with beginning and an end.
Unable to share verbally.	Uses simple sentences to share ideas. (2-4 words)	Uses complex sentences to share ideas.	Shares multiple ideas.

## 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 (6<sup>th</sup> grade/15 wpm, 8<sup>th</sup> 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><b>1. General technology knowledge &amp; skills</b></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 &amp; keyboard to control main functions of operating sys.</p> <ul style="list-style-type: none"> <li>◆ Proper login &amp; shutdown</li> <li>◆ Launch &amp; close programs (double click or program menu)</li> <li>◆ Use commands from pull down menus</li> <li>◆ Working with capitals, symbols, delete, backspace, escape, spacebar and general text.</li> </ul> <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><b>2. Writing, publishing &amp; presentation with technology tools</b></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 &amp; Publishing Center, Story Book Weaver, KidWorks</p>
<p><b>3. Data analysis &amp; problem solving with technology tools</b></p> <p>3.1 Understand the parts of a graph.</p>	<p>Excel, Cruncher</p>
<p><b>4. Information literacy, research &amp; online communication with technology tools</b></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><b>5. Responsible &amp; ethical uses of technology</b></p> <p>5.1 Demonstrate positive social and ethical behavior when using technology.</p>	<p>NA</p>