

Reading Foundations: Print Concepts



K.RF.2.3

Recognize that words are combined to form sentences.

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Recognize that words are combined to form sentences.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: letter, word, sentence, print

Reading Foundations: Print Concepts

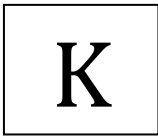
K.RF.2.4

Identify and name all uppercase (capital) and lowercase letters of the alphabet.

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Identify and name all uppercase (capital) and lowercase letters of the alphabet.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: uppercase, lowercase, letter, capital

Resource to practice levels 1-3: http://www.fcrr.org/documents/sca/GK-1/P_Final_Part1.pdf



Reading Foundations: Phonological Awareness



K.RF.3.1

Identify and produce rhyming words.

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Identify and produce rhyming words.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: rhyme, ending, beginning, sound, different, same

Reading Foundations: Phonological Awareness

K.RF.3.2

Orally pronounce, blend, and segment words into syllables.

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Orally pronounce, blend, AND segment words into syllables.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: syllable, blend, whole, part

**K.RF.3.3**

Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.

Scale Score	Scale
4	The student will use the score 3.0 knowledge to go beyond proficiency expectations.
3	Orally blend the onset (the initial sound) and the rime (the vowel and ending sound) in words.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: onset, rime

Reading Foundations: Phonological Awareness

K.RF.3.4

Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.

Scale Score	Scale
4	The student will use the score 3.0 knowledge to go beyond proficiency expectations.
3	Tell the order of sounds heard in words with two or three phonemes, and identify the beginning, middle (medial) and final sounds.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: sounds, words, beginning, middle, medial, final, phoneme



K.RF.4.1

Use letter-sound knowledge to decode the sound of each consonant (e.g., dog = /d//g/; soap = /s//p/).

K.RF.4.3

Recognize the long and short sounds for the five major vowels.

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Use letter sound knowledge to decode the sound of each consonant, and recognize the long and short sounds for the five major vowels. (31 sounds)
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: letter, sound, consonant, vowel (long, short), beginning, middle, end

Reading Foundations: Phonics

K.RF.4.2

Blend consonant-vowel-consonant (CVC) sounds to make words.

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Blend consonant–vowel-consonant (CVC) sounds to make words.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: consonant, vowel, blend, beginning, middle, end, sound, letter

**K.RF.4.4**

Read common high-frequency words by sight (e.g., a, my).

Scale Score	Scale
4	The student will use the score 3.0 knowledge to go beyond proficiency expectations.
3	Read common high-frequency words by sight (e.g., a, my).
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help the student will show a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: common, high frequency, sight

Reading Foundations: Fluency

K.RF.5

Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Read emergent-reader texts, maintaining an appropriate pace and using self-correcting strategies while reading.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: pace, strategy, text

**K.RL.2.3**

Identify important elements of the text (e.g., characters, settings, or events).

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Identify important elements of the text.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: title, character, setting, events, first, next, last, problem, solution

Writing: Handwriting

K.W.2.1

Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.

Scale Score	Scale
4	In addition to score 3.0 performance, the student will be able to provide in depth inferences and applications that go beyond what was taught.
3	Write most uppercase (capital) and lowercase letters of the alphabet, correctly shaping and spacing the letters of the words.
2	The student will be able to show an understanding of the skill and no major errors or omissions regarding the simpler details and basic processes.
1	With help, the student will be able to show a partial understanding of some of the simpler processes and details and some of the more complex understandings.
0	Even with help, no skill or understanding is demonstrated.

Required vocabulary: uppercase, lowercase, letter, shape, line, curve, up, down, top, bottom, middle, line