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|  | **1 – Beginning Standard** | **2 – Approaching Standard** | **3 – Meeting Standard** | **4 – Exceeding Standards** |
| **Foundational Skills**  (Phonics/alphabetic principles) | * Begins to name letters and associate them with their sounds | * Names more than half of the letters * Produces more than half of the letter sounds | * Names all letters * Produces letter sounds including long and short vowel sounds | * Knows and applies common consonant digraphs (e.g. sh, ch, th, etc.) and consonant blends (bl, str, sn, etc.) |
| **Reading** | * Reads pictures in books (DRA level A) * Provides limited response to text to demonstrate understanding | * Reads books using one-to-one matching after a pattern has been established (DRA level 1-3) * Recognizes errors and begins to self correct * Reads some grade level sight words * Demonstrates understanding of what was read through any of the following methods:   + retelling with prompts   + discussing   + answering questions | * Reads grade level text (DRA level 4-6) * Uses multiple strategies (picture cues, matches initial sound chunks known parts, etc) to decode unknown words and self-corrects many errors * Reads all grade level sight words * Demonstrates understanding of what was read through the following methods:   + retelling   + discussing   + answering questions | * Reads advanced text   (DRA level 16+)   * Uses more complex reading strategies to decode unknown words * Reads in more meaningful phrases and self-corrects while reading * Responds to and retells stories in order, including key details and is able to tell the big idea |
| **Writing Content** | * Needs help generating ideas * Writing consists of pictures and/or labels * Oral story is unrelated to a picture drawn | * Writes with a combination of drawing and writing to express ideas about a topic * Writing may be repetitious, mainly using short, simple sentences * May need help expanding or refining the topic | * Writes with a combination of drawing and writing for a variety of purposes * Writing consists of two or more sentences | * Sentences vary in length and contain interesting vocabulary and transitional words * Writes one topic with a clear beginning, middle and end |
| **Conventions of Writing** | * Uses random letters or beginning sounds * Draws picture | * Writing consists of dominant consonant sounds * Begins to space words correctly * Begins to write sight words | * Writes left to right with few errors in word spacing * Correctly spells many sight words in sentences * Uses vowels in most syllables * Begins to use simple punctuation * Takes suggestions to strengthen writing | * Writes with spaces and uses a variety of punctuation * Correctly spells sight words and larger vocabulary |