|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **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
 |