

Georgia Kindergarten Inventory of Developing Skills (GKIDS 2.0)

**Administration Manual for 2023-2024
Part 2: English Language Arts**



June 2023

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Universal allowances, shown in the table below, may be used as necessary for all students and with all performance tasks. **These supports are aligned to best practices and provide flexibility to meet the diverse needs of a wide range of students.**

Universal Allowances

Presentation	<ul style="list-style-type: none"> • Read directions aloud and repeat as many times as needed, either by request of the student or as determined by the teacher. • Rephrase directions and/or questions, if needed. Rephrasing may include providing answer options or allowing for a yes/no response. • Provide audio amplification for verbal directions and tasks as needed. • Redirect student’s attention to a task or a direction as needed. • Provide magnification or enlargement of assessment tasks and/or manipulatives as needed. • Use familiar classroom materials to meet student’s needs. Materials can be adapted to meet the needs of the individual learner. • Provide physical support to improve visual acuity. For example, use color contrast overlay, slant board, textures, etc. • Change position or orientation of assessment materials to maximize student’s visual engagement or access to manipulatives.
Response	<ul style="list-style-type: none"> • Allow student to respond using his/her preferred mode of communication. • Modes of communication may include speech, eye gaze, pointing/gesturing/orienting to/touching answer choice, sign language, and/or use of augmentative communication systems. • Encourage student response without providing additional cues.
Setting	<ul style="list-style-type: none"> • Assess students in naturally occurring classroom contexts such as during center time, outdoor activities, teacher-directed instruction, and small group activities. • Allow the student to move and change positions during the session. • Consider the arrangement of the furniture, including allowing the student to stand or use alternative seating during a direct assessment activity. • Provide tasks in areas conducive to the student’s physical and sensory needs, including one-on-one assessment in a quiet space when necessary.
Scheduling	<ul style="list-style-type: none"> • Use teacher discretion for starting and stopping a task based on the readiness of the student. • Teachers may administer performance tasks based on student readiness, professional judgement, and/or alignment to local district content pacing guides or curriculum patterns.

For students who need additional support, comprehensive support may be provided. Comprehensive supports provide access to a performance task but may substantially alter what the student is expected to do. When utilizing comprehensive supports, care should be taken when interpreting a student’s progress within the learning progression.

The comprehensive supports provided in the table below are intended as *examples* of how teachers might provide comprehensive support to students. Note that examples are not provided for all tasks. Teachers may use their professional judgment to determine the type of support that best meets the needs of each individual student.

Comprehensive Support Examples

Learning Target	Comprehensive Support Example	Materials Needed
PA -2 Part B	A visual tool, such as a sound box with markers, could be utilized for segmenting words into syllables. For example, the teacher would say, “Show me how many syllables, or word parts, you hear in each word by moving a marker into the boxes. So, when I say football, you will move a marker into a box for each syllable you hear.”	Sound boxes and markers
PA-5 Part A	<p>The student can choose from a set of picture cards to identify the whole word segmented by the teacher. For example, the student will choose the picture of a piece of paper when the teacher says pa-per.</p> <p>Then the teacher will segment the word saying pa-per and the student will use the sound boxes with markers to move a marker into the box for each syllable he or she hears.</p>	Images for target words Sound boxes and markers
PHO-1	The teacher can present pictures that coincide with all consonants and short vowel sounds to the student. The teacher can ask, “ <u>Which picture begins with the short vowel sound this letter makes?</u> ” The student can choose the picture of an item beginning with the letter presented by the teacher. All consonants and short vowels can be assessed; however, fewer are presented for each trial.	Familiar images that represent accurate sound / image correspondence i.e., apple = short a sound, bed = b sound
PHO-2	The teacher can present pictures that coincide with all long vowel sounds to the student. The teacher can ask, “ <u>Which picture begins with the long vowel sound this letter makes?</u> ” The student can choose the picture of an item	Familiar images that represent accurate sound / image correspondence

	<p>beginning with the letter presented by the teacher.</p> <p>Teacher could also show letter cards with each vowel and ask which letter makes the /e/ sound and the student will identify the letter that makes the sound.</p>	<p>i.e., nose = long o sound,</p> <p>vowel cards</p>
SLRC-4	<p>The teacher may provide a “cold read” for the student who cannot independently read at the early decoder level. To provide a cold read, the teacher allows the student to review the illustrations within the book, and then reads the book aloud to the student. The student can then answer questions about characters, setting, plot, unknown words, as well as retell the story (with or without illustrations).</p> <p><i>However, note when the text is read aloud to the student, the task measures listening comprehension, not reading comprehension.</i></p>	<p>Early decodable books</p>
WRT-3	<p>Teacher may provide sentence leads for a student to complete writing task based on a given topic.</p>	

LEARNING PROGRESSION: PHONEMIC AWARENESS

Big Idea: A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.					
Progression: Phonemic Awareness					
Precursor	Beginning	Emerging	Developing	Demonstrating	Exceeding
GKIDS Readiness Check English Language Arts Activity 1 Student listens and differentiates between phonemic sounds that are the same and different.	PA-2 (Part A) Student produces rhymes.	PA-4 (Part A) Student segments onsets and rimes of single-syllable spoken words.	PA-5 (Part A) Student blends and segments syllables in spoken words.	PA-6 Student blends and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) spoken words. (This does not include CVCs ending with //, /r/, or /x/).	PA-7 (Part A) Student adds individual sounds (phonemes) in simple, one-syllable words to make new words.
PA-1 Student identifies rhymes.	PA-2 (Part B) Student counts and pronounces syllables in spoken words.	PA-4 (Part B) Student isolates final sounds in spoken words.	PA-5 (Part B) Student blends onsets and rimes of single-syllable spoken words.		PA-7 (Part B) Student substitutes individual sounds (phonemes) in simple, one-syllable words to make new words.
	PA-3 Student isolates initial sounds in spoken words.		PA-5 (Part C) Student isolates medial sounds in spoken words.		

CLL6.4a CLL6.4.b ELAGSEKRF2.a	ELAGSEKRF2.a ELAGSEKRF2.b ELAGSEKRF2.d	ELAGSEKRF2.c ELAGSEKRF2.d	ELAGSEKRF2.b ELAGSEKRF2.c ELAGSEKRF2.d	ELAGSEKRF2.d	ELAGSEKRF2.e
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MATERIALS

Progression: Phonemic Awareness	
Task ID	Materials
GKIDS Readiness Check English Language Arts Activity 1	<ul style="list-style-type: none"> – Set of three pictures, two of which are the same – Target sounds
PA-1	<ul style="list-style-type: none"> – Target words for identifying rhymes – Pictures to represent target words
PA-2	<p><i>Part A:</i></p> <ul style="list-style-type: none"> – Target words for producing rhymes <p><i>Part B:</i></p> <ul style="list-style-type: none"> – Target words for counting and pronouncing syllables (should vary between one to three syllable words)
PA-3	<ul style="list-style-type: none"> – Target words for isolating initial sounds (should be CVC words beginning with regular consonant sounds. Do not use words that may start with a soft c or soft g sound as these could be easily be confused with other consonant sounds.)
PA-4	<p><i>Part A:</i></p> <ul style="list-style-type: none"> – Target words for segmenting onsets and rimes (should be single-syllable words) <p><i>Part B:</i></p> <ul style="list-style-type: none"> – Target words for isolating final sounds (should be CVC words not including CVCs ending with /l/, /r/, or /x/)
PA-5	<p><i>Part A:</i></p> <ul style="list-style-type: none"> – Target words for blending and segmenting single syllables (should be multisyllabic words) <p><i>Part B:</i></p> <ul style="list-style-type: none"> – Target words for blending onsets and rimes (should be single-syllable words that do not begin with consonant blends) <p><i>Part C:</i></p> <ul style="list-style-type: none"> – Target words for isolating medial vowel sounds (should be CVC words with short vowel sounds)
PA-6	<ul style="list-style-type: none"> – Target words (should be CVC words not including CVCs ending with /l/, /r/, or /x/)
PA-7	<p><i>Part A:</i></p> <ul style="list-style-type: none"> – Target words (should be simple, one-syllable words)

Part B:

- Target words (should be simple, one-syllable words)

GKIDS Readiness Check English Language Arts Activity 1

Learning Target(s): <i>Precursor</i>	– Student listens and differentiates between phonemic sounds that are the same and different.
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GKIDS is designed to provide teachers with a better understanding of where students are in their learning and development throughout the year. At the beginning of the year, teachers give the GKIDS Readiness Check to elicit evidence to show where a kindergarten student is when he or she enters kindergarten. The baseline data collected in the first six weeks on the GKIDS Readiness Check can serve as the entry point to skills described in the GKIDS 2.0 learning progression.

The following performance task is an activity from the GKIDS Readiness Check. For this progression, English Language Arts Activity 1 from the GKIDS Readiness Check can be used to assess the Precursor level.

If the student was rated as Demonstrating on English Language Arts Activity 1, the student is partially matched to the *Precursor* level of the progression.

If the student was rated below Demonstrating on English Language Arts Activity 1, the teacher should continue instruction on phonemic sounds that are the same and different and reassess the student when appropriate.

GKIDS Readiness Check English Language Arts Activity 1

Listens and differentiates between sounds that are the same and different.

Activity	Performance Levels																							
<p>The teacher will produce the sounds of pairs of letters. The student will tell the teacher if each set of sounds is the same or different. Teachers should only produce the sound of the letter without extending the sound (e.g., “/b/” not “/buh/”).</p> <p>(1) Warm-Up: Say, “I’m going to show you some pictures. Tell me which of these pictures are the same and which one is different.”</p> <p>If the student does not understand the task by providing an accurate description of which pictures are the same and which are different, do not proceed with the activity and rate the student’s performance as Not Yet Demonstrated.</p> <p>(2) Letter Pairs: Say, “I am going to say two sounds to you. I want you to tell me if the sounds are the same or different. I can repeat them for you if you would like to hear them again.” The teacher should carefully watch the student to see if the student has heard the sounds clearly. If not, the student could ask for them to be repeated.</p> <p>For example, the teacher makes the sounds of the letter ‘B’ and the letter ‘T’. The teacher asks, “Are these sounds the same or different? Listen again, (e.g., /B/, /T/)” Once the student understands the task, it may not be necessary to repeat, “Are these sounds the same or different” after each pair.</p> <table border="1" data-bbox="159 1438 506 1858"> <thead> <tr> <th>#</th> <th>Letter Pairs</th> </tr> </thead> <tbody> <tr><td>1</td><td>B, T</td></tr> <tr><td>2</td><td>D, D</td></tr> <tr><td>3</td><td>P, V</td></tr> <tr><td>4</td><td>B, Z</td></tr> <tr><td>5</td><td>P, P</td></tr> <tr><td>6</td><td>T, Z</td></tr> <tr><td>7</td><td>C, C</td></tr> <tr><td>8</td><td>P, M</td></tr> <tr><td>9</td><td>B, B</td></tr> <tr><td>10</td><td>T, P</td></tr> </tbody> </table>	#	Letter Pairs	1	B, T	2	D, D	3	P, V	4	B, Z	5	P, P	6	T, Z	7	C, C	8	P, M	9	B, B	10	T, P	Not Yet Demonstrated	The student does not accurately differentiate between the same and different sounds in any of the ten sets of sounds.
	#	Letter Pairs																						
	1	B, T																						
	2	D, D																						
3	P, V																							
4	B, Z																							
5	P, P																							
6	T, Z																							
7	C, C																							
8	P, M																							
9	B, B																							
10	T, P																							
Emerging	The student accurately differentiates between the same and different sounds in one to three of the ten sets of sounds.																							
Developing	The student accurately differentiates between the same and different sounds in four to seven of the ten sets of sounds.																							
Demonstrating	The student accurately differentiates between the same and different sounds in eight to ten of the ten sets of sounds.																							

<p><u>Scoring Note:</u> If the student does not respond with purpose to any letter pairs (i.e., says “same” or “different” for all pairs) then rate on the GKIDS Readiness Check as Not Yet Demonstrated. Alternatively, if the student is correct on the first eight sets, the teacher may choose to stop and match the student to the Precursor level of the learning progression and Demonstrating on the GKIDS Readiness Check. If the student correctly answers all 10 questions with 80% accuracy, the student can be matched to the Precursor level of the learning progression.</p>		
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PA-1

Learning Target(s): <i>Precursor</i>	– Student identifies rhymes. (ELAGSEKRF2.a)
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Manipulatives or Materials:

- Target words for identifying rhymes
- Pictures to represent target words

Note: Teachers may use other applicable assessments or the Optional Recording Sheet with Suggested Words. Refer to the *Optional Resource Guide* for a copy of the Optional Recording Sheet with Suggested Words and a copy of the Optional Recording Sheet with Suggested Words with pictures.

Process Clarification:

For all parts, the teacher may repeat the target word for the student as many times as needed or prompt the student if he or she does not respond. Pictures of the target words may be provided to help students recall the words.

Performance Task Activity:

Say, **“Today, we’re going to listen to words that rhyme. I’m going to say some words to you. You are going to tell me which two words rhyme.”** Provide an example (e.g., mop, top, bed) for the student as needed to determine which pair is correct and repeat the pair for clarity.

Ask, **“Which two words rhyme?”** Repeat this for other target words.

Optional Recording Sheet with Suggested Words (two sets of words are provided for use throughout the year):

Set 1			Set 2		
#	Rhyming Words	Student Response	#	Rhyming Words	Student Response
1	pig, wig, bed		1	sled, chair, bed	
2	bee, cake, tree		2	lake, cake, dog	
3	bat, skate, cat		3	bat, shoe, cat	
4	sun, frog, log		4	house, stop, mop	
5	dish, fish, bag		5	ear, bug, deer	

If the student correctly determines the rhymes for 4 of the 5 rhyming word sets, from either Set 1 or Set 2, the student is partially matched to the *Precursor* stage of the progression.

PA-2

Learning Target(s): <i>Beginning</i>	<ul style="list-style-type: none">– Student produces rhymes. (ELAGSEKRF2.a)– Student counts and pronounces syllables in spoken words. (ELAGSEKRF2.b)
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Manipulatives or Materials:

Part A:

- Target words for producing rhymes

Part B:

- Target words for counting and pronouncing syllables (should vary between one to three syllable words)

Note: Teachers may use other applicable assessments or the Optional Recording Sheet with Suggested Words. Refer to the *Optional Resource Guide* for a copy of the Optional Recording Sheet with Suggested Words for Part A and Part B.

Process Clarification:

For all parts, the teacher may repeat the target word for the student as many times as needed or prompt the student if he or she does not respond.

Part A:

The student may give nonsense rhyming words. For example, the words *cat* and *tat* rhyme, even though *tat* is considered a nonsense word. The teacher should accept all words and nonsense words that rhyme with the target word. The student should understand that the onset of the word should change.

Part B:

Depending on the point of instruction in the classroom, you might demonstrate the number of syllables in a word (e.g., student's name) by clapping while saying the syllables. As the student develops the skill, it is likely that clapping will be less necessary. The student may also clap or tap the number of syllables in the spoken words.

The student may clap to count syllables of the words but does need to say the number of syllables. The student may also need to say the target word out loud to count the syllables. Teachers should be careful not to orally segment the word into syllables when saying each word.

Performance Task Activity:

Part A:

Say, “**Today we are going to work on words that rhyme, or words that sound the same at the end. I am going to say some words to you. I want you to tell me a word that rhymes with the word I say. For example, if I say mop, tell me what word rhymes with mop.**” The student should say rhyming words (e.g., top, pop). Repeat this for other target words.

Optional Recording Sheet with Suggested Words (two sets of words are provided for use throughout the year):

Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1	bed		1	pan	
2	tub		2	met	
3	lip		3	hit	
4	mop		4	dog	
5	bag		5	nut	

Note: These suggested CVC words are repeated in other performance tasks to provide seamless administrations. These suggested CVC words begin with regular consonant sounds, have short vowel sounds, and do not end with /l/, /r/, or /x/ sounds.

Part B:

Say, “**Now, I am going to say some more words to you. I want you to say each word after me and tell me how many syllables, or word parts, you hear in each word. For example, if I say football, repeat after me, foot-ball. Tell me how many syllables you hear in the word football.**” The student should count and pronounce the syllables in the word, foot-ball. Repeat this for other target words.

Optional Recording Sheet with Suggested Words (two sets of words are provided for use throughout the year):

Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1	doctor		1	teacher	
2	sunglasses		2	can	
3	lip		3	hallway	
4	outside		4	computer	
5	teacher		5	robot	

If the student correctly says a rhyming word for 4 of the 5 target words in Part A and correctly counts and pronounces syllables for 4 of the 5 target words in Part B, the student is partially matched to the *Beginning* stage of the progression.

PA-3

Learning Target(s): <i>Beginning</i>	– Student isolates initial sounds in spoken words. (ELAGSEKRF2.d)
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Manipulatives or Materials:

- Target words for isolating initial sounds (should be CVC words beginning with regular consonant sounds. Do not use words that may start with a soft c or soft g sound as these could be easily confused with other consonant sounds.)

Note: Teachers may use other applicable assessments or the Optional Recording Sheet with Suggested Words. Refer to the *Optional Resource Guide* for a copy of the Optional Recording Sheet with Suggested Words.

Process Clarification:

The teacher may repeat the target word for the student as many times as needed or prompt the student if he or she does not respond.

Performance Task Activity:

Say, **“I am going to say some more words to you. Listen carefully. I want you to tell me the beginning sound you hear in each word. For example, if I say the word top, tell me the beginning sound you hear in the word top.”** The student should say /t/. The teacher may repeat the target word for the student as many times as needed or prompt the student if he or she does not respond. Repeat this for other target words. If the student says the name of the letter instead of the sound it makes, say, **“Remember, I want you to tell me the beginning sound you hear, not the letter name.”**

Optional Recording Sheet with Suggested Words (two sets of words are provided for use throughout the year):

Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1	bed		1	pan	
2	tub		2	met	
3	lip		3	hit	
4	mop		4	dog	
5	bag		5	nut	

Note: These suggested CVC words are repeated in other performance tasks to provide seamless administrations. These suggested CVC words begin with regular consonant sounds, have short vowel sounds, and do not end with /l/, /r/, or /x/ sounds.

If the student correctly isolates initial sounds for 4 of the 5 target words from either set, the student is partially matched to the *Beginning* stage of the progression.

PA-4

Learning Target(s): <i>Emerging</i>	<ul style="list-style-type: none">– Student segments onsets and rimes of single-syllable spoken words. (ELAGSEKRF2.c)– Student isolates final sounds in spoken words. (ELAGSEKRF2.d)
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Manipulatives or Materials:

Part A:

- Target words for segmenting onsets and rimes (should be single-syllable words)

Part B:

- Target words for isolating final sounds (should be CVC words not including CVCs ending with /l/, /r/, or /x/)

Note: Teachers may use other applicable assessments or the Optional Recording Sheet with Suggested Words. Refer to the *Optional Resource Guide* for a copy of the Optional Recording Sheet with Suggested Words for Part A and Part B.

Process Clarification:

For all parts, the teacher may repeat the target word for the student as many times as needed or prompt the student if he or she does not respond.

Part A:

The teacher should be careful not to extend the onset (initial sound). For example, the teacher should say /b/ not /buh/. It might be helpful to repeat the initial sound in the example to determine whether the student understands what has been said by the teacher. The teacher can provide a visual cue, such as a hand or arm motion, to signal the onset and rime.

Performance Task Activity:

Part A:

Sit with the student and say, **“Today, I’m going to say some words to you. Listen to each word carefully. I want you to separate each word and tell me the beginning sound and the rest of the word. For example, if I say the word bag, the beginning sound is /b/ and the rest of the word is -ag. B-ag.”**

Say each target word to the student and ask the student to separate the word. Repeat this for other target words.

Optional Recording Sheet with Suggested Words (two sets of words are provided for use throughout the year):

Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1	rag		1	bed	
2	sad		2	hog	
3	pot		3	bug	
4	tap		4	duck	
5	cub		5	jam	

If the student correctly segments onsets and rimes for 4 of the 5 target words from either set, the student is partially matched to the *Emerging* stage of the progression.

Part B:

Say, “**Now, I’m going to say some more words to you. I want you to tell me the final, or last, sound of each word. I can repeat the word for you if you need. Listen carefully. What is the final sound (you hear) in the word sat?**” Repeat this for other target words. If the student says the name of the letter instead of the sound it makes, say, “**Remember, I want you to tell me the final sound you hear, not the letter name.**”

Optional Recording Sheet with Suggested Words (two sets of words are provided for use throughout the year):

Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1	bed		6	pan	
2	tub		7	met	
3	lip		8	hit	
4	mop		9	dog	
5	bag		10	nut	

Note: These suggested CVC words are repeated in other performance tasks to provide seamless administrations. These suggested CVC words begin with regular consonant sounds, have short vowel sounds, and do not end with /l/, /r/, or /x/ sounds.

If the student correctly isolates the final sounds for 4 of the 5 target words from either set, the student is partially matched to the *Emerging* stage of the progression.

PA-5

Learning Target(s): <i>Developing</i>	<ul style="list-style-type: none">– Student blends and segments syllables in spoken words. (ELAGSEKRF2.b)– Student blends onsets and rimes of single-syllable spoken words. (ELAGSEKRF2.c)– Student isolates medial sounds in spoken words. (ELAGSEKRF2.d)
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Manipulatives or Materials:

Part A:

- Target words for blending and segmenting single syllables (should be multisyllabic words)

Part B:

- Target words for blending onsets and rimes (should be single-syllable words that do not begin with consonant blends)

Part C:

- Target words for isolating medial vowel sounds (should be CVC words with short vowel sounds)

Note: Teachers may use other applicable assessments or the Optional Recording Sheet with Suggested Words. Refer to the *Optional Resource Guide* for a copy of the Optional Recording Sheet with Suggested Words for Part A, Part B, and Part C.

Process Clarification:

For all parts, the teacher may repeat the target word for the student as many times as needed or prompt the student if he or she does not respond.

Part B:

The teacher should be careful not to extend the onset (initial sound). For example, the teacher should say /b/ not /buh/.

Performance Task Activity:

Part A:

Sit with the student and say, “**Today, we are going to work on blending and segmenting syllables of words, or parts of words. We are going to work on how syllables can be put together to form a whole word and how a whole word can be taken apart. First, I am going to say syllables. I want you to blend (or put) the syllables together to make the whole word. For example, if I say pa-per, when I blend the syllables together it makes the word paper.**” Repeat this for other target words.

After student blends syllables of words, say, “**Now I am going to say a whole word and I want you to segment the word into word parts. For example, if I say the word pencil, when I segment the word into syllables it sounds like pen-cil.**” Repeat this for other target words.

Optional Recording Sheet with Suggested Words:

Syllables to Blend			Words to Segment		
#	Syllables	Student Response	#	Words	Student Response
1	nap-kin		1	teacher	
2	ba-by		2	candy	
3	bas-ket		3	mitten	
4	com-pu-ter		4	rabbit	
5	cup-cake		5	banana	

If the student correctly blends and segments syllables of words for 4 of the 5 target words from each set, the student is partially matched to the *Developing* stage of the progression.

Part B:

Say, “**Now, we are going to work on blending onsets and rimes to make words. I am going to say the word parts. I want you to blend the word parts together to make a word. For example, if I say d-uck, when I blend the word parts together it makes the word duck. Try this one, f-ish. When you blend the word parts together, what word do they make? Fish.**” Repeat this for other target words.

Optional Recording Sheet with Suggested Words (two sets of words are provided for use throughout the year):

Set 1			Set 2		
#	Onset-Rime	Student Response	#	Onset-Rime	Student Response
1	r-ag		1	b-ed	
2	s-ad		2	h-og	
3	p-ot		3	b-ug	
4	t-ap		4	d-uck	
5	c-ub		5	j-am	

If the student correctly blends onsets and rimes for 4 of the 5 target words from either set, the student is partially matched to the *Developing* stage of the progression.

Part C:

Say, “**Now, I am going to say some more words to you. Listen carefully. I want you to tell me the middle sound of each word. I can repeat the word for you if you need. What is the middle sound (you hear) in the word sat?**” Repeat this for other target words. If the student says the name of the letter instead of the sound it makes, say, “**Remember, I want you to tell me the middle sound you hear, not the letter.**”

Optional Recording Sheet with Suggested Words (two sets of words are provided for use throughout the year):

Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1	bed		6	pan	
2	tub		7	met	
3	lip		8	hit	
4	mop		9	dog	
5	bag		10	nut	

Note: These suggested CVC words are repeated in other performance tasks to provide seamless administrations. These suggested CVC words begin with regular consonant sounds, have short vowel sounds, and do not end with /l/, /r/, or /x/ sounds.

If the student correctly isolates the medial sounds for 4 of the 5 target words from either set, the student is partially matched to the *Developing* stage of the progression.

PA-6

Learning Target(s): <i>Demonstrating</i>	– Student blends and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) spoken words. (This does not include CVCs ending with /l/, /r/, or /x/). (ELAGSEKRF2.d)
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Manipulatives or Materials:

- Target words (should be CVC words not including CVCs ending with /l/, /r/, or /x/)

Note: Teachers may use other applicable assessments or the Optional Recording Sheet with Suggested Words. Refer to the *Optional Resource Guide* for a copy of the Optional Recording Sheet with Suggested Words.

Process Clarification:

Teachers should be careful not to blend the sounds when saying each phoneme.

The teacher may repeat the target word for the student as many times as needed.

Performance Task Activity:

Say, **“Today, I am going to say the sounds of words. I want you to repeat the sounds I say and blend the sounds together to make a whole word. For example, if I say the sounds, /h/, /a/, /t/, the whole word is hat. Listen to the sounds I say. Remember, I want you to repeat the sounds I make and then blend (or put) them together to make the whole word.”** Repeat this for other target words.

Optional Recording Sheets with Suggested Words (two sets of words are provided for use throughout the year):

Set 1			Set 2		
#	Phonemes	Student Response	#	Phonemes	Student Response
1	/b/, /e/, /d/		1	/p/, /a/, /n/	
2	/t/, /u/, /b/		2	/m/, /e/, /t/	
3	/l/, /i/, /p/		3	/h/, /i/, /t/	
4	/m/, /o/, /p/		4	/d/, /o/, /g/	
5	/b/, /a/, /g/		5	/n/, /u/, /t/	

Note: These suggested CVC words are repeated in other performance tasks to provide seamless administrations. These suggested CVC words begin with regular consonant sounds, have short vowel sounds, and do not end with /l/, /r/, or /x/ sounds.

If the student correctly blends and pronounces the initial, medial vowel, and final sounds for 4 of the 5 target words from either set, the student is partially matched to the *Demonstrating* stage of the progression.

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PA-7

Learning Target(s): <i>Exceeding</i>	<ul style="list-style-type: none">– Student adds individual sounds (phonemes) in simple, one-syllable words to make new words. (ELAGSEKRF2.e)– Student substitutes individual sounds (phonemes) in simple, one-syllable words to make new words. (ELAGSEKRF2.e)
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Manipulatives or Materials:

Part A:

- Target words (should be simple, one-syllable words)

Part B:

- Target words (should be simple, one-syllable words)

Note: Teachers may use other applicable assessments or the Optional Recording Sheet with Suggested Words. Refer to the *Optional Resource Guide* for a copy of the Optional Recording Sheet with Suggested Words for Part A and Part B.

Process Clarification:

Adding and substituting individual sounds should also be done with initial, medial, and final phonemes. The student might also produce a word that is a nonsense word. These words should be allowed if the student says the word correctly. For example, pot to hot, mot.

The teacher may repeat the target word for the student as many times as needed.

Performance Task Activity:

Part A:

To assess adding phonemes, sit with the student and say, **“Sometimes a sound can be added to a word to make a new word. For example, the sounds, /p/, /o/, /t/ make the word pot. If I add the sound /s/ at the end, it makes a new word pots. Sounds can be added in the middle or at the end.”**

Allow the student additional practice and provide guidance to ensure he or she understands the directions of the task. For example, instruct the student to repeat the word *it*, say **“Let’s practice. Repeat this word after me, *it*.”** Ask the student, **“If I add the sound /f/ to the beginning of the word *it*, what is the new word?”** The student should say the word *fit*. If the student does not correctly say the new word, the teacher should clarify, **“The new word is *fit*.”** Repeat this for other target words and phonemes.

Optional Recording Sheet with Suggested Words:

#	Word	Add Phoneme	Student Response
1	us	initial sound, /b/	
2	old	initial sound, /t/	
3	and	initial sound, /l/	
4	top	final sound, /s/	
5	rat	final sound, /s/	

Part B:

After the student adds phonemes to make new words, ask the student to substitute phonemes to make new words. Say, “**Sometimes a sound in a word can be changed to make a new word. For example, the word pot has three sounds, /p/, /o/, /t/. If I change the first sound from /p/ to /h/ the word changes from pot to hot.**”

Allow the student additional practice and provide guidance to ensure he or she understands the directions of the task. For example, instruct the student to repeat the word cat, “**Let’s practice. Repeat this word after me, cat.**” Ask the student, “**If I change the last sound from /t/ to /p/ what is the new word?**” The student should say the word cap. Repeat this for other target words and phonemes.

Optional Recording Sheet with Suggested Words:

#	Word	Substitute Phoneme	Student Response
1	mop	initial sound, /b/	
2	dad	initial sound, /t/	
3	hit	final sound, /p/	
4	bet	medial sound, /a/	
5	bun	medial sound, /i/	

If the student correctly adds phonemes for 4 of the 5 target words in Part A or substitutes phonemes for 4 of the 5 target words in Part B, the student is partially matched to the *Exceeding* stage of the progression.

LEARNING PROGRESSION – PHONICS

Big Idea: A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.				
Progression: Phonics				
Beginning	Emerging	Developing	Demonstrating	Exceeding
GKIDS Readiness Check English Language Arts Activity 2 Student independently recognizes and names uppercase letters of the alphabet. GKIDS Readiness Check English Language Arts Activity 3 Student independently recognizes and names lowercase letters of the alphabet.	PHO-1 Student independently produces one-to-one letter-sound correspondences for each consonant.	PHO-2 Student produces long vowel sounds.	PHO-3 Student isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) printed words. (This does not include CVCs ending with //, /r/, or /x/).	PHO-4 Student decodes final -e and common vowel teams within texts.
	PHO-1 Student produces short vowel sounds.			PHO-4 Student decodes consonant digraphs within texts.
CLL7.4a ELAGSEKRF1.d	ELAGSEKRF3.a ELAGSEKRF3.b	ELAGSEKRF3.b	ELAGSEKRF1.b ELAGSEKRF3.a ELAGSEKRF3.b	ELAGSE1RF3.a ELAGSE1RF3.c

MATERIALS

Progression: Phonics	
Task ID	Materials
GKIDS Readiness Check English Language Arts Activity 2	<ul style="list-style-type: none"> – Uppercase letter cards – Uppercase alphabet strip
GKIDS Readiness Check English Language Arts Activity 3	<ul style="list-style-type: none"> – Lowercase letter cards – Lowercase alphabet strip
PHO-1	<ul style="list-style-type: none"> – Printed letters (e.g., worksheet, letter cards, etc.) – Pictures related to all constant and short vowel sounds
PHO-2	<ul style="list-style-type: none"> – Printed letters (e.g., worksheet, letter cards, etc.) – Pictures related to long vowel sounds
PHO-3	<ul style="list-style-type: none"> – Target words (should be CVC words not including CVCs ending with /l/, /r/, or /x/) – Graphic organizer
PHO-4	<ul style="list-style-type: none"> – Variety of early-reader texts. Texts contain: (a) many sentences with prepositional phrases and adjectives (e.g., the small bunny hops in the grass); (b) fewer repetitive language patterns; (c) two to six lines of text on each page; (d) longer sentences (i.e., six or more words); (e) some sentences that turn over to the next line. Ensure the texts include words that students can decode including: <ul style="list-style-type: none"> – common vowel teams such as –ai, –ay, –ea, –ee, –oa (e.g., rain, day, seat, tree, boat) – final –e words (in CVCe words, the initial vowel is usually long and the –e is silent) – consonant digraphs; begin with /sh/, /ch/, /th/, /wh/ (e.g., ship, cheese, think, when); introduce /kn/, /wr/, and /ph/ as needed

GKIDS Readiness Check English Language Arts Activity 2 and Activity 3

Learning Target(s): <i>Beginning</i>	<ul style="list-style-type: none">– Student independently recognizes and names uppercase letters of the alphabet– Student independently recognizes and names lowercase letters of the alphabet.
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GKIDS is designed to provide teachers with a better understanding of where students are in their learning and development throughout the year. At the beginning of the year, teachers give the GKIDS Readiness Check to elicit evidence to show where a kindergarten student is when he or she enters kindergarten. The baseline data collected in the first six weeks on the GKIDS Readiness Check can serve as the entry point to skills described in the GKIDS 2.0 learning progression.

The following performance task is an activity from the GKIDS Readiness Check. For this progression, English Language Arts Activity 2 and English Language Arts Activity 3 from the GKIDS Readiness Check can be used to assess the *Beginning* level.

If the student was rated Demonstrating on both Readiness Check activities, the student can be fully matched to the *Beginning* level of the learning progression.

If the student was rated below Demonstrating on English Language Arts Activity 2 and/or English Language Arts Activity 3, the teacher should continue instruction on recognizing and naming uppercase and lowercase letters and reassess the student when appropriate.

GKIDS Readiness Check English Language Arts Activity 2

Recognizes and names some uppercase letters of the alphabet.

Activity	Performance Levels	
<p>The teacher will sit with the student, present all twenty-six uppercase letters, and ask the student to name each of the letters presented. Letters should be presented in random order.</p> <p>Say, “I’m going to show you some letters. I want you to tell me the names of the letters that you know.”</p> <p>If the student gives the letter sound, say, “Remember, tell me the letter name, not the sound it makes.” If the student again says the letter sound, mark the response as incorrect and continue with the task.</p> <p><u>Scoring Note:</u> If the student, for example, names a letter correctly (e.g., G) and then applies that same letter incorrectly to another (e.g., Q), recheck both letters. If the student continues to overgeneralize one letter, score both letters as incorrect. The scoring process is similar for a student who overgeneralizes a letter to more than one other letter.</p> <p>As a reminder, this activity assesses students’ letter recognition skills upon entry to Kindergarten – not end of year expectations as described in the Georgia Standards of Excellence for Kindergarten.</p> <p><u>Optional Materials:</u> Teachers may either use their own classroom materials (e.g., letter cards) or the provided optional worksheets. Ensure that letters are presented randomly and that students are familiar with the font used in the presentation.</p> <p>Teacher copy for scoring: A worksheet with all 26 letters of the alphabet printed in uppercase is also provided as an optional resource.</p> <p>Student copy for administration: A worksheet with all 26 letters of the alphabet printed in uppercase is also provided as an optional resource.</p>	Not Yet Demonstrated	The student is unable to name any of the uppercase letters of the alphabet.
	Emerging	The student names 1-5 uppercase letters of the alphabet.
	Developing	The student names 6-11 uppercase letters of the alphabet.
	Demonstrating	The student names 12-21 uppercase letters of the alphabet.
	Exceeding	The student names more than 21 uppercase letters of the alphabet.

GKIDS Readiness Check English Language Arts Activity 3

Recognizes and names some lowercase letters of the alphabet.

Activity	Performance Levels	
<p>The teacher will sit with the student, present all twenty-six lowercase letters, and ask the student to name each of the letters presented. Letters should be presented in random order.</p> <p>Say, “I’m going to show you some letters. I want you to tell me the names of the letters you know.”</p> <p>If the student gives the letter sound, say, “Remember, tell me the letter name, not the sound it makes.” If the student again says the letter sound, mark the response as incorrect and continue with the task.</p> <p><u>Scoring Note:</u> If the student, for example, names a letter correctly (e.g., g) and then applies that same letter incorrectly to another (e.g., q), recheck both letters. If the student continues to overgeneralize one letter, score both letters as incorrect. The scoring process is similar for a student who overgeneralizes a letter to more than one other letter.</p> <p>As a reminder, this activity assesses students’ letter recognition skills upon entry to Kindergarten – not end of year expectations as described in the Georgia Standards of Excellence for Kindergarten.</p> <p><u>Optional Materials:</u> Teachers may either use their own classroom materials (e.g., letter cards) or the provided optional worksheets. Ensure that letters are presented randomly and that students are familiar with the font used in the presentation.</p> <p>Teacher copy for scoring: A worksheet with all 26 letters of the alphabet printed in lowercase is also provided as an optional resource.</p> <p>Student copy for administration: A worksheet with all 26 letters of the alphabet printed in lowercase is also provided as an optional resource.</p>	Not Yet Demonstrated	The student is unable to name any of the lowercase letters of the alphabet.
	Emerging	The student names 1-3 lowercase letters of the alphabet.
	Developing	The student names 4-8 lowercase letters of the alphabet.
	Demonstrating	The student names 9-17 lowercase letters of the alphabet.
	Exceeding	The student names more than 17 lowercase letters of the alphabet.

PHO-1

Learning Target(s): <i>Emerging</i>	<ul style="list-style-type: none">– Student independently produces one-to-one letter-sound correspondences for each consonant. (ELAGSEKRF3.a)– Student produces short vowel sounds. (ELAGSEKRF3.b)
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Manipulatives or Materials:

- Printed letters (e.g., worksheet, letter cards, etc.)
- Pictures related to all constant and short vowel sounds

Note: Teachers may use other applicable assessments (e.g., DIBELS, AIMSWEB) or refer to the *Optional Resource Guide* for an optional recording sheet with suggested letters.

Performance Task Activity:

Say, **“Today, I’m going to show you some letters. I want you to tell me the sound the letter makes.”**

Have printed letters for the student. If using letter cards, present one card at a time. If using a worksheet of letters, point to each letter.

For each letter, point and ask, **“What sound does this letter make?”** Continue to point to each letter and ask the student to say the corresponding sound aloud. If the student gives the letter name, ask, **“What other sound does letter ‘o’ make?”** or say, **“Remember, tell me the sound the letter makes, not the letter name.”**

If the student correctly produces one-to-one letter-sound correspondence for each consonant (the primary or most frequent sounds for each consonant) and short vowel sounds, the student is partially matched to the *Emerging* stage of the progression.

PHO-2

Learning Target(s): <i>Developing</i>	– Student produces long vowel sounds. (ELAGSEKRF3.b)
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Manipulatives or Materials:

- Printed letters (e.g., worksheet, letter cards, etc.)
- Pictures related to long vowel sounds

Note: Teachers may use other applicable assessments (e.g., DIBELS, AIMSWEB) or refer to the *Optional Resource Guide* for an optional recording sheet with suggested letters.

Performance Task Activity:

Say, **“Today, I’m going to show you the five vowels. I want you to tell me the long vowel sound each letter makes.”**

Have printed vowels for the student. If using letter cards, present one card at a time. If using a worksheet of letters, point to each letter.

For each vowel, point and ask, **“What is the long vowel sound this letter makes?”** Continue to point to each letter and ask the student to say the corresponding sound aloud. If the student says the short vowel sound, say, **“Remember, tell me the long vowel sound, not the short vowel sound.”**

PHO-3

Learning Target(s): <i>Demonstrating</i>	– Student isolates and pronounces the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) printed words. (This does not include CVCs ending in /l/, /r/, or /x/). (ELAGSEKRF1.b; ELAGSEKRF3.a; ELAGSEKRF3.b)
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Manipulatives or Materials:

- Target words (should be CVC words not including CVCs ending with /l/, /r/, or /x/)

Note: Teachers may use other applicable assessments (e.g., DIBELS, AIMSWEB) or the Optional Recording Sheet with Suggested Words. Refer to the *Optional Resource Guide* for a copy of the Optional Recording Sheet with Suggested Words, a large print word list that can be used in the administration of this task, and an optional graphic organizer for student use.

Performance Task Activity:

Sit with the student and say, “**Today I’m going to show some words to you.**” For example, ask, “**What is this word?**”

Point to the word. Point to each letter in the word and ask, “**What is the initial, or beginning, sound in the word? What is the middle sound in the word? What is the final, or last, sound in the word?**” If the word is top, the student should respond, /t/, /o/, /p/, top.

The student should say each phoneme of the word and pronounce the whole word. If the student gives the letter name, say, “**Remember, tell me the sounds in the word, not the letter names.**”

Optional Recording Sheet with Suggested Words:

Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1	bed		1	pan	
2	tub		2	met	
3	lip		3	hit	
4	mop		4	dog	
5	bag		5	nut	

Note: These suggested CVC words are repeated in other performance tasks to provide seamless administrations. These suggested CVC words begin with regular consonant sounds, have short vowel sounds, and do not end with /l/, /r/, or /x/ sounds.

If the student correctly isolates initial, medial vowel, and final sounds in CVC words for 4 of the 5 target words from either set, the student is partially matched to the Demonstrating stage of the progression.

PHO-4

Learning Target(s): <i>Exceeding</i>	<ul style="list-style-type: none">– Student decodes final -e and common vowel team within texts. (ELAGSE1RF3.c)– Student decodes consonant digraphs within texts. (ELAGSE1RF3.a)
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Manipulatives or Materials:

- Variety of early-reader texts. Texts contain: (a) many sentences with prepositional phrases and adjectives (e.g., the small bunny hops in the grass); (b) fewer repetitive language patterns; (c) two to six lines of text on each page; (d) longer sentences (i.e., six or more words); (e) some sentences that turn over to the next line. Ensure the texts include words that students can decode including:
 - common vowel teams such as –ai, –ay, –ea, –ee, –oa (e.g., rain, day, seat, tree, boat)
 - final –e words (in CVCe words, the initial vowel is usually long and the –e is silent)
 - consonant digraphs; begin with /sh/, /ch/, /th/, /wh/ (e.g., ship, cheese, think, when); introduce /kn/, /wr/, and /ph/ as needed

Performance Task Activity:

Provide an early-reader text to the student. Briefly introduce the text to the student and provide some context to the text. For example, if the text is about someone helping to clean up a park, the teacher could ask, “**Do you ever help clean up the house?**” or “**Do you like to go to the park? This book is about someone who helps clean up a park.**”

Say, “**Today, I’d like you to read this book out loud for me. The book is called _____.**”

The student should independently read the book aloud. The teacher should observe if the student accurately decodes consonant digraphs, final -e, and common vowel teams.

The teacher should repeat this activity over time with a variety of early-reader texts until there is a preponderance of evidence that the student is able to decode consonant digraphs, final -e, and common vowel teams independently and accurately.

LEARNING PROGRESSION: HIGH-FREQUENCY WORDS

Big Idea: A kindergarten student will understand the relationship between letters and sounds and recognize high-frequency words with speed and accuracy.				
Progression: High-Frequency Words				
Beginning	Emerging	Developing	Demonstrating	Exceeding
HFW-1 Student identifies and names high-frequency words by sight in isolation .	HFW-2 Student independently reads common high-frequency words by sight in decodable books (e.g., and, the, of, to, you, she, my, is, are, do, does).	HFW-2 Student independently reads common high-frequency words by sight in emergent reader texts .	HFW-2 Student independently reads common high-frequency and increasingly difficult words by sight in emergent reader texts .	HFW-2 Student independently reads common high-frequency words by sight in early reader texts .
ELAGSEKRF4	ELAGSEKRF4	ELAGSEKRF4	ELAGSEKRF4	ELAGSEKRF4

MATERIALS

Progression: High-Frequency Words	
Task ID	Materials
HFW-1	<ul style="list-style-type: none"> – High-frequency words in environmental print, labels in classroom, simple sentence strips, etc.
HFW-2	<ul style="list-style-type: none"> – Emerging: Variety of decodable books. At the beginning stages of reading, decodable books should contain: (a) repeating language patterns (3-6 words per page); (b) short, predictable sentences; (c) one line of text on each page; (d) text highly supported by illustrations; and (e) vocabulary familiar to students. – Developing: Variety of emergent-reader texts. Emergent-reader texts should contain: (a) repeating language patterns (3-7 words per page); (b) short, predictable sentences; (c) two to three lines of text on each page; (d) text highly supported by illustrations; and (e) almost all vocabulary familiar to students. – Demonstrating: Variety of emergent-reader texts at the student’s independent level. Emergent-reader texts should contain: (a) sentences with prepositional phrases and adjectives (e.g., the small bunny hops in the grass); (b) two to five lines of text on each page; (c) text highly supported by illustrations; and (d) almost all vocabulary familiar to students with a greater range of and increasingly more difficult high-frequency words. – Exceeding: Variety of early-reader texts. Texts should contain: (a) many sentences with prepositional phrases and adjectives (e.g., the small bunny hops in the grass); (b) fewer repetitive language patterns; (c) two to six lines of text on each page; (d) longer sentences (i.e., six or more words); and (e) some sentences that turn over to the next line.

HFW-1

Learning Target(s): <i>Beginning</i>	– Student identifies and names high-frequency words by sight in isolation. (ELAGSEKRF4)
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Manipulatives or Materials:

- High-frequency words in environmental print, labels in classroom, simple sentence strips, etc.

Performance Task Activity:

Prepare a selection of high-frequency words to ask the student. The words could be in environmental print, labels that appear in the classroom, or simple sentence strips.

Say, “**Today, I’m going to show you some words and I’d like you to tell me what the words say.**” Point to the high-frequency words students should name.

Listen to discern whether the student independently names high-frequency words by sight. The teacher should repeat this activity with a variety of words until the student is able to name high-frequency words by sight.

If the student is unable to name high-frequency words, ask the student to identify high-frequency words. For example, if the student can’t name the high-frequency words in a sentence such as “She likes black cats” then the teacher may ask, “**Can you show me which word in this sentence is the word black?**”

If the student correctly identifies and names high-frequency words by sight, the student is partially matched to the *Beginning* stage of the progression. By asking the student to name and then identify, teachers can determine if students can identify but not name or if students cannot identify or name high-frequency words by sight.

HFW-2

Learning Target(s): <i>Emerging</i> <i>Developing</i> <i>Demonstrating</i> <i>Exceeding</i>	<ul style="list-style-type: none">– Student independently reads common high-frequency words by sight in decodable books (e.g., and, the, of, to, you, she, my, is, are, do, does). (ELAGSEKRF4)– Student independently reads common high-frequency words by sight in emergent reader texts. (ELAGSEKRF4)– Student independently reads common high-frequency words and increasingly difficult words by sight in emergent reader texts. (ELAGSEKRF4)– Student independently reads common high-frequency words by sight in early reader texts. (ELAGSEKRF4)
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Manipulatives or Materials:

- **Emerging:** Variety of decodable books. At the beginning stages of reading, decodable books should contain: (a) repeating language patterns (3-6 words per page); (b) short, predictable sentences; (c) one line of text on each page; (d) text highly supported by illustrations; and (e) vocabulary familiar to students.
- **Developing:** Variety of emergent-reader texts. Emergent-reader texts should contain: (a) repeating language patterns (3-7 words per page); (b) short, predictable sentences; (c) two to three lines of text on each page; (d) text highly supported by illustrations; and (e) almost all vocabulary familiar to students.
- **Demonstrating:** Variety of emergent-reader texts at the student’s independent level. Emergent-reader texts should contain: (a) sentences with prepositional phrases and adjectives (e.g., the small bunny hops in the grass); (b) two to five lines of text on each page; (c) text highly supported by illustrations; and (d) almost all vocabulary familiar to students with a greater range of and increasingly more difficult high-frequency words.
- **Exceeding:** Variety of early-reader texts. Texts should contain: (a) many sentences with prepositional phrases and adjectives (e.g., the small bunny hops in the grass); (b) fewer repetitive language patterns; (c) two to six lines of text on each page; (d) longer sentences (i.e., six or more words); and (e) some sentences that turn over to the next line.

Performance Task Activity:

Provide a leveled reader (e.g., decodable book, emergent reader, early reader) to the student. Throughout the school year, this task should be repeated using different leveled readers as appropriate by the stage in progression.

Briefly introduce the book to the student and provide some context for the book. For example, if the book is about two friends playing a game, the teacher could ask, **“Do you have a friend you like to play games with? This book is about two friends.”**

Say, **“Today, I’d like you to read this book out loud for me. The book is titled _____.”**
The student should independently read the book aloud.

Listen to discern whether the student independently reads high-frequency words by sight in the leveled reader. The teacher should repeat this activity with a variety of leveled readers until the student is able to read the high-frequency words within each leveled reader with accuracy. The teacher could keep a list of sight words the student is reading in the books and check off words that are read correctly consistently.

LEARNING PROGRESSIONS – COMPREHENSION

Big Idea: A kindergarten student will independently read grade-level texts of different genres with accuracy and demonstrate comprehension by answering text dependent questions. NOTE: This progression includes both listening comprehension and reading comprehension.						
Progression: Comprehension						
Precursor	Precursor	Beginning	Emerging	Developing	Demonstrating	Exceeding
<i>In conversation</i>	<i>In conversation</i>	<i>In conversation; With familiar text read aloud by others</i>	<i>With familiar text read aloud by others</i>	<i>With cold read</i>	<i>With cold read</i>	<i>With cold read</i>
SLRC-1: Student answers questions in conversations with the teacher with one word or a short phrase.	SLRC-1: Student engages in conversations with the teacher using complete sentences to express ideas.	SLRC-1: Student describes familiar people, places, things, and events in conversation and, with prompting and support, provides additional detail.	SLRC-3: Student retells key details and major events orally, with pictures, or illustrations from familiar story books read aloud by others.	SLRC-4: Student answers questions, identifying one or more as appropriate: characters, setting, and/or main topic/idea and retells the story.	SLRC-5 (Part A): Student describes the connection between two individuals, events, ideas, or pieces of information in a text.	SLRC-6: Student infers central message or lesson, determines the meaning of words and phrases, and describes the connections between two individuals, events, or ideas within a text.
	SLRC-1: Student produces and expands complete sentences in shared language activities.	SLRC-2 (Part A): Student uses finger to follow words from left to right, top to bottom, and page-by-page.		SLRC-4: Student answers questions about key details.	SLRC-5 (Part A): Student compares the beginning and end of a text for character/ individual experiences using words and illustrations.	SLRC-6: The student self-corrects or confirms text with pictures.
		SLRC-2 (Part B): Student orally identifies or communicates characters, settings, and major events from familiar stories read aloud by others.		SLRC-4: Student answers questions about unknown words.	SLRC-5 (Part A): Student identifies author's purpose.	
				SLRC-4: Student identifies the role of author and illustrator.	SLRC-5: (Part B): Student describes the similarities and differences of two texts on the same topics using words and illustrations.	

CLL1.4.b CLL1.4.c CLL4.b ELAGSEKSL1.b ELAGSEKSL6 ELAGSEKL1.d ELAGSEKL1.f	CLL1.4.b CLL1.4.c CLL4. a ELAGSEKSL1.b ELAGSE KSL2 ELAGSEKSL3 ELAGSEKL1 ELAGSEKL6	ELAGSEKSL1.b ELAGSEKSL4 ELAGSEKSL6 ELAGSEKRL3 ELAGSEKRL10 ELAGSEKL1.f ELAGSEKL6 ELAGSEKRF1.a	ELAGSEKSL4 ELAGSEKSL5 ELAGSEKSL6 ELAGSEKRL1 ELAGSEKRL2 ELAGSEKRL10 ELAGSEKRI1 ELAGSEKRI2 ELAGSEKRI10 ELAGSEKL1.f ELAGSEKL6	ELAGSEKSL1 ELAGSEKSL2 ELAGSEKSL3 ELAGSEKSL4 ELAGSEKSL6 ELAGSEKRL1 ELAGSEKRL2 ELAGSEKRL3 ELAGSEKRL4 ELAGSEKRL6 ELAGSEKRL10 ELAGSEKRI1 ELAGSEKRI2 ELAGSEKRI3 ELAGSEKRI4 ELAGSEKRI6 ELAGSEKRI10 ELAGSEKL1.f ELAGSEKL6	ELAGSEKSL2 ELAGSEKSL3 ELAGSEKSL4 ELAGSEKSL6 ELAGSEKRL2 ELAGSEKRL3 ELAGSEKRL4 ELAGSEKRL7 ELAGSEKRL9 ELAGSEKRL10 ELAGSEKRI1 ELAGSEKRI2 ELAGSEKRI3 ELAGSEKRI4 ELAGSEKRI7 ELAGSEKRI9 ELAGSEKRI10 ELAGSEKL1.f ELAGSEKL6	ELAGSEKSL2 ELAGSEKSL3 ELAGSEKSL4 ELAGSEKSL6 ELAGSEKSL7 ELAGSEKRL9 ELAGSEKRL10 ELAGSEKRI1 ELAGSEKRI2 ELAGSEKRI3 ELAGSEKRI4 ELAGSEKRI7 ELAGSEKRI10 ELAGSEKL1.f ELAGSE1RL2 ELAGSE1RI3 ELAGSE1RI4 ELAGSE1R4.c
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MATERIALS

Progression: Comprehension	
Task ID	Materials
SLRC-2	<ul style="list-style-type: none"> – Variety of familiar stories (e.g., story books, nursery rhymes) that teachers have read aloud several times. Familiar story books for kindergarten should contain: (a) engaging illustrations that support and extend the story; (b) characters, settings, and sequence of events. Stories should also have relatable and engaging topics and themes that are appropriate for this age range (e.g., friendship, sharing, lessons about making good choices, family interactions, historical fiction, and books about cultural traditions). – Illustrations from the story
SLRC-3	<ul style="list-style-type: none"> – Variety of familiar story books that teachers have read aloud several times. Story books for kindergarten should contain: (a) engaging illustrations that support and extend the story; (b) characters, settings, and sequence of events. Read aloud books should also have relatable and engaging topics and themes that are appropriate for this age range (e.g., friendship, sharing, lessons about making good choices, family interactions, historical fiction, and books about cultural traditions). – Illustrations from the story
SLRC-4	<ul style="list-style-type: none"> – Variety of early decodable books from different genres (story books, poems, nonfiction). At the beginning stages of reading, early decodable books should contain: (a) single word, phrase, or simple sentence on one page; (b) exaggerated spacing; (c) illustrations that are highly supportive of text; (d) most of meaning conveyed through the illustrations; (e) consistent placement of text (e.g., top left to right, bottom left to right); and (f) sight words familiar to the student. – TextProject, Inc. has free books that may be printed for the purposes of this work. The website is: https://textproject.org/teachers/free-texts/ – Graphic organizer
SLRC-5	<ul style="list-style-type: none"> – Variety of early decodable books (from different genres (story books, poems, nonfiction). At the beginning stages of reading, early decodable books should contain: (a) single word, phrase, or simple sentence on one page; (b) exaggerated spacing; (c) illustrations that are highly supportive of text; (d) most of meaning conveyed through the illustrations; (e) consistent placement of text (e.g., top left to right, bottom left to right); and (f) sight words familiar to the student. – TextProject, Inc. has free books that may be printed for the purposes of this work. The website is: https://textproject.org/teachers/free-texts/ – Paper, pencil, and crayons, adapted as needed, if allowing a student to illustrate understanding – Graphic organizers for describing connections, comparing beginning and end of a text, and describing similarities and differences (e.g., Venn diagram)

SLRC-6	<ul style="list-style-type: none"> <li data-bbox="277 237 1549 415">– Variety of emergent reader texts of different genres (story books, poems, nonfiction). Texts should include more variation of text placement on pages, longer and more complex sentences, varied opening and closing sentences, moderate to high support from illustrations. Texts should also include two or more individuals, events, or ideas in the text and a clear central message or lesson. <li data-bbox="277 457 1549 531">– TextProject, Inc. has free books that may be printed for the purposes of this work. The website is: https://textproject.org/teachers/free-texts/ <li data-bbox="277 573 1260 604">– Graphic organizer for describing connections (e.g., Venn diagram)

SLRC-1

Learning Target(s): <i>Precursor Beginning (partial)</i>	<ul style="list-style-type: none">– Student answers questions in conversations with the teacher with one word or a short phrase. (CLL1.4.b & c; CLL4.b; ELAGSEKSL1b & 6; ELAGSEKL1d & f)– Student engages in conversations with the teacher using complete sentences to express ideas. (CLL1.4.b & c; CLL4a; ELAGSEKSL1b, 2 & 3; ELAGSEKL1d)– Student produces and expands complete sentences in shared language activities. (CLL1.4.b & c; CLL4.a; ELAGSEKSL1b & 2; ELAGSEKL1 & 6)– Student describes familiar people, places, things, and events in conversation and, with prompting and support, provides additional detail. (ELAGSEKL1.b, 4, & 6; ELAGSEKRL10; ELAGSEKL1.f; ELAGSEKL6)
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Process Clarification:

Answering questions and engaging in conversation can be observed and assessed within the context of any classroom instruction across all content areas between the teacher and student or peer to peer. Teachers should understand that naturalistic opportunities provide the chance for observation and rating of student performance. For this task, you may also consider the student's disposition. A student who is introverted may not elaborate in front of peers whereas a student who is extroverted may feel comfortable talking in front of others. The context in which you collect evidence may also need to be considered.

Describing familiar people, places, things, and events can also be observed and assessed within the context of any classroom instruction across all content areas or with peer-to-peer interactions. Teachers should observe the student's ability to listen and converse with others, and this can happen anytime in the classroom. The classroom provides many naturalistic opportunities for you to observe and match student behaviors to this level of the progression.

If the student is responding to a peer with short phrases or one word, then the teacher should verbally prompt the student to attempt to elicit more language from the student. The teacher could also provide visual prompts or graphic organizers to help the student expand his or her thoughts.

Performance Task Activity:

Engage the student in a conversation about familiar people, places, things, and events. Because you are looking to elicit complete sentences and elaboration, it is optimal to engage the student in a familiar topic of high interest.

For example, say, **“Tell me about your favorite thing to do at school.”** Allow the student to respond orally, noting the details used to describe a familiar activity. If the student responds with only one detail, prompt him or her to say more. Ask, **“What else can you tell me about the things you like to do in school?”** Allow the student to respond orally with additional details.

Questions about events could be **“What is your favorite thing in our classroom?”**; **“What was the most exciting activity you did during class today?”**; **“What games did you play on the playground?”**; or **“Tell me one thing you did with your family this weekend.”**

Prompt the student to answer various questions describing familiar people, places, things, and events. This task can be used to assess students’ abilities to communicate ideas in conversation. Their responses should be evaluated to place students at one of the Precursor or Beginning stages of the comprehension progression.

SLRC-2

Learning Target(s): <i>Beginning</i>	<ul style="list-style-type: none">– Student uses finger to follow words from left to right, top to bottom, and page-by-page. (ELAGSEKSL1.b & 6; ELAGSEKRL10; ELAGSEKL1.f; ELAGSEKRF1.a)– Student orally identifies or communicates characters, settings, and major events from familiar stories read aloud by others. (ELAGSEKSL1.b, 4, & 6; ELAGSEKRL3 & 10; ELAGSEKL1.f & 6)
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Manipulatives or Materials:

- Variety of familiar stories (e.g., story books, nursery rhymes) that teachers have read aloud several times. Familiar story books for kindergarten should contain: (a) engaging illustrations that support and extend the story; (b) characters, settings, and sequence of events. Stories should also have relatable and engaging topics and themes that are appropriate for this age range (e.g., friendship, sharing, lessons about making good choices, family interactions, historical fiction, and books about cultural traditions).

- Illustrations from the story

Process Clarification:

The stories or books selected for this task should be familiar to the student. Questions about characters, setting, and/or main topic/idea should be worded in the context of the book when possible.

Performance Task Activity:

Part A:

Provide the story or book to the student. Briefly introduce the story or book to the student and provide some context for the task. For example, if the book is “*Goldilocks and the Three Bears*,” the teacher could say, “**Today, we are going to read a story about Goldilocks and the three bears again.**” Before beginning to read the story aloud, ask the student to use his or her finger to follow words during reading. Say, “**As I read you this story, I want you to use your finger to follow the words from left to right, top to bottom, and page-by-page.**” It may be necessary to prompt the student by asking specifically, “**Where do we begin reading the text? Where is the top of the page? Where is the bottom of the page? At the end of this page, where do I read next?**”

Part B:

Next, read the story aloud to the student. When finished reading the story aloud, ask questions for the student to identify the characters, setting, and major events (as appropriate for the selected book):

- “**Who are the characters in this story?**” or “**Who is this story about?**”
- “**What is the setting of the story?**” or “**Where does the story take place?**”
- “**What happened at the beginning of the story?**” or “**What happened at the end?**”
- “**Which character had a problem?**” or “**How did the character solve his/her problem?**”
- “**What was the first thing the character did?**” (The student identifies major events in the story.)

If the student correctly uses their finger to follow words from left to right, top to bottom, and page-by-page and orally identifies or communicates characters, settings, and major events from familiar stories read aloud by others with at least 70% accuracy, student is partially matched to the *Beginning* stage of the progression.

SLRC-3

Learning Target(s): <i>Emerging</i>	<ul style="list-style-type: none">– Student retells key details and major events orally, with pictures, or illustrations from familiar story books read aloud by others. (ELAGSEKSL4, 5, & 6; ELAGESKRL1, 2, & 3; ELAGSEKRI1, 2, & 10; ELAGSEKL1.f, ELAGSEKL6)
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Manipulatives or Materials:

- Variety of familiar story books that teachers have read aloud several times. Story books for kindergarten should contain: (a) engaging illustrations that support and extend the story; and (b) characters, settings, and sequence of events. Read aloud books should also have relatable and engaging topics and themes that are appropriate for this age range (e.g., friendship, sharing, lessons about making good choices, family interactions, historical fiction, and books about cultural traditions).
- Illustrations from the story

Process Clarification:

This task is intended to be given after the student has received instruction and support during read-alouds, retelling key details and major events orally, with pictures or illustrations. When you informally find that the student is demonstrating these skills during whole group instruction, it is time to formally assess whether the student can identify these attributes when they are explicit in the text (i.e., the student is ready to move to the next level of questions).

The stories or books selected for this task should be familiar to the student. You may want to have the student draw the beginning, middle, and end of the story as you read it one or two times. Retelling a story after listening to it once also measures short term memory; thus, if the student is not able to do this, you may want to prompt. Consistent with read-aloud protocol, you may also stop throughout the story to check for comprehension. Whenever possible, questions about key details and major events should be worded in the context of the book.

Performance Task Activity:

Say, “**Today, we’re going to read a book together. It’s called _____.**” The student should listen to the story as the book is read aloud.

Next, ask the student to retell key details and major events orally, with pictures, or illustrations (as appropriate for the selected book). Say, “**Retell the story you just heard to your partner.**”; “**Retell me the story you just heard.**”; “**What do you remember about the story?**”

Listen and/or observe as the student retells the story, noting the student’s ability to recall key events and details from the text. You may also prompt students with questions. Prompting may also be necessary if students need to explain pictures or illustrations. Questions include:

What is ____ doing at the beginning of the story?

What happens after ____?

How does the story end?

What happens next?

What happens to _____?

SLRC-4

Learning Target(s): <i>Developing</i>	<ul style="list-style-type: none">– Student answers questions, identifying one or more as appropriate: characters, setting, and/or main topic/idea and retells the story. (ELAGSEKSL2, 3, 4, & 6; ELAGSEKRL1, 2, 3, & 10; ELAGSEKL1.f; ELAGSEKL6)– Student answers questions about key details. (ELAGSEKSL1, 2, 3, 4, & 6; ELAGSEKRL2 & 10; ELAGSEKRI1, 2, & 10)– Student answers questions about unknown words. (ELAGSEKSL2, 3, 4, & 6; ELAGSEKRL4 & 10; ELAGSEKRI4 & 10)– Student identifies the role of author and illustrator. (ELAGSEKSL2, 3, 4, & 6; ELAGSEKRL6 & 10; ELAGSEKRI6 & 10)
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Manipulatives or Materials:

- Variety of early decodable books from different genres (story books, poems, nonfiction). At the beginning stages of reading, early decodable books should contain: (a) single word, phrase, or simple sentence on one page; (b) exaggerated spacing; (c) illustrations that are highly supportive of text; (d) most of meaning conveyed through the illustrations; (e) consistent placement of text (e.g., top left to right, bottom left to right); and (f) sight words familiar to the student.
- TextProject, Inc. has free books that may be printed for the purposes of this work. The website is: <https://textproject.org/teachers/free-texts/>
- Graphic organizer

Process Clarification:

The books selected for this task should be books the student has not interacted with before (i.e., “cold read”).

This task is intended to be given after the student has received instruction and support while reading early decodable books with his or her teacher. Once the teacher informally finds the student is demonstrating knowledge of the sight words representative of this level book, and the student is using appropriate reading strategies for this level book, it is time for the teacher to formally assess whether the student is reading accurately and with comprehension (i.e., the student is ready to move to the next level of text).

Questions about characters, setting, and/or main topic/idea should be worded in the context of the book when possible (e.g., “**Who is Ben’s friend in the story?**”, “**Where do Ben and Jessie play games?**”).

Performance Task Activity:

Provide an appropriate book for the student. Allow the student to study the book on his or her own. The student should be allowed to “read the pictures” to himself or herself. Once the student does this, say, “**I’d like you to read this book out loud for me. It’s called _____.**” The student should read the book orally and independently.

When the student can read a book with 90% accuracy on the first read, ask the student to read again for fluency. Next, ask the student to retell the story and answer questions about the characters, setting, and/or main topic/idea (as appropriate for the selected book), key details, unknown words, the role of author and illustrator. Ask two or three questions in each section below.

Characters, setting, and/or main topic/idea:

- “**Who are the characters in this story?**” or “**Who is this story about?**”
- “**What is the setting of the story?**” or “**Where does the story take place?**”
- “**What is this story mostly about?**” or “**What happens in this story?**”

Retell:

- “**Retell me the story you just heard.**”

Key details:

- “**What does the main character have/do/like?**”
- “**When did _____ happen?**”
- “**Why did the main character do _____?**”
- “**How did _____ happen?**”
- “**Who did _____?**”

Unknown words:

- **“What do you think [this word] means?”** Point to the word in the book.
 - **“How did you figure that out?”**

Author/Illustrator:

- **“Can you show me an illustration in this book?”** **“What do you think an illustrator does?”**
- **“What does it mean to be an author?”**
- **“What is the job of an author/illustrator?”**

Repeat this activity with a variety of early decodable books in different genres (e.g., story books, poems, nonfiction). Students should independently read two or three readers without support.

If the student correctly answers questions about the characters, setting, and/or main topic/idea, key details, unknown words, the role of author and illustrator, and retells the stories with at least 70% accuracy, the student is fully matched to the *Developing* stage of the progression.

SLRC-5

Learning Target(s): <i>Demonstrating</i>	<ul style="list-style-type: none">– Student describes the connection between two individuals, events, ideas, or pieces of information in a text. (ELAGSEKSL2, 3, 4, & 6; ELAGSEKRL2, 3, 4, 9, & 10; ELAGSEKRI1, 2, 3, 4, & 10; ELAGSEKL1.f; KL6)– Student compares the beginning and end of a text for character/individual experiences using words and illustrations. (ELAGSEKSL2, 3, 4, & 6; ELAGSEKRL7, 9, & 10; ELAGSEKRI7, 9 & 10; ELAGSEKL1.f; KL6)– Student identifies author’s purpose. (ELAGSEKSL2, 3, 4, & 6; ELAGSEKRL10; ELAGSEKRI8; ELAGSEKL1.f; KL6)– Student describes the similarities and differences of two texts on the same topics using words and illustrations. (ELAGSEKSL2, 3, 4, & 6; ELAGSEKRL7, 9, & 10; ELAGSEKRI7, 9 & 10; ELAGSEKL1.f; KL6)
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Manipulatives or Materials:

- Variety of early emergent-reader texts from different genres (story books, poems, nonfiction). Early emergent-reader texts should contain: (a) sentences with prepositional phrases and adjectives (e.g., the small bunny hops in the grass), (b) two to five lines of text on each page, (c) text highly supported by illustrations, and (d) almost all vocabulary familiar to students with a greater range of and increasingly more difficult high-frequency words.
- TextProject, Inc. has free books that may be printed for the purposes of this work. The website is: <https://textproject.org/teachers/free-texts/>
- Paper, pencil, and crayons, adapted as needed, if allowing a student to illustrate understanding
- Graphic organizers for describing connections, comparing beginning and end of a text, and describing similarities and differences (e.g., Venn diagram)

Process Clarification:

The student should have experience with multiple independent reading texts. The texts selected for this task should be texts the student has not interacted with before (i.e., “cold read”). Allow the student to re-read as necessary.

This task is intended to be given after the student has received instruction and support while reading early emergent texts with his or her teacher. Once the teacher informally finds the student is demonstrating knowledge of the sight words representative of this level book, and

the student is using appropriate reading strategies for this level book, it is time for the teacher to formally assess whether the student is reading accurately and with comprehension (i.e., the student is ready to move to the next level of text).

Performance Task Activity:

This performance task can be used to generate a variety of student responses regarding connections within and between different types of texts. Repeat performance task for literary and informational text. Recommended questions for each type of text are included.

Note: Select two texts on the same topic for the student. In Part A, the student will read one text. If the student can complete Part A, then the second text will be used in Part B.

Part A:

Provide an appropriate book for the student. Allow the student to study the book on his or her own. The student should be allowed to “read the pictures” to himself or herself. Once the student does this, say, **“I’d like you to read this book out loud for me. It’s called _____.”** The student should read the book orally and independently. When the student can read a book with 90% accuracy on the first read, ask the student to read again for fluency. Next, ask questions such as the following, which are intended to prompt the student to answer questions about the connection between two individuals, events, ideas, or pieces of information, author’s purpose, and comparing the beginning and end of a text for character/individual experiences using words and illustrations. Ask two or three questions in each section.

Making Connections in Informational Text:

- **“How is the beginning of the book connected to the events at the end of the book?”**
- **“How are these two people/events/ideas connected in the text?”**

Comparing Character Experiences in Literary Text:

- **“What happened to the character in the beginning of the story?”**
- **“What was the character’s problem at the beginning of the story?”**
- **“How did the character solve his/her problem at the end of the story?”**
- **“How is the character different from the beginning to the end of the story?”**

The student can either respond orally, in writing, or use graphic organizers, (i.e., Venn Diagrams) to compare the beginning and end of a text for character/individual experiences.

Author's Purpose:

- **“Authors write books for different reasons. What do you think the author was trying to say to the reader?”**
- **“How did you figure that out?”**
- **“Can you show me where in the book you figured that out?”**

Repeat this activity with a variety of early emergent-reader texts in different genres (e.g., story books, poems, nonfiction). Students should independently read two or three readers without support.

If the student correctly answers about the connection between two individuals, events, ideas, or pieces of information, author's purpose, and comparing the beginning and end of a text for character/individual experiences using words and illustrations with at least 70% accuracy, the student is partially matched to the *Demonstrating* stage of the progression.

Next Steps:

If the student can compare and describe connections in different types of texts, then continue to Part B to ask students to describe the similarities and differences of two texts on the same topics.

Part B:

Select a second book on the same topic for the student. Allow the student to study the book on his or her own. The student should be allowed to “read the pictures” to himself or herself. Next, say, **“I’d like you to read this out loud for me. The book is called _____.”** The student should read the text orally and independently. When the student is finished reading, ask questions about similarities and differences of the two texts (as appropriate for the selected texts):

Similarities and Differences of Two Texts:

- **“How are these two texts the same?”**
- **“Show me a place where the texts gave different information.” (comparing informational texts)**
- **“Where did book B change a part of the story when compared to book A?” (comparing literary texts)**
- **“How are the characters from both stories alike/different?” (comparing literary texts)**

The student can either respond orally, in writing, use graphic organizers (i.e., Venn Diagrams), or use illustrations with labels to show similarities and differences of two texts.

Repeat this activity with a variety of early emergent-reader texts in different genres (e.g., story books, poems, nonfiction).

If the student correctly describes the similarities and differences of two texts on the same topic using words and illustrations with at least 70% accuracy, the student is partially matched to the Demonstrating stage of the progression.

SLRC-6

Learning Target(s): <i>Exceeding</i>	<ul style="list-style-type: none">– Student infers central message or lesson, determines the meaning of words and phrases, and describes the connections between two individuals, events, or ideas within a text. (ELAGSEKSL2, 3, 4 & 6; ELAGSEKRL6, 9, & 10; ELAGSEKL1.f, ELAGSEKL6, ELAGSE1RL2, ELAGSE1RI3 & 4)– Student self-corrects or confirms text with pictures. (ELAGSEKSL2; ELAGSEKRL7; ELGSEKRI7; ELAGSE1RF4.c)
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Manipulatives or Materials:

- Variety of emergent reader texts of different genres (story books, poems, nonfiction). Texts should include more variation of text placement on pages, longer and more complex sentences, varied opening and closing sentences, moderate to high support from illustrations. Texts should also include two or more individuals, events, or ideas in the text and a clear central message or lesson.
- The text project has free books that may be printed for the purposes of this work. The website is: <https://textproject.org/teachers/free-texts/>
- Graphic organizer for describing connections (e.g., Venn diagram)

Process Clarification:

The student should have experience with multiple independent readings of emergent reader texts with a central message or lesson, restating meaning of words, characters/individuals and events. The texts selected for this performance task should be texts the student has not interacted with before (i.e., “cold read”).

Questions about central message or lesson, unknown words, and characters/individual should be worded in the context of the text when possible (e.g., “**What does the author want us to learn about recycling?**”). Ask at least four questions to assess reading comprehension.

Performance Task Activity:

Provide an emergent-reader text for the student. Allow the student to study the book on his or her own. Next say, **“I’d like you to read this book out loud for me. The book is called _____.”** The student should read the text orally and independently. Observe whether the student self-corrects or confirms text with pictures during reading. When the student is finished reading, ask questions about the central message or lesson and connections between two individuals, events, or ideas. Also, prompt the student to restate the meaning of words and phrases (as appropriate for the selected text).

Central message or lesson:

- **“What is the central message (or lesson) in the story?”**
- **“What is the big idea the author wants us to remember after reading the story?”**

Connections:

- **“How are the two (individuals, events, or ideas) in the text the same/different?”**
- **“What events in the story help you understand the lesson?”**
-

Unknown words:

- **“Can you tell me what this word/phrase means in your own words?”**

Repeat this activity with a variety of early emergent-reader texts in different genres (e.g., story books, poems, nonfiction).

If the student correctly infers central message or lesson, determines the meaning of words and phrases, and describes the connections between two individuals, events, or ideas within a text with at least 70% accuracy, the student is partially matched to the *Exceeding* stage of the progression.

Self-correct or confirms:

During oral reading, observe whether the student either self-corrects or confirms. If needed, and after the student finishes reading, return to the part in the text where the student has self-corrected or confirmed and ask follow-up questions:

- **“When you were reading, I noticed that you read _____ as _____, but then you went back to change the word. What made you go back to change the word you read?”**

The student may have confirmed (or paused) during his or her reading to check back on a different page or check a picture. If needed, ask follow-up questions:

- **“While you were reading, I noticed that you stopped and looked at _____ (the picture) before you read _____. Can you tell me why you did this?”**

- **“How did checking the page/picture help you to know which word to read?”**

If the student correctly self-corrects or correctly confirms text with pictures, the student is partially matched to the *Exceeding* stage of the progression.

Note: The student may not self-correct or confirm text with pictures in the texts used for administration. If the student does not self-correct or confirm, then it may be necessary to observe this behavior using other texts when the student is engaging in other classroom activities.

LEARNING PROGRESSION: CONVENTIONS OF WRITING

Big Idea: A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.

Progression: Conventions of Writing

*WRT-3 can be used to generate a variety of student responses in opinion, informational, and narrative writing. Responses can be used to evaluate students' writing skills described in the writing progressions: conventions of writing, spelling, and communication of ideas. Recommended prompts are included.

Precursor	Beginning	Emerging	Developing	Demonstrating	Exceeding
WRT-1 Student recognizes name and environmental print.	WRT-2 (Part A) Student describes the difference between print and illustrations while identifying that letters form words in any given print (e.g., environmental print, books, magazines, charts).	WRT-2 (Part B) Student distinguishes between a letter, a word, and a sentence. Student verbally identifies components of a sentence, and identifies that words are separated by spaces in print within their illustration/ writing.	WRT-3 Student applies varied spacing between words, experiments with capitalizing the first letter of sentences, and may place a period at the end of line.	WRT-3 Student applies consistent spacing between words, uses periods, and capitalizes the first letter of the sentence and pronoun "I."	WRT-3 Student uses consistent spacing and punctuation within their writing. Student may capitalize proper nouns.
				WRT-3 Student uses grade appropriate grammar and usage.	
CLL8.4. d	ELAGSEKRF1.b	ELAGSEKRF1.c	ELAGSEKL2.a ELAGSEKRF1.c	ELAGSEKL1 ELAGSEKL2.a ELAGSEKL2.b ELAGSEKRF1.c	ELAGSEKL1 ELAGSEKL2.a ELAGSEKRF1.c ELAGSE1L1.k ELAGSE1L2.a ELAGSE1L2.b ELAGSE1L2.c

LEARNING PROGRESSION: SPELLING

Big Idea: A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.

Progression: Spelling

*WRT-3 can be used to generate a variety of student responses in opinion, informational, and narrative writing. Responses can be used to evaluate students' writing skills described in the writing progressions: conventions of writing, spelling, and communication of ideas. Recommended prompts are included.

Beginning	Emerging	Developing	Demonstrating	Exceeding
GKIDS Readiness Check English Language Arts Activity 5 Student uses strings of letters.	WRT-3* Student uses salient sounds in a word, such as initial sound, to label the illustration.	WRT-3 Student uses phonetic spelling with initial and final sound accuracy.	WRT-3 Student uses spelling with initial, medial, and final sound accuracy for one- syllable CVC words, and blends and segments onsets and rimes of single-syllable spoken words when communicating what he or she has written.	WRT-3 Student uses phonetic spelling as well as final –e, digraphs and/or blends in multi-syllabic words. Student pronounces, blends, and segments syllables into spoken words when spelling phonetically. Phonetic spelling supports communication.
		WRT-3 Student segments onsets of single-syllable spoken words when communicating what he or she has written.	WRT-3 Student distinguishes between similarly spelled words by identifying the sounds of the letters that differ when spelling phonetically.	
			WRT-3 Student uses invented spelling for words that are more complex and do not follow phonetically regular CVC words.	

<p>CLL9.4. d ELAGSEKRF1.b</p>	<p>ELAGSEKL1.a ELAGSEKL2.c ELAGSEKRF3.a</p>	<p>ELAGSEKL2.d ELAGSEKRF2.b ELAGSEKRF2.c ELAGSEKRF2.d ELAGSEKRF2.e ELAGSEKRF3.a ELAGSEKRF3.b ELAGSEKRF3.c</p>	<p>ELAGSEKL2.d ELAGSEKRF2.c ELAGSEKRF2.d ELAGSEKRF2.e ELAGSEKRF3</p>	<p>ELAGSEKL2.d ELAGSEKRF2.b ELAGSEKRF2.c ELAGSEKRF3.a ELAGSEKRF3.b ELAGSE1RF3.a ELAGSE1RF3.c</p>
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LEARNING PROGRESSION: COMMUNICATION OF IDEAS

Big Idea: A kindergarten student will independently write more than one complete thought on a single topic, using phonetic spelling and key print conventions.

Progression: Communication of Ideas

*WRT-3 can be used to generate a variety of student responses in opinion, informational, and narrative writing. Responses can be used to evaluate students' writing skills described in the writing progressions: conventions of writing, spelling, and communication of ideas. Recommended prompts are included.

Precursor	Beginning	Emerging	Developing	Demonstrating	Exceeding
GKIDS Readiness Check English Language Arts Activity 5 Student draws pictures and/or copies letters/numbers to communicate using a variety of writing tools.	WRT-3* Student writes labels for illustrations using a string of letters and dictates an idea.	WRT-3 Student writes labels for illustrations using salient letters or words and dictates a sentence.	WRT-3 Student writes a complete thought or phrase and illustrates to communicate ideas.	WRT-3 Student independently writes on a single topic and shows a logical sequence or relationship between ideas. Student uses acquired words and phrases. Student illustrates if he or she desires.	WRT-3 Student independently produces a piece of writing on a single topic that includes an introduction, key details, and may have a sense of closure. Student illustrates if he or she desires.
GKIDS Readiness Check English Language Arts Activity 8 Student is able to hold writing tools.	WRT-3 Student uses several marks to communicate ideas which may include letters, letter-like shapes, symbols, and/or numbers. Student writes own name.		WRT-3 The intended message and what the student wrote is congruent (i.e., the student writes something and can read it back to you, and what is written/drawn and communicated matches and makes sense).		

CLL9.4. a CLL9.4. b	ELAGSEKSL5 ELAGSEKW1 ELAGSEKW2 ELAGSEKW3 ELAGSEKW7 ELAGSEKW8	ELAGSEKW1 ELAGSEKW2 ELAGSEKW3 ELAGSEKW7 ELAGSEKW8 ELAGSEKL6 ELAGSEKRF1.b	ELAGSEKW1 ELAGSEKW2 ELAGSEKW3 ELAGSEKW7 ELAGSEKW8 ELAGSEKL1.b ELAGSEKL6 ELAGSEKSL5	ELAGSEKW1 ELAGSEKW2 ELAGSEKW3 ELAGSEKW7 ELAGSEKW8 ELAGSEKL1.b ELAGSEKL6 ELAGSEKSL5	ELAGSEKL1.b ELAGSE1W1 ELAGSE1W2 ELAGSE1W3 ELAGSE1W7 ELAGSE1W8 ELAGSE1KL6 ELAGSE1SL5
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MATERIALS

Progression: Conventions of Writing, Spelling, and Communication of Ideas	
Task ID	Materials
Readiness Check English Language Arts Activity 5	<ul style="list-style-type: none"> – Paper to write and draw – Tools to write and draw (e.g., pencils) and draw (e.g., crayons, markers)
Readiness Check English Language Arts Activity 8	<ul style="list-style-type: none"> – Paper to write and draw – Tools to write and draw (e.g., pencils) and draw (e.g., crayons, markers)
WRT-1	<ul style="list-style-type: none"> – Written copy of the student’s name, along with written copies of other student names. When feasible, one other name should begin with the same letter. The names should be other students in the class. – Environmental print (e.g., product labels or logos, pictures of familiar signs, local or national businesses, brands, etc.)
WRT-2	<ul style="list-style-type: none"> – An early reader book or other stimulus with text and pictures (e.g., sentence strips and pocket charts)
WRT-3	<ul style="list-style-type: none"> – Topics to generate opinion writing, informational writing, and narrative writing (recommended writing topics included) – Paper to write and draw, which can be adapted to meet the student’s physical or sensory needs – Tools to write (e.g., pencils, Braille,) and draw (e.g., crayons, markers), including assistive technology needed to meet the student’s physical or sensory needs

GKIDS Readiness Check English Language Arts Activity 5 and Activity 8

Learning Target(s): <i>Precursor</i> <i>Beginning</i>	Progression: Spelling – Student uses strings of letters. Progression: Communication of Ideas – Student draws pictures and/or copies letters/numbers to communicate using a variety of writing tools. – Student is able to hold writing tools.
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GKIDS is designed to provide teachers a better understanding of where a student is in their learning and development throughout the year. At the beginning of the year, teachers give the GKIDS Readiness Check to elicit evidence about where a kindergarten student is as the student enters kindergarten. The baseline data collected in the first six weeks on the GKIDS Readiness Check can serve as the entry point to skills described in the GKIDS 2.0 learning progression.

The following performance tasks are activities from the GKIDS Readiness Check. For writing, English Language Arts Activity 5 and English Language Arts Activity 8 from the GKIDS Readiness Check can be used to assess the *Beginning* level of the Spelling progression and the *Precursor* level of the Communication of Ideas progression.

These two GKIDS Readiness Check activities are assessed using indirect methods, which are observational in nature. The following describes the expected observable student behaviors from each of the GKIDS Readiness Check activities.

- English Language Arts Activity 5: Draws pictures and copies letters and/or numbers to communicate. Throughout daily activities and routines, a student copies letters and/or numbers (e.g., from a sign, label, or other environmental print) and draws pictures (e.g., during a center activity) to communicate.
- English Language Arts Activity 8: Uses writing tools. A student holds and uses a pencil or other writing utensil appropriately (i.e., with a tripod grasp) to make meaningful marks on paper.

If the student was rated as Demonstrating on English Language Arts Activity 5, the student can be matched to the *Beginning* level of the Spelling progression.

If the student was rated as Demonstrating on both English Language Arts Activity 5 and English Language Arts Activity 8, the student can be matched to the *Precursor* level of the Communication of Ideas progression.

If the student was rated below Demonstrating on English Language Arts Activity 5 and/or English Language Arts Activity 8, the teacher should continue instruction in these skills and reassess the student when appropriate.

English Language Arts Activity 5

Draws pictures and copies letters and/or numbers to communicate.

Performance Levels

<p>Not Yet Demonstrated</p>	<p>A student would be rated as not yet demonstrated if the student does not or is minimally able to draw pictures and copy letters and/or numbers to communicate. Throughout daily activities and routines, a student who does not copy letters and/or numbers (e.g., from a sign, label, or other environmental print) or draw pictures (e.g., during a center activity) to communicate would be rated as not yet demonstrated. For example, a student who scribbles but is unable to draw a picture of their favorite food or copy any letters of the student's favorite food from a label would be rated as not yet demonstrated.</p>
<p>Developing</p>	<p>A student would be rated as developing if the student is generally able to draw pictures and copy letters and/or numbers to communicate. Throughout daily activities and routines, a student who is able to copy most letters and/or numbers (e.g., from a sign, label, or other environmental print) and draw pictures (e.g., during a center activity) to communicate would be rated as developing. For example, a student who is developing is able to draw a picture of the student's favorite food and copy several letters from a label.</p>
<p>Demonstrating</p>	<p>A student would be rated as demonstrating if he or she is able to draw pictures and copy letters and/or numbers to communicate. Throughout daily activities and routines, a student who is able to consistently copy letters and/or numbers (e.g., from a sign, label, or other environmental print) and draw pictures (e.g., during a center activity) to communicate would be rated as demonstrating. For example, a student who is demonstrating is able to draw a picture of his or her favorite food and copy the letters of his or her favorite food from a label.</p>

English Language Arts Activity 8

Uses writing tools.

Performance Levels

Not Yet Demonstrated

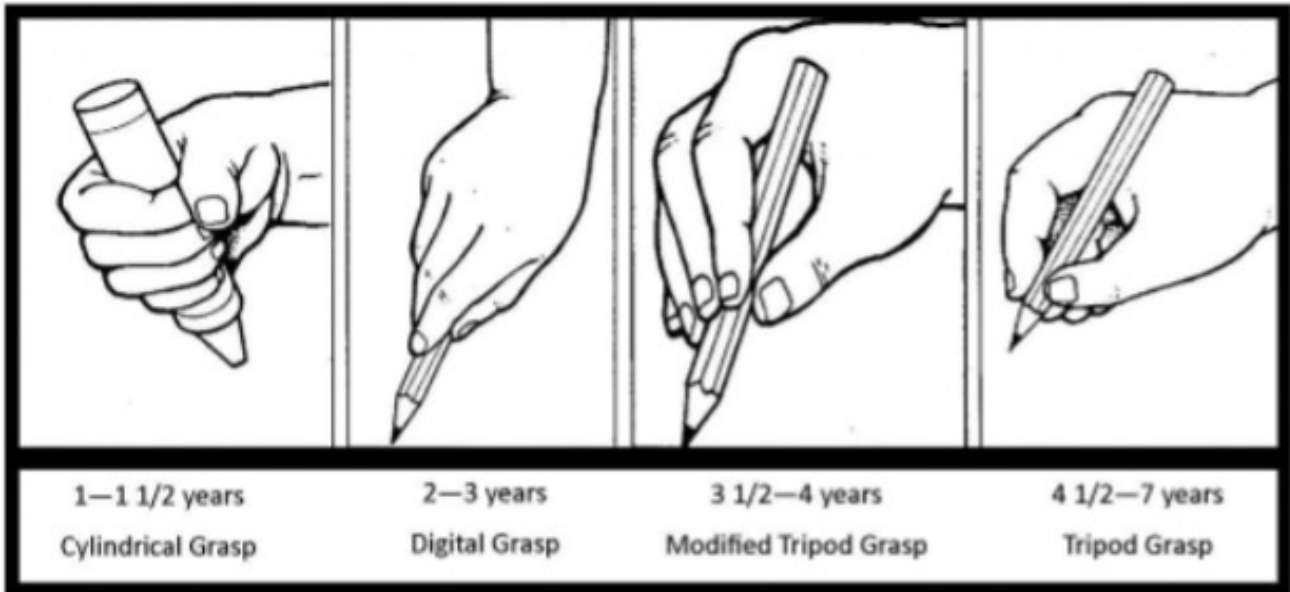
Not yet demonstrated would be noted if the student is unable to use a pencil or other writing utensil in order to make meaningful marks on paper.

Developing

A student would be rated as developing if he or she is ineffective or uses an inappropriate grip (i.e., cylindrical or modified tripod grip) when using a pencil or other writing utensil to make meaningful marks on paper.

Demonstrating

A student would be rated as demonstrating if he or she holds and uses a pencil or other writing utensil appropriately (i.e., with a tripod grasp) to make meaningful marks on paper.



WRT-1

Learning Target(s): <i>Precursor</i>	Progression: Conventions of Writing – Student recognizes name and environmental print. (CCL8.4d)
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Manipulatives or Materials:

Part A:

- Written copy of the student’s name, along with written copies of other student names. When feasible, one other name should begin with the same letter. The names should be other students in the class.

Part B:

- Environmental print (e.g., product labels or logos, pictures of familiar signs, local or national businesses, brands, etc.)

Performance Task Activity:

Part A:

Place four names on the desk, one of which is the student’s name. Say, “**Can you find your name?**” Allow the student to respond orally or point to his or her name.

Part B:

Provide the student examples of environmental print (e.g., McDonald’s sign, stop sign, exit sign found in school, restroom sign (boys/girls), sign of school name).

Place four examples of environmental print on the desk. Say, “**Can you find _____?**” Allow the student to respond orally or by pointing to the environmental print.

The student may identify words, signs, or logos as different examples of environmental print. As the student points to words, signs, or logos and says the words out loud, record the environmental print the student identifies.

WRT-2

Learning Target(s): <i>Beginning</i> <i>Emerging</i>	Progression: Conventions of Writing <ul style="list-style-type: none">– Student describes the difference between print and illustrations while identifying that letters form words in any given print (e.g., environment, print, books, magazines, charts). (ELAGSEKRF1.b)– Student distinguishes between a letter, a word, and a sentence. Student verbally identifies components of a sentence, and identifies that words are separated by spaces in print within their illustration/ writing. (ELAGSEKRF1.c)
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Manipulatives or Materials:

- An early reader book or other stimulus with text and pictures (e.g., sentence strips and pocket charts)

Performance Task Activity:

Part A:

Allow the student to look at the book. As the student is perusing the book, ask him or her, **“Can you show me where I should start reading?”** See whether the student points to the words/print. If correct, say, **“Yes! Look at this word [point to a word]. What is this word made up of?”** The student should identify that the letters form words. If necessary, prompt the student with additional questions, such as **“What are words made up of?”** or **“How do you make words?”**

Next, ask the student to describe the difference between print and illustrations. Point to a picture and ask, **“Why do books have pictures?”** Ask the same about words, **“Why do books have words?”** The target is that the picture helps tell the story and the words are what the reader says.

If the student correctly responds to all questions, proceed to Part B.

Part B:

Let the student continue to look at the same book, or a different book, while you introduce the task. Say, **“Now we are going to do an activity with the sentences, words, and letters.”** Ask the student, **“Can you show me a sentence?”** If the student points to a sentence, say, **“That is right! A sentence starts with a capital letter and ends with punctuation, like a period.”** If the student does not point to the sentence, direct students to the sentence and explain, **“A sentence starts with a capital letter and ends with punctuation, like a period.”**

“Now, can you show me a word?” If the student points to a word, again say, **“Good job! How did you know that was a word?”** The student might say, “Words make a sentence.” If the student does not point to the word, direct students to the word and explain.

Point to the word the student has picked out. Ask the student, **“Can you use your finger to show me one letter?”** If the student points to a letter, say, **“That is right! Letters make up words.”** If the student does not point to the letter, direct student to the letter and explain.

Refer to another sentence and ask the student to identify its components. Say, **“Now, let’s look at another sentence.”** Point to a word in the sentence and ask, **“Can you tell me what this is?”** Then, point to a letter in a word and ask, **“Can you tell me what this is?”**

Using the same sentence, ask the student to attend to two of the words in the sentence. Ask, **“How do you know these are two words?”** or **“What do you need between two words?”** Allow the student to use his or her finger to track the words on the page. The student might say, “A space goes between words.”

WRT-3

Learning Target(s): <i>Beginning</i> <i>Emerging</i> <i>Developing</i> <i>Demonstrating</i> <i>Exceeding</i>	Progression: Conventions of Writing (ELAGSEKRF1.b & c; ELAGSEKL1, ELAGSEKL2.a & b; ELAGSE1L1.k, ELAGSE1L2.a, b, & c) Progression: Spelling (ELAGSEKL1.a, ELAGSEKL2.c, ELAGSEKL2.d, ELAGSEKRF1.b, ELAGSEKRF2.b – ELAGSEKRF2.d, ELAGSEKRF3, ELAGSEKRF3.a – ELAGSEKRF3.c, ELAGSE1RF3.a, ELAGSE1RF3.c) Progression: Communication of Ideas (ELAGSEKL1.b, ELAGSEKL6, ELAGSERF1.b, ELAGSEKSL5, ELAGSEKW1 – ELAGSEKW3, ELAGSEKW7, ELAGSEKW8, ELAGSE1KL6, ELAGSE1SL5, ELAGSE1W1 – ELAGSE1W3, ELAGSE1W7, ELAGSE1W8) This performance task can be used to generate a variety of student responses in opinion, informational, and narrative writing. Responses can be used to evaluate students' writing skills described in the writing progressions: conventions of writing, spelling, and communication of ideas. Recommended prompts are included.
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Manipulatives or Materials:

- Topics to generate opinion writing, informational writing, and narrative writing (recommended writing topics included)
- Paper to write and draw, which can be adapted to meet the student's physical or sensory needs
- Tools to write (e.g., pencils, Braille) and draw (e.g., crayons, markers), including assistive technology needed to meet the student's physical or sensory needs

Process Clarification:

If the student has written a string of letters to represent words, ask the student to “read” his or her writing. The student should be given the opportunity to dictate his or her ideas to communicate about the topic. Record what the student dictates.

Performance Task Activity:

Select a topic familiar to students or have students select a topic of their choice. This task should be repeated using different writing topics. Throughout the school year, students should be assessed in opinion, informational, and narrative writing.

This task can be used to assess students' abilities to communicate ideas by writing, drawing, or dictating. Their writing product can be evaluated using the learning progressions. Place students on the writing progressions for conventions of writing, spelling, and communication of ideas.

Have writing tools and paper on the table for the student and explain the task. Say, **“Today, you are going to write about [the topic] _____ (e.g., a high-interest topic that students are learning in class). Write as much as you can about _____.” You may also draw about _____.”**

Prompt students throughout the activity as needed so they understand the goal of their writing. Prompts can include:

- Remember to label your picture (if student draws).
- Try to write more than one sentence.
- Remember to start each sentence with a capital letter and end each sentence with punctuation.
- Remember each syllable of a word has a vowel.

Writing Topics

Prompts for Narrative Writing

- Write about or draw your favorite activity/thing to do.
- Write about or draw what you did during the summer/weekend.
- Write about or draw what kind of super power you would want and why.
- Write about or draw about a time you were excited.

Prompts for Informational Writing

- Write about or draw a topic learned in class (e.g., animal, historical figure, science and social studies topics).
- Write about or draw a “how to” (e.g., how to get ready for school, how to make a peanut butter and jelly sandwich, how to care for a plant).

Prompts for Opinion Writing

- Write about or draw where your family should visit – beach or mountains?
- Write about or draw what you should eat – apples or bananas?
- Write about or draw your favorite character (after reading a story).
- Write about or draw which book you liked the best (after reading two books).
- Write about or draw which animal you would/should have as a pet – a dog or a cat.



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