**Kindergarten End-Of-Year Expectations**

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| **Reading** |
| * Print Concepts: Directionality, spacing, etc. |
| * Name upper and lower case letters (in and out of order) and their sounds |
| * Read 75 high frequency words |
| * Orally segment words into syllables and with up to 5 phonemes: p-i-g, c-l-a-p, s-t-r-ee-t |
| * Read at a Rigby Level 6 |
| * Tell story elements (setting, character, problem and solution) |
| * Retell a story in a sequence |
| * Identify key details from expository texts |
| * Compare and contrast two texts (fiction and non-fiction) |
| * Decode CVC words |
| * Read CVC words |
| * Recognize and produce rhyming words |
| * Write first name and last name |
| * Write upper case and lower case letters |
| * Write CVC words |
| * DIBELS   + Phoneme Segmentation Fluency=40   + Nonsense Word Fluency=28 |
| **Math** |
| * Say, read, and write numbers 0-20 |
| * Count to 100 by 1s and 10s |
| * 1:1 correspondence with numbers through 20 |
| * Add and subtract within 10 (fluently within 5) |
| * Name, compose, and describe 2D and 3D shape attributes |
| * Add and subtract words problems within 10 using a model (i.e. numbers, pictures, equations) |
| * Compose and decompose numbers 11-19 by drawing or writing an equation |
| * Count on from given number |
| * Compare and explain measurable attributes of 2 object |

**1st Grade End-Of-Year Expectations**

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| **Reading** |
| * Read 200 total high frequency words |
| * Read at a Rigby Level 18 |
| * Decode regularly-spelled one syllable words |
| * Read words with inflectional endings |
| * Comprehend a story/text by retelling three details in order |
| * Identify the main idea and three details of informational text |
| * Name and use various text features (headings, table of contents, glossary, captions, maps, bold words, index) |
| * Describe characters, settings and major events (problem/solution) in a story using key details |
| * Compare and contrast the most important points in two texts (fiction and non-fiction) on the same topic |
| * Write 5 connected sentences: Topic sentence, 3 details/events sentences, and a closing sentence |
| * DIBELS   + Nonsense Word Fluency=58   + Oral Reading Fluency Words Correct=47   + Oral Reading Fluency Accuracy=90%   + Oral Reading Fluency Retell=15   + WWR=13 |
| **Math**   * Count and write numbers to 120 |
| * Represent numbers 1-120 using place value (tens/ones); say how many tens/ones in a number |
| * Fluently add or subtract under 20 and solve related contextual problems |
| * Apply place value when adding two 2-digit numbers and one-digit and a 2-digit number and solve related contextual problems |
| * Distinguish defining and non-defining attributes of 2D shapes |
| * Partition circles and rectangles into 2 and 4 equal shares describing the shares as ‘halves’, ‘fourths’, or ‘quarters’ |
| * Express the length of an object as a whole number of length units by laying multiple objects end to end |
| * Tell time to the hour and half hour using digital and analog clocks |

**2nd Grade End-Of-Year Expectations**

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| **Reading** |
| * Read at a Rigby Level 28 |
| * Read 300 total high frequency words |
| * Read spelling-sound correspondences for additional common vowel teams |
| * Decode words with common prefixes and suffixes |
| * Recognize and read grade-appropriate irregularly spelled words |
| * Ask and answer questions as who, what, where, when, why and how to demonstrate understanding of key details in a text |
| * Identify the main idea of a multi-paragraph text |
| * Compare and contrast the most important points in two texts (fiction and non-fiction) on the same topic |
| * Write 8 connected sentences 1 opening sentence, 3 events or supporting sentences with a corresponding detail sentence for each (minimum of 6 sentences total), 1 closing sentence, using correct spacing, capital letters, transition words and punctuation |
| * DIBELS   + Oral Reading Fluency Words Correct = 87   + Oral Reading Fluency Accuracy=97%   + Oral Reading Fluency Retell=27 |
| **Math** |
| * Add and subtract within 100 |
| * Mentally add and subtract within 20 |
| * Add and subtract within 1000 with models |
| * Use addition with rectangular arrays |
| * Skip-count numbers to 1000 using multiple strategies |
| * Tell time to 5 minutes on digital and analog clocks |
| * Partition shapes, circles and rectangles, into ‘halves’, ‘quarters’, and ‘third’ |
| * Solve word problems using dollars and cents |
| * Estimate and measure lengths using units of inches, feet, centimeters, and meters |

**Glendale Elementary School District’s**

**Kindergarten-2nd Grade End-of-Year Expectations**

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| --- | --- | --- |
| **Kindergarten** | **1st Grade** | **2nd Grade** |
| **Reading** | **Reading** | **Reading** |
| * Print Concepts: Directionality, spacing, etc. * Name upper and lower case letters (in and out of order) and their sounds * Read 75 high frequency words * Orally segment words with up to 5 phonemes:   p-i-g, c-l-a-p, s-t-r-ee-t   * Read at a Rigby Level 6 * Tell story elements (setting, character, problem and solution) * Retell a story in a sequence * Identify key details from expository texts * Compare and contrast two texts (fiction and non-fiction) * Decode CVC words * Read CVC words * Recognize and produce rhyming words * Write first name and last name * Write upper case and lower case letters * Write CVC words * DIBELS   + Phoneme Segmentation Fluency=40   + Nonsense Word Fluency=28 | * Read 200 total high frequency words * Read at a Rigby Level 18 * Decode regularly-spelled one syllable words * Read words with inflectional endings * Comprehend a story/text by retelling three details in order * Identify the main idea and three details of informational text * Name and use various text features (headings, table of contents, glossary, captions, maps, bold words, index) * Describe characters, settings and major events (problem/solution) in a story using key details * Compare and contrast the most important points in two texts (fiction and non-fiction) on the same topic * Write 5 connected sentences: Topic sentence, 3 details/events sentences, and a closing sentence * DIBELS   + Nonsense Word Fluency=58   + Oral Reading Fluency Words Correct=47   + Oral Reading Fluency Accuracy=90%   + Oral Reading Fluency Retell=15   + WWR=13 | * Read at a Rigby Level 28 * Read 300 total high frequency words * Read spelling-sound correspondences for additional common vowel teams * Decode words with common prefixes and suffixes * Recognize and read grade-appropriate irregularly spelled words * Ask and answer questions as who, what, where, when, why and how to demonstrate understanding of key details in a text * Identify the main idea of a multi-paragraph text * Compare and contrast the most important points in two texts (fiction and non-fiction) on the same topic * Write 8 connected sentences 1 opening sentence, 3 events or supporting sentences with a corresponding detail sentence for each (minimum of 6 sentences total), 1 closing sentence, using correct spacing, capital letters, transition words and punctuation * DIBELS   + Oral Reading Fluency Words Correct = 87   + Oral Reading Fluency Accuracy=97%   + Oral Reading Fluency Retell=27 |
| **Math** | **Math** | **Math** |
| * Say, read, and write numbers 0-20 * Count to 100 by 1s and 10s * 1:1 correspondence with numbers through 20 * Add and subtract within 10 (fluently within 5) * Name, compose, and describe 2D and 3D shape attributes * Add and subtract words problems within 10 using a model (i.e. numbers, pictures, equations) * Compose and decompose numbers 11-19 by drawing or writing an equation * Count on from given number * Compare and explain measurable attributes of 2 objects | * Count and write numbers to 120 * Represent numbers 1-120 using place value (tens/ones); say how many tens/ones in a number * Fluently add or subtract under 20 and solve related contextual problems * Apply place value when adding two 2-digit numbers and one-digit and a 2-digit number and solve related contextual problems * Distinguish defining and non-defining attributes of 2D shapes * Partition circles and rectangles into 2 and 4 equal shares describing the shares as ‘halves’, ‘fourths’, or ‘quarters’ * Express the length of an object as a whole number of length units by laying multiple objects end to end * Tell time to the hour and half hour using digital and analog clocks | * Add and subtract within 100 * Mentally add and subtract within 20 * Add and subtract within 1000 with models * Use addition with rectangular arrays * Skip-count numbers to 1000 using multiple strategies * Tell time to 5 minutes on digital and analog clocks * Partition shapes, circles and rectangles, into ‘halves’, ‘quarters’, and ‘third’ * Solve word problems using dollars and cents * Estimate lengths using units of inches, feet, centimeters, and meters |

**Kindergarten Rolling Assessment Benchmark Indicators**

|  |  |  |  |
| --- | --- | --- | --- |
| **October 6** | **December 22** | **March 9** | **May 18 – EOY Expectation** |
| **Reading** | | | |
| Left to right, top to bottom directionality, words separated by spaces | Demonstrate print concept skills author, illustrator, front and back of book |  | Demonstrate print concept skills (directionality, words spacing, return sweep) |
| Progress towards naming and the sounds of all 26 letters | Mastery of naming and the sounds of all 26 letters |  | Name all upper case and lower case letters in and out of order and their sounds |
| Read 15 high frequency words | Read 35 high frequency words | Read 55 high frequency words | Read 75 high frequency words |
| Orally, identify syllables in words, first sounds in words | Orally identify syllables in words, initial, medial, final (3 sound CVC words) | Orally, identify initial, medial, and final sounds in 4 sound words | Orally segment words with up to 5 phonemes |
|  |  | Read at Level 3 in Rigby | Read at Level 6 in Rigby |
| Tell story elements: character(s) | Tell story elements: character(s) and setting | Tell story elements: setting, character(s), problem | Tell story elements: setting, character, problem, solution |
| Retell initial event of a story | Retell initial and final events of a story | Retell initial, middle, and final events of a story | Retell a story in sequence |
| Identify 1 key detail from expository text | Identify 1 key detail from expository text | Identify 2 key details from expository text | Identify 2 key details from expository text AND  Compare and contrast 2 texts (fiction and non-fiction) |
|  | Compare and contrast fiction text | Compare and contrast nonfiction text |
|  | Identify sounds in CVC words | Identify and decode CVC words | Decode CVC words |
|  |  |  | Read CVC words |
| Progress towards recognizing rhyming words | Recognize rhyming words | Progress towards producing rhyming words | Recognize and produce rhyming words |
| Write first name | Write last name |  | Write first name and last name |
| Write 14 upper case and lower case letters | Write 26 upper case and lower case letters |  | Write all 26 upper case and lower case letters |
|  |  |  | Write CVC words |
| DIBELS First Sound Fluency = 20 | DIBELS First Sound Fluency = 30  DIBELS Phonemic Segmentation Fluency = 20  DIBELS Nonsense Word Fluency = 17 | DIBELS Phonemic Segmentation Fluency = 35  DIBELS Nonsense Word Fluency = 23 | DIBELS Phonemic Segmentation Fluency = 40  DIBELS Nonsense Word Fluency = 28 |
| **Math** | | | |
| Write, represent, say, read 0-5 | Write, represent, say, read 0-10 | Write, represent, say, read 0-15 | Write, represent, say, read 0-20 |
| Count to 20 by 1s with 1:1 correspondence using objects | Count to 50 by 1s and 10s | Count to 80 by 1s and 10s | Count to 100 by 1s and 10s |
| Represent quantities and numbers 0-5 | Represent quantities and numbers 0-10 | Represent quantities and numbers 0-15 | Represent quantities and numbers 0-20 |
|  | Add from 0-5 (no subtraction) | Add 0-10, subtract 0-5 | Add and subtract from 0-10 and fluently within 5 |
| Name 2D shapes and describe positionality | Compose 2D shapes and name 2D shapes regardless of orientation | Compare 2D and 3D shape attributes (solid or flat); name and compose 3D shapes regardless of orientation | Name, compose and describe attributes of a 2D and 3D shape |
|  | Add 0-5 in word problems | Add and subtract word problems from 0-5 | Add and subtract word problems from 0-10 |
|  | Decompose and compose numbers to 5 | Decompose and compose numbers to 10 | Compose and decompose numbers 11-19 by drawing or writing an equation |
| Count forward from a number to 20 | Count forward from a number to 50 | Count forward from a number to 75 | Count forward from a number to 100 |
|  |  | Identifying attributes of measurement (height, length, width) | Compare and explain measurable attributes of 2 objects |

**1st Grade Rolling Assessment Benchmark Indicators**

|  |  |  |  |
| --- | --- | --- | --- |
| **October 6** | **December 22** | **March 9** | **May 18 – EOY Expectation** |
| **Reading** | | | |
| Read to Rigby Level 7 | Read to Rigby Level 10 | Read to Rigby Level 14 | Read to Rigby Level 18 |
| Read 50 total high frequency words | Read 100 total high frequency words | Read 150 total high frequency words | Read 200 total high frequency words |
| Comprehend a story by retelling 3 details in order |  |  | Comprehend a story by retelling 3 details in order |
| Identify the topic of an informative text | Identify the main idea of an informative text | Identify the main idea and 1 supporting detail of an informative text | Identify the main idea and 3 supporting details of an informative text |
| Identify and use various text features (headings, table of contents, pictures, maps) | Identify and use various text features (glossary, index, captions) | Identify and use various text features (bold words) | Identify and use various text features (headings, table of contents, pictures, maps, glossary, index, captions, bold words) |
| Describe characters, settings, and major events (problem/solution) in a story using key details |  |  | Describe characters, settings, and major events (problem/solution) in a story using key details |
| Distinguish short vowel sounds in spoken-single syllable words |  | Distinguish long from short vowel sounds in spoken single syllable words | Distinguish long from short vowel sounds in spoken single syllable words |
| Decode regularly spelled one-syllable words with CVC/CK endings | Decode regularly spelled one-syllable words with CVCE, beginning digraphs, consonant blends | Decode regularly spelled one-syllable words with long a, long o, vowel teams, 3 letter blends, y, ng, nk endings, r-controlled vowels | Decode regularly spelled one-syllable words including long o, long I, i.e., igh, kn/n, wr/r, oo, ue, ew, ui, ow, ou, oi/oy, all |
| Read words with inflectional endings (-s) | Read words with inflectional endings (-s, -ing, -ed) | Read words with inflectional endings (-est, -es, -er) | Read words with inflectional endings (-s, -ing, -ed, -est, -es, -er, -ly, -ful, -er, -or) |
| Write a topic sentence | Write a topic sentence and 2 supporting sentences | Write a topic sentence, 2 supporting sentences and a closing sentence | Write 5 connected sentences: Topic sentence, 3 details/events sentences, and a closing sentence |
| DIBELS   * + Nonsense Word Fluency=35   + WWR=4 | DIBELS   * + Nonsense Word Fluency=43   + Oral Reading Fluency Words Correct=23   + Oral Reading Fluency Accuracy=78%   + WWR=8 | DIBELS   * + Nonsense Word Fluency=50   + Oral Reading Fluency Words Correct=35   + Oral Reading Fluency Accuracy=84%   + Oral Reading Fluency Retell=10   + WWR=11 | DIBELS   * + Nonsense Word Fluency=58   + Oral Reading Fluency Words Correct=47   + Oral Reading Fluency Accuracy=90%   + Oral Reading Fluency Retell=15   + WWR=13 |
| **Math** | | | |
| Count and write to 120 |  |  | Count and write to 120 |
| Represent and say numbers 1-30 using 1s and 10s | Represent and say numbers 1-100 using 1s and 10s | Represent and say numbers 1-120 using 1s and 10s | Represent and say numbers 1-120 using 1s and 10s |
| Fluently add and subtract 0-10 | Fluently add and subtract 0-15 | Fluently add and subtract 0-20 | Fluently add and subtract 0-20 |
| Solve contextual addition and subtraction problems from 0-10 with an equation | Solve contextual addition and subtraction problems from 0-15 with an equation | Solve contextual addition and subtraction problems from 0-20 with an equation | Solve contextual addition and subtraction problems from 0-20 with an equation |
| Distinguish defining and non-defining attributes of 2D shapes |  |  | Distinguish defining and non-defining attributes of 2D shapes |
|  |  | Partition circles and rectangles into 2 and 4 equal shares using fraction terminology of halves, fourths, quarters, half of, fourth of, quarter of | Partition circles and rectangles into 2 and 4 equal shares using fraction terminology of halves, fourths, quarters, half of, fourth of, quarter of |
|  | Express the length of an object as a whole number of length units by laying multiple objects end to end |  | Express the length of an object as a whole number of length units by laying multiple objects end to end |
|  |  | Apply place value adding two 2-digit numbers; and adding a one-digit and 2-digit number | Apply place value adding two 2-digit numbers; and adding a one-digit and 2-digit number |
|  |  | Tell the time to the hour using an analog and digital clock | Tell the time to the hour and the half hour using an analog and digital clock |

**2nd Grade Rolling Assessment Benchmark Indicators**

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| --- | --- | --- | --- |
| **October 6** | **December 22** | **March 9** | **May 18 – EOY Expectation** |
| **Reading** | | | |
| Read to Rigby Level 20 | Read to Rigby Level 22 | Read to Rigby Level 24 | Read to Rigby Level 28 |
| Read 25 new high frequency words | Read 25 new high frequency words | Read 25 new high frequency words | Read 25 new high frequency words (100 total) |
| Decode and read words with r-controlled vowel teams*: ar, or, ore, oar* | * Decode and read words with long vowel spelled *a, ai, ay* * Decode and read words with long vowel e spelled *e, ee, ea, and y.* * Decode and read words with long vowel o spelled *o, oa, ow.* | * Decode and read words with long vowel I spelled *i, ie, igh , and y.* * Decode and read words with vowel patterns *oo, u.* * Decode and read words with dipthongs *ou, ow, oi, and oy.* * Decode and read words with vowel digraphs *oo, ue, ew, ui* | Know spelling-sound correspondences for additional common vowel teams including aw, au, augh, and al |
|  | * Decode regularly spelled two-syllable words with long vowels. * Decode and read words with syllable patterns VCV (eg. prefix) | * Decode regularly spelled two-syllable words with long vowels. * Decode and read words with final syllable consonant plus le. (e.g. ta-ble) | Decode regularly spelled two-syllable words with long vowels. |
|  |  | * Add the suffixes –ly, -ful, -er, -or, and –ish to words. * Decode and read words with suffixes–ly, -ful, -er, -or, and –ish. | Decode words with common prefixes and suffixes.   * Add the prefixes un, re, pre, and dis to words * Decode and read words with prefixes un-, re-, pre- and dis-. * Decode and read words with final syllables –tion, -ture, and –ion * Add the suffixes –ness, -less, -able, and –ible to words * Decode and read words with the suffixes –ness, -less, -able and –ible * Add the prefixes micro-, mid-, mis- and non- to words. * Decode and read words with the prefixes mid-, mis- and non- |
| Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. | Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. | Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text. | Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. Ask and answer questions about how key details, including visuals, contribute to and clarify the text. |
| Identify the main topic of a longer one-paragraph text. Identify the focus of specific paragraphs. Identify the main topic of multi-paragraph texts, | Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text. | Identify the main topic of multi-paragraph text as well as the focus of specific paragraphs within the text. | Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text. |
| Compare and contrast the most important points presented by two texts on the same topic. Use illustrations to compare two texts. | Compare and contrast the most important points presented by two texts on the same topic. | Compare the most important points presented by two texts on the same topic. | Compare and contrast the most important points presented by two texts on the same topic. |
| Write 5 connected sentences: 1 opening sentence, 3 supporting sentences with a corresponding detail sentence, and 1 closing sentence using correct spacing and capital letters |  | Write 6 connected sentences: 1 opening sentence, 2 supporting sentences with a corresponding detail sentence, and 1 closing sentence using correct spacing, capital letters, and punctuation | Write 8 connected sentences: 1 opening sentence, 3 events or supporting sentences with a corresponding detail sentence for each (minimum of 6 sentences total), 1 closing sentence, using correct spacing, capital letters, transition words and punctuation |
| DIBELS   * + Oral Reading Fluency Words Correct=62   + Oral Reading Fluency Accuracy=93%   + Oral Reading Fluency Retell=18 | DIBELS   * + Oral Reading Fluency Words Correct=72   + Oral Reading Fluency Accuracy=96%   + Oral Reading Fluency Retell=21 | DIBELS   * + Oral Reading Fluency Words Correct=80   + Oral Reading Fluency Accuracy=97%   + Oral Reading Fluency Retell=24 | DIBELS   * + Oral Reading Fluency Words Correct=87   + Oral Reading Fluency Accuracy=97%   + Oral Reading Fluency Retell=27 |
| **Math** | | | |
| Add and subtract within 50 to solve one-step word problems by using drawings and equations | Add and subtract within 100 to solve one-step word problems by using drawings and equations | Add and subtract within 100 to solve two-step word problems by using drawings and equations | Add and subtract within 100 to solve two-step word problems by using drawings and equations |
| Mentally add and subtract within 20 |  |  | Mentally add and subtract within 20 |
|  | Add and subtract within 500, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. | Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. | Add and subtract within 1000, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method. |
|  |  |  | |  | | --- | | Use addition to find the total number of objects arranged in rectangular arrays with up to 5 rows and up to 5 columns | |
| Skip-count to 1000 by 100s (forward and backward) | Skip-count to 1000 by 10s (forward and backward) | Skip-count to 1000 by 5s (forward and backward) | Skip-count numbers to 1000 using multiple strategies (forward and backward) |
| Tell time to quarter of an hour on digital and analog clocks |  |  | Tell time to 5 minutes on digital and analog clocks |
| |  | | --- | | Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. | |  |  | Partition circles and rectangles into two, three, or four equal shares, describe the shares using the words halves, thirds, half of, a third of, etc., and describe the whole as two halves, three thirds, four fourths. |
|  |  | Solve word problems using coins (1₵, 5₵, 10₵, 25₵) | Solve word problems using dollars and cents up to $1.00 |
|  | Estimate lengths using units of inches, feet, centimeters, and meters. | Measure lengths using units of inches, feet, centimeters, and meters. | Measure lengths using units of inches, feet, centimeters, and meters. |