

Reading Standards: Foundational Skills

Kindergarten BENCHMARKS

Print Concepts

RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet

Assessment	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Letter ID	27+	50+		

Phonological Awareness

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. **(This does not include CVCs ending with /l/, /r/, or /x/.)*

Assessment	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
DIBELS PSF (Phoneme Segmentation Fluency)		20+ Middle of Year		40+ End of Year

Phonics and Word Recognition

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the most frequently used sound for each consonant.

RF.K.3.b Associate the long and short sounds with the five major vowel graphemes (a,e,i,o,u), using open and closed syllable types (e.g., open-go, closed-got).

RF.K.3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

RF.K.3.e Decode CVC words.

RF.K.3.f Decode one-syllable words (open and closed).

Assessment	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
Letter Sound ID		6+	15+	31 (includes short and long vowel sounds)
DIBELS NWF CLS (Nonsense Word Fluency-Correct Letter Sounds)		17+ Middle of Year		28+ End of Year
High Frequency Words with automaticity			10+	25+
PSI (Primary Spelling Inventory)	Emergent	Emergent	Early Letter Name	Middle Letter Name Alphabetic

Fluency

RF.K.4 Read emergent-reader texts with purpose and understanding.

Assessment	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
NWEA MAP	141.0 Beginning of Year Mean	151.3 Middle of Year Mean		158.1 End of Year Mean
Read Emergent Level Texts	Concepts About Print (in shared text)		Reads Decodable Text from <i>Start Up Phonics</i>	Reads Decodable Text from <i>Start Up Phonics</i>

The purpose of this document is to provide benchmarks to aid in determining if students are on track to proficiency. To make final report card decisions, as well as instructional decisions, please refer to the grade level proficiency guides.