

# Kindergarten Language Arts Common Assessments

Common Assessment	Mastery	Unit
RF.K.2a- Recognize and produce rhyming words.	MP 1	2
L.K.1b- Use frequently occurring nouns and verbs.	MP 1	2
L.K.5a- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	MP 1	2
L.K.5c- Identify real-life connections between words and their use (e.g., note places at school that are colorful).	MP 1	2
SL.K.4- Describe familiar people, places, things and events and, with prompting and support, provide additional detail.	MP 2	2
SL.K.5- Add drawings or other visual displays to descriptions as desired to provide additional detail.	MP 2	2
SL.K.6- Speak audibly and express thoughts, feelings and ideas clearly.	MP 2	2
L.K.4a- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb duck).	MP 2	2
L.K.5d- Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	MP 2	2
RL.K.5- Recognize common types of texts (e.g., storybooks, poems).	MP 2	3
RL.K.6- With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	MP 2	3
RI.K.5- Identify the front cover, back cover and title page of a book.	MP 2	3
RI.K.6- Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	MP 2	3
RF.K.1a- Follow words from left to right, top to bottom, and page by page.	MP 2	3
RF.K.1b- Recognize that spoken words are represented in written language by specific sequences of letters.	MP 2	3
RF.K.1c- Understand that words are separated by spaces in print.	MP 2	3

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RF.K.2b- Count, pronounce, blend, and segment syllables in spoken words.	MP 2	3
W.K.1- Use a combination of drawing, dictating and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., my favorite book is...).	MP 2	3
SL.K.1a- Follow agreed-upon rules for discussion (e.g., listening to others and taking turns speaking about topics and texts under discussion).	MP 2	3
SL.K.1b-Continue a conversation through multiple exchanges.	MP 2	3
L.K.1f- Produce and expand complete sentences in shared language activities.	MP 2	3
L.K.2a- Capitalize the first word in a sentence and the pronoun I.	MP 2	3
L.K.2b- Recognize and name end punctuation.	MP 2	3
RL.K.3- With prompting and support, identify characters, settings, and major events in a story.	MP 3	4
RL.K.4- Ask and answer questions about unknown words in a text.	MP 3	4
RL.K.10- Actively engage in group reading activities with purpose and understanding.	MP 3	4
RI.K.1- With prompting and support, ask and answer questions about key details in a text.	MP 3	4
RI.K.2- With prompting and support, identify the main topic and retell key details of a text.	MP 3	4
RI.K.3- With prompting and support, describe the connection between two individuals, events, ideas or pieces of information in a text.	MP 3	4
RI.K.4- With prompting and support, ask and answer questions about unknown words in a text.	MP 3	4
RI.K.7- With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing or idea in the text an illustration depicts).	MP 3	4

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RI.K.9- With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	MP 3	4
RI.K.10- Actively engage in group reading activities with purpose and understanding.	MP 3	4
RF.K.2c- Blend and segment onsets and rimes of single syllable spoken words.	MP 3	4
W.K.2- Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	MP 3	4
W.K.7- Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	MP 3	4
SL.K.2- Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	MP 3	4
SL.K.3- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	MP 3	4
L.K.1d- Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).	MP 3	4
L.K.5b- Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	MP 3	4
RI.K.8- With prompting and support, identify the reasons an author gives to support points in a text.	MP 3	5
RF.K.1d- Recognize and name all upper and lowercase letters in the alphabet.	MP 3	5
RF.K.3a- Demonstrate basic knowledge of one-to-one letter-sound correspondence by producing the primary sound or many of the most frequent sounds for each consonant.	MP 3	5
RF.K.3b- Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.	MP 3	5
RL.K.1- With prompting and support, ask and answer questions about key details in a text.	MP 4	5

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RL.K.7- With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts.)	MP 4	5
L.K.1a- Print many upper and lowercase letters.	MP 4	5
L.K.1c- Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	MP 4	5
L.K.2c- Write a letter or letters for most consonant and short vowel sounds (phonemes).	MP 4	5
L.K.6- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	MP 4	5
RL.K.2- With prompting and support, retell familiar stories, including key details.	MP 4	6
RL.K.9- With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	MP 4	6
RF.K.2d- Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three phoneme (consonant-vowel-consonant, or CVC) words.	MP 4	6
RF.K.2e- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	MP 4	6
RF.K.3c- Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does).	MP 4	6
RF.K.3d- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	MP 4	6
RF.K.4- Read emergent reader texts with purpose and understanding.	MP 4	6
W.K.3- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	MP 4	6
W.K.5- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	MP 4	6
W.K.6- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	MP 4	6

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W.K.8- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	MP 4	6
L.K.1e- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	MP 4	6
L.K.2d- Spell simple words phonetically, drawing on knowledge of sound-letter relationships.	MP 4	6
L.K.4b- Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, - less) as a clue to the meaning of an unknown word.	MP 4	6