

HCS Kindergarten Learning Progression

Quarter 1	Quarter 2	Quarter 3	Quarter 4
Writing			
Focus: W3, W2 <i>Units of Writing: Launching the Writer's Workshop (Kindergarten Book 1)</i> Supporting: W5, W8 As applicable: W6	Focus: W3 <i>Units of Writing: Writing for Readers (Kindergarten Book 2)</i> Supporting: W5, W8 As applicable: W6	Focus: W2 <i>Units of Writing: How-to Books (Kindergarten Book 3)</i> Supporting: W5, W7, W8 As applicable: W6	Focus: W1 <i>Units of Writing: Persuasive Writing (Kindergarten Book 4)</i> Supporting: W5, W8 As applicable: W6
<ul style="list-style-type: none"> "Focus" standards should be summatively assessed during this grading period. Students should have multiple opportunities through a variety of assessment types to demonstrate proficiency. "Supporting" standards should be formatively assessed and could be summatively assessed according to student readiness. Standards identified as "as applicable" will be embedded using differentiation and personalization according to student readiness. While there is a focus genre for writing in each quarter, students may address other genres through content-specific writing (W1, W2, W3). 			
Reading			
Focus: RL1 R11 RL3 R14 RL4 R15 RL5 Supporting: RL2 R12 R17 Ongoing: RL10, RI10	Focus: RL2 R12 RL6 Supporting: RL3 R15 RL5 R16 Ongoing: RL1, RI1, RL4, RI4, RL10, RI10	Focus: RL7 R13 R16 R17 R19 Supporting: RL6 R18 RL9 Ongoing: RL1, RI1, RL4, RI4, RL10, RI10	Focus: RL9 R18 <i>Review, remediate, and reassess reading standards according to data and student needs. Enrich and accelerate according to student readiness.</i> Ongoing: RL1, RI1, RL4, RI4, RL10, RI10
<ul style="list-style-type: none"> "Focus" standards should be summatively assessed during this grading period. Students should have multiple opportunities through a variety of assessment types to demonstrate proficiency. "Supporting" standards should be formatively assessed and could be summatively assessed according to student readiness. Although this document identifies specific reading standards for assessment each quarter, teachers may add standards according to student needs. If students do not master a standard in the designated quarter, teachers should continue to teach and assess the standard in subsequent quarters. Ongoing standards are reading standards that are developed progressively according to student readiness and should be assessed accordingly. 			
Reading Foundational Skills			
Reading Foundational Skills should be addressed using guidance from the phonics resource in use.			

Language			
Conventions of Standard English			
Focus: L1b L1c L1d Ongoing: L1a	Focus: L1f L2b L2c Ongoing: L1a	Focus: L1e L2a L2d Ongoing: L1a	<i>Review, remediate, and reassess language standards according to data and student needs. Enrich and accelerate according to student readiness.</i> Ongoing: L1a
Vocabulary Acquisition and Use			
Focus: L4d Ongoing: L5c, L6	Focus: L4a L4b Ongoing: L5c, L6	Focus: L4c L4e L5b Ongoing: L5c, L6	<i>Review, remediate, and reassess language standards according to data and student needs. Enrich/accelerate according to student readiness.</i> Ongoing: L5c, L6
<ul style="list-style-type: none"> • <i>“Focus” standards should be summatively assessed during this grading period. Language standards may be formatively assessed explicitly, but summative assessment of these standards should be embedded in student writing.</i> • <i>Although this document identifies specific language standards for assessment each quarter, teachers may add standards according to student needs. Once language standards have been introduced, instruction and assessment should continue throughout the academic year.</i> • <i>Ongoing standards are language standards that are developed progressively according to student readiness and should be assessed accordingly.</i> 			
Speaking and Listening			
<i>Speaking and Listening standards should be embedded through opportunities for social learning in the classroom.</i>			