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ISTAR-KR Matrix: English/Language Arts
Office of Special Education Programs (OSEP) Federal Outcome 1, 2, 3

CCSS: Reading Foundational Skills (RF) - Phonological Awareness						
KR: Demonstrates awareness of sounds						
No Evidence	**Responds to sounds in the environment**	**Produces a variety of sounds**	**Produces and blends the sounds of letter patterns into recognizable words**	**Compares sounds of different words**	**KG Standards Distinguishes sounds within words (to be mastered by end of KG)**	**1st Grade Standards (to be mastered by end of 1st grade)**
	Alerts to/facial expression changes and locates sounds in the environment (e.g. primary caregiver voice, pet, door bell)	Responds to sounds in the environment	Produces a variety of sounds	Produces and blends the sounds of letter patterns into recognizable words	Compares sounds of different words	Distinguishes sounds within words
	Finds hidden sound directly above and behind	Emulates sounds in the environment	Blends individual sounds into words	Matches sound that begins own name with the sound that begins another word or name	Distinguishes sounds within words	Distinguishes beginning sounds in single-syllable words
		Repeats sounds from familiar song, book	Repeats words from familiar song or book	Identifies words that sound alike	Identifies a new word from a word with a missing sound	Distinguishes middle sounds in single-syllable words
		Produces strings of sounds while looking at a book	Repeats a word from a spoken sentence string	Identifies words that rhyme	Identifies the beginning and ending sounds of a word	Distinguishes ending sounds in single-syllable words
		Acknowledges when sounds are the same or different	Identifies words from a spoken sentence	Produces words that rhyme with oral prompts	Identifies how many sounds are heard	Recognizes different vowel sounds in orally stated single-syllable words
			Identifies differences in letter sounds		Orders sounds heard	Recognizes that vowels' sounds can be represented by different letters
			Blends consonant—vowel-consonant sounds to make words		Identifies changes in three sounds when one sound is added, substituted, omitted, moved or repeated	Creates a list of rhyming words
						States a list of rhyming words
						Changes sounds as letters in words changes
						Blends two to four phonemes into recognizable words
						Generates sounds from letters
						Generates sounds from consonant blend patterns

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CCSS: Reading Foundational Skills (RF) - print concepts, phonics, and word recognition						
KR: Demonstrates awareness of symbols						
No Evidence	**Responds to familiar pictures**	**Labels familiar pictures**	**Recognizes familiar symbols**	**Compares, combines, and orders letters and letter sounds**	**KG Standard** **Recognizes that letters make words and words make sentences** **(to be mastered by end of KG)**	**1st Grade Standard** **(to be mastered by end of 1st grade)**
	Reacts to pictures of familiar people	Responds to familiar pictures	Labels familiar pictures of objects used in everyday routines	Recognizes familiar symbols, e.g., restaurants, favorite foods, letters, numbers	Compares, combines, and orders letters and letter sounds	Recognizes that letters make words and words make sentences
	Reacts to recognizable features in print	Names familiar people in pictures	Identifies familiar signs, logos, product labels, or other environmental print	Recognizes and names all capital letters in random order	Reads one syllable words	Reads words with two vowels together that make one sound
	Finds named pictures or textures in book	Names familiar objects in pictures	Identifies letters of own name	Recognizes and names all lower case letters in random order	Reads common sight words, e.g., go, stop, in, out, dog, cat, boy, girl	Reads words with vowel sounds that change when followed by "r"
	Points to pictures in a book	Names familiar actions in pictures	Produces sounds from letters in own name	Puts letters, shapes, cards or tiles in alphabetical order	Recognizes that sentences in print are made up of words	Reads common words patterns
	Makes sounds related to pictures to demonstrate an understanding of the picture	Matches pictures to actual objects	Points to and names some letters	Matches all consonant sounds to appropriate letters	Tells a story referencing letters, words and sentences	Reads aloud fluently in familiar text
	Makes sounds related to pictures to demonstrate an understanding of the picture		Distinguishes letters from words	Matches same letter written in different styles	Recognizes words that look alike may sound alike	
				Changes sounds as letters in words change		

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CCSS: Reading – Informational Texts (RI) - (Key ideas, Craft and structure, Integrations of knowledge and ideas, Range of reading and level of text complexity)						
KR: Uses print for pleasure and information						
No Evidence	Engages with a book	Imitates proper handling of books	Distinguishes print from pictures	Orients to print in books	KG Standard Chooses reading activities for meaning (to be mastered by end of KG)	1st Grade Standard (to be mastered by end of 1st grade)
	Looks at picture with interest	Engages with a book	Imitates proper handling of books	Distinguishes print from pictures	Orients to print in books	Chooses reading activities for meaning
	Explores a book	Opens a book	Tells about pictures on a page using a mix of simple phrases and simple sentences	Follows words from left to right on the printed page	Intentionally selects material to provide information	Identifies the author of a reading selection
	Jointly attends to pictures in books for several minutes	Turns pages from front to back	Points to words in book while telling story	Follows words from top to bottom on the printed page	Requests a book by title	Identifies the illustrator of a reading selection
		Turns one page at a time	Points to letter when asked	Follows printed words as a story is read or caption in video is played	Locates the title of a book	Identifies the table of contents of a reading selection
		Pretends to read a book aloud using jargon and combination of real words	Holds book right-side up based on orientation of pictures	Follows pages that accompany a story or audiotape or CD	Locates the name of the author on a book	Responds to who, what, when, where, why and how questions
		Differentiates the care of a book from the care of a toy		Tells a story while correctly holding a book		Discusses the main idea of what is read
						Uses context to understand word and sentence meanings
						Relates prior knowledge to what is read

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CCSS: Reading – Literature Texts (RL) - (Key ideas, Craft and structure, Integrations of knowledge and ideas, Range of reading and level of text complexity)

KR: Comprehends details, events and main ideas

No Evidence	Reacts to a story or event	Identifies details from a story or picture	Talks about characters and settings	Retells familiar stories	KG Standard Comprehends and responds to stories (to be mastered by end of KG)	1st Grade Standard (to be mastered by end of 1st grade)
	Anticipates actions, sounds, phrases from a predictable game or story	Reacts to a story or event	Identifies details from a story or picture	Talks about characters and settings	Retells familiar stories	*Comprehends and responds to stories*
	Reacts to new situations based on the memory of a previous event	Names objects from pictures book	Identifies and describes characters in a story	Tells simple stories from picture books	Uses pictures, cues, illustrations to aid in comprehension	*Identifies and describes the plot in a story*
	Selects a book based on familiarity	Points to actions in pictures	Tells something that a favorite character does in a story	Re-enacts stories	Identifies characters, settings and important events in a story	*Confirms predictions about what will happen next in a story*
	Listens with interest to stories read aloud	Identifies animals and people in pictures	Imitates parts of stories	Answers simple questions about characters, plot, outcome of story read aloud	Connects the information and events in stories to life experiences	*Responds appropriately to questions about text that is read*
		Recalls an event while looking at pictures	Describes pictures of places in books	Retells a story's beginning, middle, end of story	Uses vocabulary heard in stories in oral language	
			Talks about actions in pictures of family members, pets, self		Distinguishes fantasy from reality	
			Expresses what might happen after the action in a picture		Uses pictures, cues, illustrations to draw conclusions or make predictions about story content	
			Asks questions and makes comments about story being read			
			Talks about the cover and illustrations prior to story being read			

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CCSS: Writing Standards – Text types and purposes, production and distribution of writing, research to build and present knowledge						
KR: Writing for a specific purpose and audience						
No Evidence	Intentionally makes marks or scribbles	Associates writing with purpose	Creates writing with the intention of communicating	Produces recognizable writing that conveys meaning	**KG Standard: Gathers ideas for writing for a purpose** (to be mastered at the end of KG)	**First Grade Standard** (to be mastered at the end of 1st grade)
	Uses fingers to make marks in substances	Intentionally makes marks or scribbles	Associates writing with purpose	Creates writing with the intention of communicating	Produces recognizable writing that conveys meaning	Gathers ideas for writing for a purpose
	Attempts to write and draw	Draws approximations of shapes of objects to communicate	Draws pictures and scribbles to generate and express ideas	Writes using letters, pictures and words	Gets ideas for writing from books and other media	Discusses ideas for writing
		Requests someone else draws a picture or writes a message	Uses writing or symbols to share an idea with someone	Writes phonetically spelled words	Discusses ideas for writing	Selects a focus for group stories or other writing
			Gives meaning to own writing	Uses writing to label drawings	Records and orders ideas for writing	Revises writing for others to read
			Tells a story for someone else to write	Adds writing to a picture story	Gives writing to someone for a purpose (e.g. greeting card, invitation)	Selects a topic of research
						Poses relevant and focused questions
						Determines what information is needed
						Locates and selects sources of useful information
						Cites the title of a source of information
						Categorizes and classifies information
						Writes brief narratives describing an experience
						Writes brief descriptions of real objects, people, places or events
						Uses descriptive words when writing
						Identifies and writes for different purposes

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CCSS: Language Conventions – conventions of standard English, printing, capitalization, punctuation, vocabulary acquisition and use						
KR: Uses writing implements						
No Evidence	Grasps writing tools	Imitates specific writing strokes to make a picture	Copies specific writing marks	Approximates writing strings of letters	KG Standard Writes from left to right, spacing letters correctly (to be mastered by end of KG)	1st Grade Standard (to be mastered by end of 1st grade)
	Holds writing tool in any way	Grasps writing tools	Imitates specific writing strokes to make a picture	Copies specific writing marks	Approximates writing strings of letters	Writes from left to right, spacing letters correctly
	Attempts to makes marks with writing tools	Imitates drawing a horizontal line	Copies a vertical line	Combines strokes and shapes to represent letters	Spaces letters correctly	Prints uppercase letters
		Imitates drawing a vertical line	Copies a horizontal line	Draws an approximation of a spoken number	Writes from left to right	Prints lowercase letters
		Imitates drawing a circle	Copies a circle	Writes a known letter or approximations of letter	Shapes capital and lower case letters correctly	Legibly prints words and sentences
		Draws at top or bottom of page when requested		Writes letters in strings		Spaces letters correctly
				Writes more than one word correctly		Spaces words appropriately
				Copies or writes their first name		Spaces sentences appropriately
						Uses complete simple sentences in writing
						Identifies and correctly uses plural nouns in writing
						Identifies and correctly uses singular nouns in writing
						Uses periods at the end of sentences
						Uses exclamation points
						Uses question marks
						Capitalizes first word of sentence
						Capitalizes names of people
						Capitalizes the pronoun "I"

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CCSS: Listening and Speaking - Comprehension and Collaboration					
KR: Demonstrates Receptive Language					
No Evidence	Responds to cues in the environment	Responds to familiar gestures and words	Follows a familiar verbal or signed direction	Follows an unfamiliar direction	KG Standard **Follows directions with steps and descriptors** (to be mastered by end of KG)	1st Grade Standard (to be mastered by end of 1st grade)
	Actively attends to things that an adult is showing	Responds to cues in the environment	Responds to familiar gestures and words	Follow a unfamiliar verbal or signed direction	Follows an unfamiliar direction	Follows directions with steps and descriptors
	Recognizes others	Responds to own name	Follows one-step spoken directions	Follows unfamiliar directions involving out of sight objects	Follows two step unrelated directions, e.g., "Put away your toys and come inside."	Listens attentively
	Responds to the arrival of a familiar person	Finds named pictures or textures in books	Listens for information	Follows directions in new places	Follows directions embedded with qualities (e.g., "Walk slowly and get the red book on the shelf.")	Asks questions for clarification and understanding
	Watches speaker's face when spoken to	Gives an object when asked	Answers simple "who", "what" and "where" questions about personal experiences	Answers "if…what" questions, e.g., "If you fill a cup with too much water, what will happen?"	Follows directions embedded with reasons (e.g. "Get your coat, it is time to go.")	Gives, restates and follows two-step directions
	Responds to familiar voices and noises (e.g. smiling, stopping to cry)	Responds to short phrases (e.g. "Where's mama?")	Answers simple questions related to familiar activities, events, stories			Relates the sequence of story events by answering who, what, when, where, why and how questions
		Waves "hello" and "bye-bye" when prompted		Asks clarifying questions, We're going to ride on an escalator. Child says, "What's that?"		Relates an important life event or personal experience in a simple sentence
		Responds to "No"		Follows related two-step directions, e.g. Please wash your hands and go to the table for lunch.		
		Uses pointing for learning new vocabulary				

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CCSS: Speaking and Listening – Presentation of Knowledge and Ideas						
KR: Demonstrates Expressive Language						
No Evidence	Uses gestures or sounds to communicate	Uses single words to communicate	Uses two-word phrases or signs	Uses simple phrases and sentences with simple grammatical rules	Uses varied grammar in expression	**KG Standard** Shares information and ideas to describe, explain, predict (to be mastered by end of KG)	**1st Grade Standard** (to be mastered by end of 1st grade)
	Uses single words, signs, symbols or gestures to communicate	Uses gestures or sounds to communicate	Uses single words to communicate	Uses two-word phrases or signs	Uses simple phrases and sentences with simple grammatical rules	Uses varied grammar in expression	Shares information and ideas to describe, explain, predict
	Participates in back and forth vocal play	Imitates words on request while looking at pictures	Uses two-word vocalizations, signs, symbols or gestures to tell about objects and events in the present	Uses 4-word vocalizations, words, symbols, signs to tell about objects and events in recent past and near future	Repeats simple sentences as presented	Speaks in complete and coherent sentences	Stays on topic when speaking
	Imitates one-word vocalization/signs such as "more" "all gone" "mine"	Names familiar objects	Uses an expressive vocabulary of at least 50+ words	Imitates a series of three numbers or unrelated words	Uses 6-word sentences	Uses a logical sequence to share a story or experience	Recites poems, rhymes, songs, stories
	Uses consonant-vowel combinations that may sound like "real" words	Speaks intelligibly approximately 25% of the time	Uses an action or place word with a noun (e.g. "daddy home" "kitty eat")	Communicates recent experiences using at least one attribute word	Uses more than one descriptor word in a sentence	Describes people, places, things, locations and actions	Retells a story's beginning, middle, ending
	Varies pitch, length, and volume of vocalizations to express wants and needs	Uses pronouns "you", "me", "mine" and "I"	Uses negation (e.g. not, can't)	Gives name, age and gender upon request	Uses conjunctions	Recites short poems, rhymes, songs, stories	
	Produces vocalizations with correct inflection of questions and exclamations	Uses single action and location words(e.g. "up" "jump")	Imitates words on request while looking at pictures	Produces most consonants meaningfully at the beginning and end or words, (excluding r, l, th, v, ch, sh blends)	Uses possessive and objective pronouns	Produces most consonants meaningfully at the beginning and end of words (excluding r, l, th, s)	
		Uses at least 6 different consonant sounds (e.g. m, n, p, b, t, d, k, g, w, y)	Speaks intelligibly approximately 50% of the time	Produces all vowels meaningfully in the middle of words	Uses grammatical word order	Speaks intelligibly approximately 90% of the time	

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			Gives first and last name upon request	Speaks intelligibly approximately 75% of the time	Uses more than one descriptor word in a sentence	Answers "why" questions
			Asks for help	Uses plurals	Uses auxiliary (helper) verbs, e.g., will, can, am, have	
			Uses a variety of speech sounds meaningfully including (e.g. m, n, ng, p, b, t, d, k, g, w, y)	Uses pronouns – he, she, they, it		
				Uses progressive verbs (ing)		
				Uses regular past tense verbs (ed)		