# Kindergarten Report Card Assessment Handbook

## 2021-22

# Curriculum and Instruction

Kindergarten Teachers,

In our efforts to keep instruction aligned with the TN Standards and the curriculum used to address the standards, there have been changes made to the Kindergarten Report Card Handbook for the 2021-2022 school year. These changes will be evident both in the curriculum maps and when the skills are assessed for the report card.

This document has been divided into two sections as follows:

Section 1: Mathematics

Section 2: English Language Arts

If you have any questions, please direct them to Dr. Sonia Barber for mathematics, barbersp@scsk12.org or Joyce Harrison for literacy, harrisonjr@scsk12.org

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# INTRODUCTION

The purpose of this document is to provide an overview of the Shelby County Kindergarten report card and how to evaluate the skills. This information will be used to assess student progress in a consistent fashion throughout the system.

Teachers will use the PowerSchool grade book to enter grades. The markings will be "**M**"for mastery and "**X"** for non-mastery. Some skills are ongoing and will be assessed each nine weeks. The teacher will need to refer to the SCS Kindergarten Report Card Handbook for the assessment schedule.

Additional record keeping sheets have been provided for assessing academic skills and behavioral skills, if needed.

# REPORT CARD MARKING KEY

Skills listed under each nine weeks will be marked using the following key:

**M** indicates mastery

**X** indicates non-mastery

# ASSESSMENT GUIDELINES

Skills that are not mastered within the designated quarter should be retaught and reassessed with mastery as the goal. All skills noted within a quarter should receive a rating of M or X with no exceptions.

# INTERIMS

In kindergarten, interims/progress reports are not required for Quarter 1.

**Skills per Quarter**

| Kindergarten Report Card Skills per Quarter | | | | |
|---|---|---|---|---|
| | Quarter1 | Quarter 2 | Quarter 3 | Quarter 4 |
| ELA | 12 | 13 | 14 | 16 |
| Math | 17 | 14 | 8 | 19 |
| | | | | |

# Frequently Asked Questions

1. **Why do we need an updated kindergarten report card?**

   The standard based Kindergarten Report Card was updated to align with the TN Standards for math and ELA as well as the curriculum used to address the standards as required by the state of Tennessee.

2. **How will kindergarten teachers know how to assess and mark each skill?**

   Teachers are to refer to the SCS Kindergarten Report Card Handbook.  All students should receive a M (mastery) or X (non-mastery) *for all skills listed per quarter*.

3. **Will all kindergarten teachers be expected to use the same assessment guidelines?**

   Every kindergarten teacher should use the assessment guidelines provided in their SCS Kindergarten Report Card Handbook.  These guidelines will provide consistency and uniformity across our school district.

4. **Do we only teach the standards that are listed on the report card?**

   The standards listed on the report card are to be formally assessed. All standards should be taught. The TN Standards for all subjects: English/Language Arts, Math, Science and Social Studies can be found at https://www.tn.gov/education/instruction/academic-standards.html

5. **Are there required skills for promotion to first grade?**

   Please refer to the SCS Promotion and Retention **Policy, Number 5013**. This policy can be found in the SCS Policy Manual located on the SCS web site or your school library.

6. **How will parents be informed of the skills being assessed each nine weeks?**

   Copies of these forms are available in the Kindergarten Report Card Handbook:
   - Kindergarten Report Card Skills

   - Parents can access the Kindergarten Report Card skills list by visiting the Curriculum & Instruction Department website at www.scsk12.org/ci

8. **How long does a new student need to be in my class before I issue a report card?**

   A new student who is enrolled in your class for at least fifteen days will be assessed and issued a report card.

9. **Who is responsible for art, music, and P.E. grades?**

   Each specialty teacher is responsible for submitting conduct grades using his/her own PowerSchool grade book.

10. **When or how often should I assess my students on these skills?**

    It is recommended that assessment be on-going throughout the quarter, and as skills are mastered, they can be recorded on the student's record sheet.

# SKILLS AND BEHAVIORS THAT SUPPORT LEARNING

Skills listed under Skills and Behaviors that Support Learning will be marked using the following key:

***S indicates satisfactory***

***N indicates improvement needed***

## Skills and Behaviors that Support Learning

All of the skills in this section will be evaluated each nine weeks beginning with the first marking period.

| Behavior | Indicator |
|---|---|
| Works and plays cooperatively | Shares<br>Takes turns<br>Works in a group |
| Follow directions | Follows teacher's instructions |
| Respects authority | Exhibits positive attitude while complying with teacher requests |
| Controls talking | Uses appropriate tone and volume<br>Raises hand to speak without interrupting |
| Listens attentively | Remains focused<br>Exhibits increasing attention span |
| Finishes work on time | Completes work at an acceptable pace |
| Works independently | Initiates and sustains work with limited assistance |
| Puts forth best effort | Works up to individual potential |
| Stays on task | Stays focused on an activity<br>Develops persistence towards task completion |
| Keeps hands/feet/objects to self | Respects personal space of others |
| Takes responsibility for supplies and belongings | Keeps up with supplies<br>Cares for personal items<br>Returns notes, folders, etc. from home |
| Exercises control in classroom/hall/ bathroom/cafeteria/playground | Follows rules for each area |

# Section 1: Mathematics

# 2021-2022 SCS Mathematics Kindergarten Report Card Skills

| Quarter 1 | | Description | Standard(s) |
|---|---|---|---|
| M1: Mid Module: Topic A | (1) | Identifies two objects as being identical | K.MD.C.4 |
| | (2) | Identifies similarities by attribute (size, color, type, etc.) | |
| M1: Mid Module: Topic B | (1) | Sorts pictures into two distinct categories | K.CC.B.4a, K.CC.B.4b, K.MD.C.4 |
| | (3) | Counts objects up to 5 using number names using one-to-one correspondence | |
| M1: Mid Module 1: Topic C | (1) | Arranges and counts 5 objects into a line, circle and scattered configuration | K.CC.B.4a, K.CC.B.4b, K.CC.B.5, K.OA.A.3 |
| | (2) | Responds correctly when asked "how many?" with numbers less than or equal to 5 | |
| | (3) | Decompose a number less than or equal to 5 | |
| M1: Mid Module: Topic D | (1) | Identifies the number of items in each category | K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5 |
| | (3) | Understands and uses the word zero when asked how many objects there are | |
| | (4) | Writes numerals 0-5 | |
| M1: End of Module: Topic E | (1) | Counts objects up to 10 in a linear configuration and writes the number | K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5 |
| | (2) | Counts objects up to 10 in a circular configuration and writes the number | |
| | (3) | Counts objects up to 10 in an array configuration | |
| M1: End of Module: Topic F | (1) | Responds correctly when asked "how many?" with numbers less than or equal to 10 | K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5 |
| | (3) | Writes the number 9 and adds 1 more object and says and writes 10 | |
| M1: End of Module: Topic G | (1,2) | Identifies a numeral as one more than the previous number up to 10 *3/3 must be answered correctly to score Mastered. Topic G Question 1 and 2 Topic H Question 1* | K.CC.B.4a, K.CC.B.4b, K.CC.B.4c |
| | (3) | Places numbers in order up to 10 | |

| | | Description | Standard(s) |
|---|---|---|---|
| M1: End of Module: Topic H | (1) | Identifies a numeral as one more than the previous number up to 10<br>*3/3 must be answered correctly to score Mastered.*<br>*Topic G Question 1 and 2*<br>*Topic H Question 1* | K.CC.B.4a, K.CC.B.4b, |
| **Quarter 2** | | **Description** | **Standard(s)** |
| M2: End of Module Topic A | (1) | Identifies and describes several attributes of two-dimensional/flat shapes from the environment | K.G.A.1 K.G.A.2 K.G.B.4 |
| | | | |
| M2: End of Module Topic B | (1) | Identifies and describes several attributes of three-dimensional/solid shapes from the environment | K.G.A.1 K.G.A.2 K.G.B.4 |
| | (3) | Selects a given shape/solid and positions it above, in front of, or behind another shape/solid | |
| | | | |
| M2: End of Module Topic C | (1) | Identifies shapes as two-dimensional or three-dimensional. | K.G.A.3 K.MD.C.4 |
| | | | |
| M3: Mid Module Topic A | (2) | Uses the words longer than and shorter than to compare two objects | |
| | | | |
| M3: Mid Module Topic B | (1,2) | Identifies objects that are longer and shorter than another<br>*2/2 must be answered correctly to score Mastered.*<br>*Topic B Question 1 and 2* | K.MD.A.2 |
| | | | |
| M3: Mid Module Topic C | (1) | Uses the words heavier than and lighter than to compare two objects | K.MD.A.1 K.MD.A.2 |
| | | | |
| M3: Mid Module Topic E | (2) | Compares the number of objects in two groups correctly<br>*3/3 must be answered correctly to score Mastered.*<br>*Topic E Question 1 Topic F Question 1*<br>*Topic G Question 1* | |
| | | | |
| M3: End of Module Topic F | (1) | Compares the number of objects in two groups correctly<br>*3/3 must be answered correctly to score Mastered.*<br>*Topic E Question 1 Topic F Question 1*<br>*Topic G Question 1* | K.CC.C.6 |
| | (2) | Identifies and shows a set of objects equal to another set of objects | |
| | (3) | Identifies and shows a set of objects more than another set of objects | |
| | (4) | Identifies and shows a set of objects | |

| | | less than another set of objects | |
|---|---|---|---|
| | | | |
| M3: End of Module Topic G | (1) | Compares the number of objects in two groups correctly<br>*3/3 must be answered correctly to score Mastered.*<br>*Topic E Question 1 Topic F Question 1*<br>*Topic G Question 1* | K.CC.C.6<br>K.CC.C.7 |
| | (2,3) | Uses more than and less than to compare two numbers<br>*2/2 must be answered correctly to score Mastered.*<br>*Topic G Question 2 and 3.* | |
| | | | |

| Quarter 3 | | Description | Standard(s) |
|---|---|---|---|
| M4: Mid Module Topic A | (1) | Tells and demonstrates a (decomposing) math story | K.OA.A.1<br>K.OA.A.3<br>K.OA.A.5 |
| | | | |
| M4: Mid Module Topic B | (4) | Decomposes a number up to 10<br>*3/3 must be answered correctly to score Mastered.*<br>*Topic B Question 4*<br>*Topic E Question 1 and 2* | |
| | | | |
| M4: Mid Module Topic C | (1) | Represents an addition story problem using objects | K.OA.A.1<br>K.OA.A.2 |
| | (2) | Represents an addition story problem using an equation<br>*3/3 must be answered correctly to score mastered.*<br>*Topic C question 2*<br>*Topic F Question 2 and 3* | |
| | | | |
| M4: Mid Module Topic D | (1) | Represents a subtraction story problem using objects | K.OA.A.1<br>K.OA.A.2<br>K.OA.A.3 |
| | (2) | Represents a subtraction story problem using an equation<br>*3/3 must be answered correctly to score mastered.*<br>*Topic D Question 2*<br>*Topic G Question 1 and 2* | |
| | | | |
| M4: End of Module Topic E | (1,2) | Decomposes a number up to 10<br>*3/3 must be answered correctly to score Mastered.*<br>*Topic B Question 4*<br>*Topic E Question 1 and 2* | K.OA.A.3 |
| | | | |
| M4: End of Module Topic F | (2,3) | Represents an addition story problem using an equation.<br>*3/3 must be answered correctly to score mastered.*<br>*Topic C question 2*<br>*Topic F Question 2 and 3* | |
| | | | |
| M4: End of Module Topic G | (1,2) | Represents a subtraction story problem using an equation<br>*3/3 must be answered correctly to score mastered.*<br>*Topic D Question 2*<br>*Topic G Question 1 and 2* | K.OA.A.1<br>K.OA.A.2<br>K.OA.A.3 |
| | | | |

| M4: End of Module Topic H | (3) | Represents an addition and subtraction problem with the correct equation | |
|---|---|---|---|
| | (4,5) | Identifies the number that makes a ten<br>*2/2 must be answered correctly to score mastered.*<br>*Topic H Questions 4 and 5* | |
| **Quarter 4** | | **Description** | **Standard(s)** |
| M5: Mid Module Topic A | (1) | Composes and decomposes objects up to 19 into a group of 10 ones and some more ones<br>*3/4 must be answered correctly to score mastered.*<br>*Topic A Question 1*<br>*Topic B Question 1 and 2*<br>*Topic E Question 2* | K.NBT.A.1<br>K.CC.A.1 |
| | | | |
| M5: Mid Module Topic B | (1,2) | Composes and decomposes objects up to 19 into a group of 10 ones and some more ones<br>*3/4 must be answered correctly to score mastered.*<br>*Topic A Question 1*<br>*Topic B Question 1 and 2*<br>*Topic E Question 2* | K.NBT.A.1<br>K.CC.A.3 |
| | (3) | Writes numbers from 11-20 | |
| | | | |
| M5: Mid Module Topic C | (2) | Counts objects up to 20 in an array | K.CC.B.4b |
| | (3) | Counts objects up to 20 in a circle (circular configuration) | K.CC.B.4c<br>K.CC.B.5<br>K.NBT.A.1 |
| | | | |
| M5: Mid Module Money | (1) | Identifies and states the value of a penny | K.MD.B.3 |
| | (2) | Identifies and states the value of a nickel | |
| | (3) | Identifies and states the value of a dime | |
| | (4) | Identifies and states the value of a quarter | |
| | | | |
| M5: End of Module Topic D | (1) | Counts by 10's to 100 | K.CC.A.1<br>K.CC.A.2 |
| | (1a) | Counts up by 5's to 100 | |
| | (1b) | Count backward from 10 by ones | |
| | (3) | Count forward from any number (up to 100) | |
| | | | |
| M5: End of Module Topic E | (1) | Counts objects up to 20 in a line (linear configuration) | K.CC.B.5<br>K.NBT.A.1 |
| | (2) | Composes and decomposes objects up to 19 into a group of 10 ones and some more ones. | |

| | | | |
|---|---|---|---|
| | | *3/4 must be answered correctly to score mastered.*<br>*Topic A Question 1*<br>*Topic B Question 1 and 2*<br>*Topic E Question 2* | |
| | (3) | Composes and decomposes objects up to 19 using a drawing or equation | |
| | | | |
| M5: End of Module Topic FL (Fluency) | (1) | Fluently add and subtract within 10 | K.OA.A.5 |
| | | | |
| M6: End of Module Topic A | (1) | Builds a square using different materials | K.CC.B.4d<br>K.G.B.5 |
| | (2) | Selects a real-world object that matches a square | |
| | | | |
| M6: End of Module Topic B | (1) | Composes a rectangle with simple shapes | K.G.B.6 |
| | (2) | Composes a square with simple shapes | |

# Mathematics Assessment Calendar 2021-2022

| Assessment | Quarter Assessed and Reported | Suggested Completion |
|---|---|---|
| Module 1: Mid Module Assessment | Quarter 1 | Day 23 |
| Module 1: End of Module Assessment | Quarter 1 | End of Quarter Day 44 |
| Module 2: End of Module Assessment | Quarter 2 | Day 54 |
| Module 3: Mid Module Assessment | Quarter 2 | Day 71 or by end of quarter |
| Module 3: End of Module Assessment | Quarter 2 | End of Quarter Day 83 |
| Module 4: Mid Module Assessment | Quarter 3 | Day 112 |
| Module 4: End of Module Assessment | Quarter 3 | End of Quarter Day 131 |
| Module 5: Mid Module Assessment | Quarter 4 | Day 150 |
| Module 5: End of Module Assesment | Quarter 4 | Day 166 |
| Module 6: End of Module Assessment | Quarter 4 | End of Quarter Day 178 |

# Assessment Guide - Mathematics

**Norms to remember when performing the assessment:**

- There are 10 assessments total for all students. Modules 1, 3, 4, and 5 will have both a mid-assessment and an end assessment. Modules 2 and 6 only have an end assessment.
- The assessments will be given over the span of two to three days, built into the math pacing guide. The *teacher will sit* <u>beside</u> each student one on one to promote a positive and collaborative environment.
- Use the specific language of the assessment and support should be provided to assist English Language Learners. If a student is unresponsive, wait 15 seconds for a response.
- The assessments will provide results in two ways: anecdotal records (to show what the student said and did) as well as an indication of mastery or non mastery of each skill.

**Scoring Notes:**

- Modifications have been made to the Report Card Skills to reduce and streamline skills as well as ensure the items listed on the student's report card are in a more parent friendly format.

| Topic H | (1) Gives 10 as an answer, when shown 10 objects. Shows 1 less by removing 1 object and writes and says 9 | (2) Identifies by touching the hidden number card and says 2,5,7,9 |
|---|---|---|
| **Report Card** | *Identifies a numeral as one more than the previous number up to 10.*<br><br>*3/3 must be answered correctly to score Mastered.*<br>*Topic G Question 1 and 2*<br>*Topic H Question 1* | |
| **Date Tested** | Mastered (M)<br>Non-mastered (X) | |
| | | |
| | | |
| | | |
| | | |

Change in report card skill if applicable

To streamline skills some questions may be combined to assess mastery.

The gray area represent items that will not be recorded for the report card.

- While some of the questions will not be used for the report card, it is highly recommended all questions are administered to assess student's developing understanding.
- Record what the student did and said using the space provided for each topic.
- Record score of mastery or non-mastery on Student Report Card Skills Checklist. ***This checklist should be included in the student's cumulative folder.***
- If the student is able to answer and/or complete the question, the student receives a score of mastery (M). If the student is *unable to answer and or do* any part of the question the student receives a score of non-mastery (X). *Specific skills may have multiple questions and are outlined in the assessment.*
- Students receiving a (X) or non-mastery must repeat that question/task set at **two-week intervals**. (i.e. Small group re-teaching/one-on-one practice with those students) Record dates of re-teaching/reassessing on student record sheet. Allow students three attempts to master the question/task.
- Record keeping will be important and storage will be needed for the students recording sheet. It is encouraged to store student data (anecdotal notes) in a notebook/portfolio. Video-taping student assessments will be helpful/not mandatory as we transition to the portfolio.

**Possible uses of Assessment:**
- Daily Planning
- Parent teacher conferences
- Grade 1 placement

**Kindergarten Mid-Module 1 Assessment (Administer after Topic D)**

**Kindergarten End-of-Module 1 Assessment (Administer after Topic H)**

This may well be the students' first assessment experience. Assessment time is a critically important component of the student–teacher relationship. It is especially important in the early grades to establish a positive and collaborative attitude when analyzing progress. Sit next to the student rather than opposite, and support the student in understanding the benefits of sharing and examining her level of mastery.

Please use the specific language of the assessment and, when possible, translate for non-English speakers (this is a math rather than a language assessment). If a student is unresponsive, wait about 15 seconds for a response. Record the student's results in two ways: (1) the narrative documentation after each topic set and (2) Record score of mastery or non-mastery on Student Report Card Skills Checklist. *This checklist should be included in the student's cumulative folder.*
(2) Use a stopwatch to document the elapsed time for each response.

Within each assessment, there is a set of problems targeting each topic. Each set is composed of three or four related questions. Document what the student did and said in the narrative, and use these questions to identify student's mastery or non-mastery.

If the student is unable to answer and/or do the task you should record a score of non-mastery for that task/skill. However, if the student is unable to use her words to tell what he/she did, do not count that against her quantitatively. Be aware of the difference between a non-native English speaker's and a native English speaker's ability to articulate something. If the student asks for or needs a hint or significant support, provide either, but the score is automatically non-mastery. This ensures that the assessment provides a true picture of what a student can do independently.

House the assessments in a three-ring binder or student portfolio. By the end of the year, there will be 10 assessments for each student. Modules 1, 3, 4, and 5 have two assessments each, whereas Modules 2 and 6 have only one.

These assessments can be valuable for daily planning, parent conferences, and for Grade 1 teachers preparing to receive these students.

# Mid-Module Assessment Task  K•1

Student Name: _____

**Topic A: Attributes of Two Related Objects**

Time Elapsed: _____

| Topic A | (1) Identifies two objects as being identical | (2) Identifies similarities by attribute (size, color, type, etc.) | (3) Explains, in words, how the two objects differ based on either size or shape |
|---|---|---|---|
| **Date Tested** | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | |
| | | | |
| | | | |
| | | | |
| | | | |

Materials:   (S) Module 1 assessment picture cards (cut out)

T:   (Identify the pictures while placing them in a row before the student.)  Show me the pictures that are exactly the same.

T:   How are they exactly the same?

T:   Show me something that is *the same but* a little different.

T:   Use your words, "They are the same, but…" to tell me how the bears are different.

| What did the student do? | What did the student say? |
|---|---|
| | |

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**Topic B: Classify to Make Categories and Count**

Time Elapsed: _____

Materials:   (S) Module 1 assessment picture cards (cut out), sorting mat

- T: (Place all of the cards before the student.) Please sort the pictures into two groups on your sorting mat. (After sorting, have the student explain her reasoning.)
- T: (Point to the objects that went in the backpack.) Count the things that are in this group. (Look for the student to answer "3" rather than "1, 2, 3." If the student recounts to find the answer, ask again.)

Set the sort aside for the Topic D assessment.

| **Topic B** | (1) Sorts pictures into two distinct categories | (2) Provides a reasonable explanations outlining the sorting categories and why the items belong | (3) Answers "3" without recounting |
|---|---|---|---|
| **Report Card** | | | *Counts objects up to 5 using number names using one-to-one correspondence* |
| **Date Tested** | Mastered (M) Non-mastered (X) | | Mastered (M) Non-mastered (X) |
| | | | |
| | | | |
| | | | |
| | | | |

| What did the student do? | What did the student say? |
|---|---|
| | |

**Topic C:  Numbers to 5 in Different Configurations, Math Drawings, and Expressions**

Time Elapsed:  _____

Materials:    (S) 10 linking cubes

T:    (Put 5 loose cubes in front of the student.)  Whisper-count as you put the cubes into a line.  How many cubes are there?

T:    (Move the cubes into a circle.)  How many cubes are there?

T:    (Scatter the cubes.)  How many cubes are there?

T:    Please show this (show 2 + 1) using your cubes. (Have the student explain what he does.  We might expect the student to make a linking cube stick of 3 and break it into two parts.)

| **Topic C** | (1) Arranges and counts 5 objects into a line, circle and scattered configuration. | (2) Answers "5" in response to how many question | (3) Breaks apart 3 to show the decomposition of 3 as 2 and 1, or 1 and 2 |
|---|---|---|---|
| **Report Card** | | *Respond correctly when asked "how many?" with numbers less than or equal to 5.* | *Decompose a number less than or equal to 5.* |
| **Date Tested** | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) |
| | | | |
| | | | |
| | | | |
| | | | |

| What did the student do? | What did the student say? |
|---|---|
| | |

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**Topic D: The Concept of Zero and Working with Numbers 0–5**

Time Elapsed: _____

Materials: (S) Sort from Topic B (remove one identical bear for this assessment task so that there are 5 toys and 3 school items), numeral writing sheet.

| Topic D | (1) Identifies the number of items in each category | (2) Gives a reasonable answer as to how he/she knows there are 5 toys | (3) Understands and uses the word zero when asked how many cats (or other objects) there are | (4) Writes numbers 0-5 |
|---|---|---|---|---|
| **Report Card** | | | *Understands and uses the word zero when asked how many objects there are.* | |
| **Date Tested** | Mastered (M) Non-mastered (X) | | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) |
| | | | | |
| | | | | |
| | | | | |
| | | | | |

Note: Arrange the pictures as shown to the right. This arrangement is intended to give the student the opportunity to see 5 as *3 and some more,* without recounting all.

T: How many things for school do you see? (Point to the top row.)

T: (Point to the second row.) These are things we don't usually bring to school. How many are in this group? (Note if the student recounts all or determines the set of 5 using the set of 3 in any way.) How do you know it is 5?
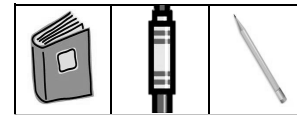
T: How many cats are shown here?

T: Write your numbers in order from 0 to 5. (Note reversals, if any.)

T: Write the number that tells how many toys there are.

| What did the student do? | What did the student say? |
|---|---|
| Did the student show evidence of subitizing or recognizing embedded numbers, seeing 5 as 2 and 3 or 4 and 1? | |

| Mid-Module Assessment Task | Topics A–D |
| --- | --- |
| **Standards Addressed** | |

**Know number names and the count sequence.**

**K.CC.3**      Write numbers from 0 to 20.  Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

**Count to tell the number of objects.**

**K.C.4**      Understand the relationship between numbers and quantities; connect counting to cardinality.

     a.    When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

     b.    Understand that the last number name said tells the number of objects counted.  The number of objects is the same regardless of their arrangement or the order in which they were counted.

**K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**

**K.OA.3**      Decompose numbers less than or equal to 10 into pairs in more than one way,  by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).

**Classify objects and count the number of objects in each category.**

**K.MD.3**      Classify objects into given categories; count the numbers of objects in each category by count. (Limit category counts to be less than or equal to 10.)

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## Sorting Mat

Student Name _____

Numeral Writing

| | | | | |
|---|---|---|---|---|
| | | | | |

Student Name: _____

**Topic E:  Working with Numbers 6–8 in
                    Different Configurations**

Time Elapsed: _____

Materials:    (S) 10 linking cubes (or other familiar classroom objects)

> T:    Please count 6 linking cubes, and put them in a row.
> (Pause.)  Write the numeral 6.
> T:    (Arrange 7 cubes in a circular configuration.
> Please count the cubes.  (Pause.)  Write the number 7.
> Show me the 5-group that's hiding in this group of cubes.
> T:    (Arrange 8 cubes into an array of 4 and 4
>
>  How many cubes are there now?  (Pause.)  How did you
>      know there were that many?

| Topic E | (1) Counts the linking cubes (or other objects), puts them in a row, and writes the number 6 | (2) Counts to 7 in the circular configuration, writes the number and identifies the 5-group | (3) Counts 8 cubes and gives a reasonable answer to how he/she knows there are 8 |
|---|---|---|---|
| **Report Card** | *Counts objects up to 10 in a linear configuration and writes the number.* | *Counts objects up to 10 in a circular configuration and writes the number.* | *Counts objects up to 10 in an array configuration.* |
| **Date Tested** | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) |
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| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |

**EUREKA MATH™**          Module 1:        Numbers to 10          **engage^ny**

**Topic F: Working with Numbers 9–10 in Different Configurations**

Rubric Score:_____Time Elapsed: _____

Materials:    (S) 12 linking cubes (or other familiar classroom objects), brown construction paper mat to show the problem

T:    Now, let's pretend these cubes are bears!  Show me this problem:  There were six bears who were eating leaves here in the woods. (Pause.)  Three more bears came over to snack on some leaves. How many bears were eating leaves in the woods?

T: Use your words to tell me how you figured out the problem.

T:    Write the number that tells how many bears there are eating leaves.

T:    Another bear came.  Show me the bears now.  How many bears is that?  Write that number.

| Topic F | (1) Solves the put together with result unknown problems using cubes | (2) Explains his/her thinking, citing the solution process | (3) Writes the number 9 and adds 1 more object and says and writes 10 |
|---|---|---|---|
| **Report Card** | *Responds correctly when asked "how many?" with numbers less than or equal to 10.* | | |
| **Date Tested** | Mastered (M) Non-mastered (X) | | Mastered (M) Non-mastered (X) |
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| What did the student do? | What did the student say? |
|---|---|
| 1.<br><br>2.<br><br>3.<br><br>4. | |

engage<sup>ny</sup>

**Topic G:** *One More* with Numbers 0–10

Time Elapsed: _____

Materials: (T) Numeral and dot cards (End of Module Assessment Task Template), 10 cubes,

T: (Hold up the card showing 4 dots.) Use the cubes to show me the number of cubes that is 1 more than this. ?

> T: (Hold up the card showing the numeral 6.) Use the number cards to show me the numeral that's 1 more. How did you learn that?

> T: Put these numeral cards in order from smallest to greatest. (Hand the students the 7, 8, and 9 cards out of order.)

| Topic G | (1) Identifies the numeral 5 as 1 more than the 4 (using dot cards) | (2) Identifies 7 as 1 more Thant the numeral 6 | (3) Places 7, 8 and 9 in order |
|---|---|---|---|
| **Report Card** | *Identifies a numeral as one more than the previous number up to 10.*<br><br>*3/3 must be answered correctly to score Mastered.*<br>*Topic G Question 1 and 2*<br>*Topic H Question 1* | | *Places numbers in order up to 10.* |
| **Date Tested** | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) |
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| What did the student do? | What did the student say? |
|---|---|
| 1.<br><br>2.<br><br>3. | |

**Topic H:** *One Less* **with Numbers 0–10**

Time Elapsed: _____

Materials:   (T) Numeral and dot cards (End of Module Assessment Task Template), 10 counting objects

- T:   (Place 10 objects in an array of two 5-groups.)  How many objects are there?  (Note how the student counts.)  Show 1 less.  Write how many you have now.

- T:   (Put the number cards in order from 10 to 1. Turn over the numbers 9, 7, 5, and 2.)  Touch and tell me the hidden numbers.  Don't turn over the cards, though!

- T:   (Place the 9, 7, 5, and 2 dot cards in a line out of order.)  Match the dot cards to the hidden numbers.
  Turn over the hidden card when you are sure you have matched it.

| Topic H | (1) Gives 10 as an answer, when shown 10 objects. Shows 1 less by removing 1 object and writes and says 9 | (2) Identifies by touching the hidden number card and says 2,5,7,9 | (3) Matches the dot cards to her corresponding hidden number card. Turns over the number cards after the dot cards are in place |
|---|---|---|---|
| **Report Card** | *Identifies a numeral as one more than the previous number up to 10.*<br><br>*3/3 must be answered correctly to score Mastered.*<br>*Topic G Question 1 and 2*<br>*Topic H Question 1* | | |
| **Date Tested** | Mastered (M) Non-mastered (X) | | |
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| What did the student do? | What did the student say? |
|---|---|
| 1.<br><br><br>2.<br><br><br>3. | |

| End-of-Module Assessment Task Standards Addressed | Topics E–H |
| --- | --- |

**Know number names and the count sequence.**

**K.CC.3**   Write numbers from 0 to 20.  Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

**Count to tell the number of objects.**

**K.C.4**    Understand the relationship between numbers and quantities; connect counting to cardinality.

    a.   When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

    b.   Understand that the last number name said tells the number of objects counted.  The number of objects is the same regardless of their arrangement or the order in which they were counted.

    c.   Understand that each successive number name refers to a quantity that is one larger.

**K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

| 4 | 9 |
| --- | --- |
| 3 | 8 |
| 2 | 7 |
| 1 | 6 |
| 10 | 5 |

numeral and dot cards

Student Name _____

**Topic A: Two-Dimensional Flat Shapes**

Time Elapsed: _____

Materials: (S) Paper cutouts of typical triangles, squares, rectangles, hexagons, and circles; paper cutouts of variant shapes and difficult distractors (see Geometry Progression, p. 6)

| Topic A | (1) Identifies and describes several attributes of the shape from the environment that match the shape being shown to him/her (triangles, squares……) | (2) Sorts all indicated shapes from several typical variant and distracting shapes | (3) Selects indicated shape and positions this shape below, next to or beside another indicated shape |
|---|---|---|---|
| **Report Card** | *Identifies and describes several attributes of two-dimensional/flat shapes from the environment.* | | |
| **Date Tested** | Mastered (M) Non-mastered (X) | | |
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1. (Hold up a rectangle. Use different shapes for each student.) Point to something in this room that is the same shape, and use your words to tell me all about it. How do you know they are the same shape?

2. (Place several typical, variant, and distracting shapes on the desk. Be sure to include three or four triangles.) Please put all the triangles in my hand. How can you tell they were all triangles?

3. (Hold up a rectangle.) How is a triangle different from this rectangle? How is it the same?

4. (Place five typical shapes in front of the student.) Put the circle next to the rectangle. Put the square below the hexagon. Put the triangle beside the square.

| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

**EUREKA MATH™**   |   **Module 2:**    Two-Dimensional and Three-Dimensional Shapes

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**Topic B:  Three-Dimensional Solid Shapes**

Time Elapsed:  _____

Materials:    (S) 1 cone; 3 cylinders (wooden or plastic); a variety of real solid shapes (e.g., soup can, paper towel roll, party hat, ball, dice, or an unsharpened cylindrical—not hexagonal prism—pencil)

1.  (Hand a cylinder to the student.)  Point to something in this room that is the same solid shape, and use your words to tell me all about it.

2.  (Place seven solid shapes in front of the student including three cylinders: wooden, plastic, and realistic.)  Put all the cylinders in this box.

3.  (Show a cone.)  How is the cylinder you are holding different from this cone?  How is it the same?

4.  (Place the set of solid shapes in front of the student.)  Put the cube in front of the cylinder. Put the sphere behind the cone.  Put the cone above the cube.

| Topic B | (1) Identifies and describes several attributes of the solid from the environment that match the solid being shown to him/her (cone, cylinder) | (2) Sorts all indicated solids | (3) Selects indicated solid and positions this solid above, in front of, or behind the indicated solid |
|---|---|---|---|
| **Report Card** | *Identifies and describes several attributes of three-dimensional/solid shapes from the environment.* | | *Selects a given shape/solid and positions it above, in front of, or behind another shape/solid.* |
| **Date Tested** | Mastered (M) Non-mastered (X) | | Mastered (M) Non-mastered (X) |
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| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

**Topic C:  Two-Dimensional and Three-Dimensional Shapes**

Rubric Score:_____Time Elapsed:  _____

Materials:   (T/S) Set of flat and solid shapes (do not use the paper cutouts from Topic A, but rather both commercial flat shapes and classroom flat shapes, such as a piece of colored construction paper, a CD sleeve, or a name tag)

1.  Can you sort these shapes into one group of flat shapes and one group of solid shapes?
2.  Tell me about your groups.  What is the same about both groups?  What is different?
3.  Can you sort these shapes a different way? Tell me about your new groups.  What is the same? What is different?

| Topic C | (1) Correctly sorts the shapes into two groups and is able to clearly state the reason the shapes belong to each group. | (2) Is able to sort the shapes again according to a different attribute and is able to state such an attribute |
|---|---|---|
| **Report Card** | *Identifies shapes as two-dimensional or three-dimensional.* | |
| **Date Tested** | Mastered (M) Non-mastered (X) | |
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| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |

**EUREKA MATH™**   |   **Module 2:**   Two-Dimensional and Three-Dimensional Shapes

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| **End-of-Module Assessment Task** | **Topics A–C** |
|---|---|
| **Standards Addressed** | |

**Classify objects and count the number of objects in each category.**

**K.MD.3**     Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)

**Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).**

**K.G.1**     Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind,* and *next to*.

**K.G.2**     Correctly name shapes regardless of their orientations or overall size.

**K.G.3**     Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

**Analyze, compare, create, and compose shapes.**

**K.G.4**     Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

## Kindergarten Mid-Module 3 Assessment  (Administer after

## Topic D) Kindergarten End-of-Module 3 Assessment

## (Administer after Topic H)

This may well be the students' first assessment experience.  Assessment time is a critically important component of the student–teacher relationship.  It is especially important in the early grades to establish a positive and collaborative attitude when analyzing progress.  Sit next to the student rather than opposite, and support the student in understanding the benefits of sharing and examining her level of mastery.

Please use the specific language of the assessment and, when possible, translate for non-English speakers (this is a math rather than a language assessment).  If a student is unresponsive, wait about 15 seconds for a response.  Record the student's results in two ways:  (1) the narrative documentation after each topic set and (2) Record score of mastery or non-mastery on Student Report Card Skills Checklist.  *This checklist should be included in the student's cumulative folder.* (3) Use a stopwatch to document the elapsed time for each response.

Within each assessment, there is a set of problems targeting each topic.  Each set is composed of three or four related questions.  Document what the student did and said in the narrative, and use these questions to identify student's mastery or non-mastery.

If the student is unable to answer and/or do the task you should record a score of non-mastery for that task/skill.  However, if the student is unable to use her words to tell what he/she did, do not count that against her quantitatively.  Be aware of the difference between a non-native English speaker's and a native English speaker's ability to articulate something.  If the student asks for or needs a hint or significant support, provide either, but the score is automatically non-mastery.  This ensures that the assessment provides a true picture of what a student can do independently.

House the assessments in a three-ring binder or student portfolio.  By the end of the year, there will be 10 assessments for each student.  Modules 1, 3, 4, and 5 have two assessments each, whereas Modules 2 and 6 have only one.

These assessments can be valuable for daily planning, parent conferences, and for Grade 1 teachers preparing to receive these students.

**Student Name:**_____

**Topic A:  Comparison of Length and Height**

Time Elapsed: _____

Materials:   (S) 6- and 9-inch pieces of string

Cover strings so each string has 3 inches exposed from a piece of paper. Let pieces be parallel to each other.

1.   Each piece of string is hiding under the paper.  Can we tell which one is longer?  Why or why not?

2.   (Uncover them.)  Compare this string to this string.  Use the words *longer than*.

3.   Move the strings so that they line up on one end.

4.   Compare these strings now.  Use the words *shorter than*.

5.   When we use the words *longer than* or *shorter than*, what are we comparing?

| Topic A | (1) Says his/her words that we cannot know which is longer because part is hidden | (2) Uses the words longer than and shorter than correctly to compare | (3) Arranges the strings to share an endpoint | (4) States that the length is being compared or how long the strings are |
|---|---|---|---|---|
| Report Card | | *Uses the words longer than and shorter than to compare two objects.* | | |
| Date Tested | | Mastered (M) Non-mastered (X) | | |
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| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |
| 5. | |

EUREKA MATH™     Module 3:     Comparison of Length, Weight, Capacity, and Numbers to 10

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**Topic B:  Comparison of Length and Height of Linking Cube Sticks Within 10**

Time Elapsed:  _____

Materials:   (S) Two linking cube sticks of 5 and one linking cube stick of 7, 9-inch piece of string

1.  (Present a 5-stick and the 7-stick.)  Compare the length of these two sticks.  Use the words *longer than*.

2.  Compare the length of one 5-stick to the length of this string.  (Show the 9-inch string from Topic A.) Use the words *shorter than*.

3.  Break this 5-stick into two parts.  Compare the length of this 5-stick (hand student another 5-stick) to the length of the two sticks you are holding now.

| **Topic B** | (1) Says the 7 stick is longer than the 5 stick | (2) Says the 5 stick is shorter than the 9 inch string | (3) Says the two smaller sticks are the same as the 5 sticks. (ex. 3 stick and 2 stick) |
|---|---|---|---|
| **Report Card** | *Identifies objects thar are longer and shorter than another.* <br> *2/2 must be answered correctly to score Mastered.* <br> *Topic B  Question 1 and 2* | | |
| **Date Tested** | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | |
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| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |

EUREKA MATH™

Module 3:      Comparison of Length, Weight, Capacity, and Numbers to 10

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**Topic C:  Comparison of Weight**

Time Elapsed:  _____

Materials:   (S) Balance scale, pennies, centimeter cubes, 1 light book, 1 heavy book, 1 marker

1.  Compare the weight of this book to the weight of this book.  Use the words *heavier than*.

2.  Put the scissors and the ruler on the balance scale.  Use the words *lighter than* to compare their weights.

3.  Use the scale to show how many cubes are the same weight as the marker.  How many cubes are the same weight as the marker?

4.  Use the scale to show how many pennies are the same weight as the marker.  How many pennies are the same weight as the marker?  Tell me anything else you notice.

5.  When we use the words *lighter than* or *heavier than*, what are we comparing?

| Topic C | (1) Uses the words heavier than and lighter than correctly to compare | (2) Balances the scale with the pennies or cubes and says how many pennies or cubes are the same as the weight of the marker | (3) States that weights are being compared or how much something weighs |
|---|---|---|---|
| **Report Card** | *Uses the words heavier than and lighter than to compare two objects.* | | |
| **Date Tested** | Mastered (M) Non-mastered (X) | | |
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| What did the student do? | What did the student say? |
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| 3. | |
| 4. | |
| 5. | |

**Topic D: Comparison of Volume**

Time Elapsed: _____

Materials: (S) 1 small container (⅛ cup), 1 plastic cup with ½ cup of rice in it, 1 small bowl filled with rice, tub for pouring rice from bowl into cup

| Topic D | (1) Uses the word more than correctly to compare | (2) Measures the object (rice) using the small container and identifies that there are four containers | (3) States the capacity is being compared or how much the cup holds |
|---|---|---|---|
| **Date Tested** | | | |
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1. Compare the capacity of this bowl and this cup. Use the words *more than*. (The student may want to pour to assess or will simply observe to make the comparison.)

2. How many small containers of rice hold the same amount of rice as this large container? (Watch to see what the student does. Ask the student to use the small container to prove his or her answer if the container is not used without prompting.)

3. When we just used the words *more than* or *less than*, what were we comparing?

| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |

| Mid-Module Assessment Task<br>Standards Addressed | Topics A–D |
|---|---|

**Describe and compare measurable attributes.**

**K.MD.1**   Describe measurable attributes of objects, such as length or weight.  Describe several measurable attributes of a single object.

**K.MD.2**   Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.  *For example, directly compare the heights of two children and describe one child as taller/shorter.*

# End-of-Module Assessment Task K•3

Student Name _____

**Topic E: Are There Enough?**

Time Elapsed: _____

Materials:   (T) 7 spoons, 8 bowls, 6 1 inch × 1 inch squares, 1 2 inch × 3 inch square piece of paper

1.   Is there enough space on this paper for all these squares?  Show me how you know.
2.   Are there enough spoons for the bowls?  Show me how you know.
3.   Use the words *more than* to compare the spoons and bowls.
4.   Use the words *less than* to compare the spoons and bowls.

| Topic E | (1) Places squares on the paper to see if they fit | (2) Shows there are not enough spoons for the bowls | (3) Uses words more than and less then to compare spoons and bowls |
|---|---|---|---|
| **Report Card** | | *Compares the number of objects in two groups correctly*<br><br>*3/3  must be answered correctly to score Mastered.*<br>*Topic E  Question 1*<br>*Topic F Question 1*<br>*Topic G Question 1* | |
| **Date Tested** | | Mastered (M)<br>Non-mastered (X) | |
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| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

**Topic F: Comparison of Sets Within 10**

Time Elapsed: _____

Materials: (S) 1 set of 6 linking cubes, 1 set of 4 linking cubes, additional linking cubes

1. Which set has more cubes? (Show the set of 6 cubes and the set of 4 cubes.)

2. Make a set that has the same number of cubes as this one. (Present the set with 4 cubes.) Tell me what you are doing.

3. Make a set that has 1 more cube than this set. (Present the set with 6 cubes.)

4. Make a set that has 1 less cube than this set. (Present a set with 10 cubes.)

| Topic F | (1) Shows which set is more and states that 6 is more than 4 | (2) Shows a set equal to 4 | (3) Shows a set 1 more than 6 | (4) Shows a set 1 less than 10 |
|---|---|---|---|---|
| **Report Card** | *Compares the number of objects in two groups correctly.*<br><br>*3/3 must be answered correctly to score Mastered.*<br>*Topic E Question 1*<br>*Topic F Question 1*<br>*Topic G Question 1* | *Identifies and shows a set of objects equal to another set of objects.* | *Identifies and shows a set of objects more than another set of objects.* | *Identifies and shows a set of objects less than another set of objects.* |
| **Date Tested** | Mastered (M)<br>Non-mastered (X) | Mastered (M)<br>Non-mastered (X) | Mastered (M)<br>Non-mastered (X) | Mastered (M)<br>Non-mastered (X) |
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| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

**Topic G:  Comparison of Numerals**

Time Elapsed: _____

Materials:   (T) 12 loose linking cubes

1.  (Present a set with 7 cubes and a set with 5 cubes.)  Put these objects in lines to match and compare them.
2.  Which number is more?  Less?
3.  (Write the numerals 8 and 4.)  Use the words *more than* to compare these two numerals.

| Topic G | (1) Puts objects in line to match and compare them. | (2) Uses more than and less than to compare 7 and 5 | (3) Compares the numerals 8 and 4 |
|---|---|---|---|
| **Report Card** | *Compares the number of objects in two groups correctly.*<br><br>*3/3  must be answered correctly to score Mastered.*<br>*Topic E  Question 1*<br>*Topic F Question 1*<br>*Topic G Question 1* | *Uses more than and less than to compare two numbers.*<br><br>*2/2 must be answered correctly to score Mastered.*<br>*Topic G Question 2 and 3.* | |
| **Date Tested** | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) |
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| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |

**Topic H:  Clarification of Measurable Attributes**

Time Elapsed:  _____

Materials:   (T) Empty juice box with the top cut off, cup full of rice, linking cube stick of 7, balance scale, many additional cubes, student scissors, tub for pouring rice from cup to juice box

1.  Compare the length of this juice box to the length of this stick.  Use your words.

2.  Compare the weight of this juice box to the weight of this pair of scissors.  Use your words.

3.  Compare the weight of this juice box to the weight of the cubes.  How many cubes weigh the same as the juice box? Use your words.  (If the student does not use the balance scale but makes a thoughtful guess, encourage use of the scale to confirm the estimate.)

4.  Compare the capacity of this juice box to this cup.

| Topic H | (1) Uses language and appropriate tools to compare the length of the box to the stick | (2) Uses language and appropriate tools to compare the weight of the box to the scissors or number of cubes on the balance scale | (3) Uses language and appropriate tools to compare the capacity of the box using the rice |
|---|---|---|---|
| **Report Card** | Uses language (math vocabulary) to compare lengths of objects. | Uses language (math vocabulary) to compare weights of objects. | |
| **Date Tested** | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | |
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| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

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| **End-of-Module Assessment Task** | **Topics E–H** |
|---|---|
| **Standards Addressed** | |

**Compare numbers.**

**K.CC.6**  Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies. (Include groups with up to ten objects.)

**K.CC.7**  Compare two numbers between 1 and 10 presented as written numerals.

**Describe and compare measurable attributes.**

**K.MD.1**  Describe measurable attributes of objects, such as length or weight.  Describe several measurable attributes of a single object.

**K.MD.2**  Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.  *For example, directly compare the heights of two children and describe one child as taller/shorter.*

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**Kindergarten Mid-Module 4 Assessment  (Administer after Topic D)**

**Kindergarten End-of-Module 4 Assessment  (Administer after Topic H)**

This may well be the students' first assessment experience.  Assessment time is a critically important component of the student–teacher relationship.  It is especially important in the early grades to establish a positive and collaborative attitude when analyzing progress.  Sit next to the student rather than opposite, and support the student in understanding the benefits of sharing and examining her level of mastery.

Please use the specific language of the assessment and, when possible, translate for non-English speakers  (this is a math rather than a language assessment).  If a student is unresponsive, wait about 15 seconds for a response.  Record the student's results in two ways:  (1) the narrative documentation after each topic set and (2) Record score of mastery or non-mastery on Student Report Card Skills Checklist.  *This checklist should be included in the student's cumulative folder.*
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Within each assessment, there is a set of problems targeting each topic.  Each set is composed of three or four related questions.  Document what the student did and said in the narrative, and use these questions to identify student's mastery or non-mastery.

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**EUREKA MATH**™          Module 4:          Number Pairs, Addition and Subtraction to 10          **engage**ny

Student Name _____

**Topic A: Compositions and Decompositions of 2, 3, 4, and 5**

Time Elapsed: _____

Materials:   (S) Number bond mat in a personal white board, tub of loose linking cubes, 4 plastic toy animals.

T: (Put 4 toy animals in the whole's place on the number bond.  Orient the whole toward the top. Tell me a story about part of the animals going here (point to part of the number bond) and part of the animals going here (point to the other part of the number bond).  Move the animals as you tell your story.

T: (Turn the number bond mat so that the parts are on top.  Put 3 connected linking cubes and 2 connected linking cubes in the parts of the number bond.)  Use these linking cubes (present the tub) to complete this number bond.  (Students should put 5 linking cubes into the whole's place.)

T: Replace your cubes with numbers.

| Topic A | (1) Tells a decomposition story, saying the numbers that match his/her movement of the objects | (2) Selects 5 linking cubes and puts them in the whole of the number bond mat | (3) Correctly fills the number bond with numerals 5,3, and 2 |
|---|---|---|---|
| Report Card | *Tells and demonstrates a (decomposing) math story.* | | |
| Date Tested | Mastered (M) Non-mastered (X) | | |
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| What did the student do? | What did the student say? |
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| 1. | |
| 2. | |
| 3. | |

EUREKA MATH™

Module 4:     Number Pairs, Addition and Subtraction to 10

engage<sup>ny</sup>

**Topic B: Decompositions of 6, 7, and 8 into Number Pairs**

Time Elapsed: _____

Materials: (S) Two 5-sticks of same-colored linking cubes, number bond mat in personal white board, tub of loose linking cubes

| Topic B | (1) Shows 6 cubes | (2) Holds up left hand and the thumb of right hand to show 6 when asked to show 6 the Math Way | (3) Makes a number bond for 7 and 8 using any correct combination | (4) Fills all parts of the number bond |
|---|---|---|---|---|
| **Report Card** | | | | *Decomposes a number up to 10*<br><br>*3/3 must be answered correctly to score Mastered.*<br>*Topic B Question 4*<br>*Topic E Question 1 and 2* |
| **Date Tested** | | | | Mastered (M)<br>Non-mastered (X) |
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T: (Put a 5-stick of the same-colored linking cubes and a tub of loose same-colored linking cubes in front of the student.) Show me 6 with the cubes. Show me 6 fingers the Math Way.

T: (Place the tub of loose linking cubes, two 5-sticks, and the number bond mat in front of the student.) Use the cubes to show me a number bond for 7.

T: (Put the number bond in a different orientation. Write 8 in the whole of the number bond in front of the student. Be sure that linking cubes are accessible so that the student may use linking cubes or drawings as support if needed.) Use your marker to complete this number bond. (Note how the student strategizes to solve the problem. What is she using to decompose 8, e.g., mental math, cubes, fingers, drawings? How does she know the quantities for each part: subitizing, counting all, counting on, etc.?)

| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |

**EUREKA MATH™** | Module 4:    Number Pairs, Addition and Subtraction to 10      **engage**ny

**Topic C: Addition with Totals of 6, 7, and 8**

Time Elapsed: _____

Materials:    (S) Personal white board, story problem Templates 1–3, 10 linking cubes (5 red and 5 blue)

T:    (Place Template 1 in front of the student, and give him the unconnected linking cubes.)  Listen to my story, and watch as I record what I say.  Use the cubes to help you remember my story.  I had    6 cubes.  2 were red, and 4 were blue.  (Write 6 = 2 + 4 on the white board while talking.)  Tell me what the 6 is telling about in my story.  Tell me what the 2 is telling about in my story.  Tell me what the 4 is telling about in my story.

T:    (Place Template 2 in front of the student.)  Listen to my story, and use the cubes to help you remember the numbers.  There were 5 white puppies and 3 brown puppies in the yard.  How many puppies were in the yard?  (Write __+_____=_____on the personal white board.)  Write the numbers in the addition sentence that match this story.

T:    (Place Template 3 in front of the student.)  Listen to my story, and use the cubes to help you remember the numbers.  Jacob has 7 toy cars.  He puts some on the shelf and the rest in his toy box.  How many could be in each place?  Write an addition sentence that matches your story.

| **Topic C** | (1) States what each number in the number sentence refers to (addition) | (2) Writes all the correct numbers in the blanks: 5 + 3 = 8 | (3) Writes an addition sentence to match his/her own story |
|---|---|---|---|
| **Report Card** | *Represents an addition story problem using objects.* | *Represents an addition story problem using an equation.* | |
| **Date Tested** | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | |
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| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |

EUREKA MATH™     Module 4:    Number Pairs, Addition and Subtraction to 10     engage^ny

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**Topic D: Subtraction from Numbers to 8**

Time Elapsed: _____

Materials:  (S) Personal white board, story problem Templates 2–4, 10 red linking cubes

T:  (Place Template 4 in front of the student in the personal white board.) Listen to my story, and watch as I record what I say. Use the cubes to help you remember my story. I had 7 cubes. A boy came and took 2 away. (Cross out 2 cubes, and write 7 – 2 = 5 below the cubes.) Tell me what the 7 is telling about in my story. Tell me what the 2 is telling about in my story. Tell me what the 5 is telling about in my story.

T:  (Place Template 2 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 8 puppies in the yard. 5 went into the doghouse. How many puppies were still in the yard? (Write_____ – ___ = ___ on the board.) Write the numbers in the subtraction sentence to match this story.

T:  (Place Template 3 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. Jacob has 7 toy cars. He puts 4 cars away in his toy box. How many cars is Jacob still playing with? Write a subtraction sentence that matches this story.

| Topic D | (1) States what each number in the number sentence refers to (subtraction) | (2) Writes all the correct numbers in the blanks 8 – 5 = 3 | (3) Writes a subtraction sentence to match the story: 7 – 4 = 3 |
|---|---|---|---|
| **Report Card** | *Represents a subtraction story problem using objects.* | *Represents a subtraction problem using an equation.* | |
| **Date Tested** | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | |
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| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |

| **Mid-Module Assessment Task**<br>**Standards Addressed** | **Topics A–D** |
|---|---|

**Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.**
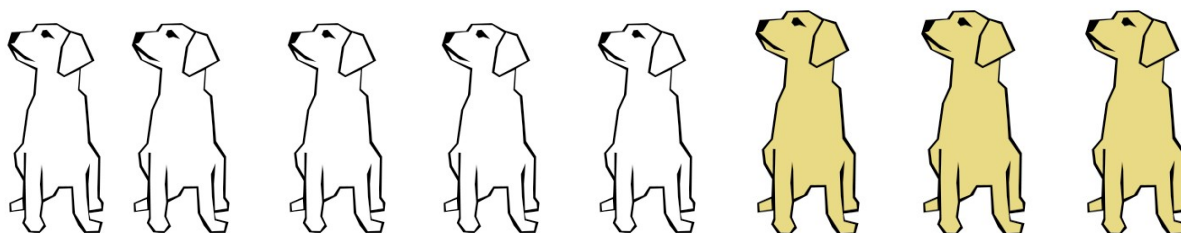
**K.OA.1**     Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. (Drawings need not show details, but should show the mathematics in the problem. This applies wherever drawings are mentioned in the Standards.)

**K.OA.2**     Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

**K.OA.3**     Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).

**K.OA.5**     Fluently add and subtract within 5.

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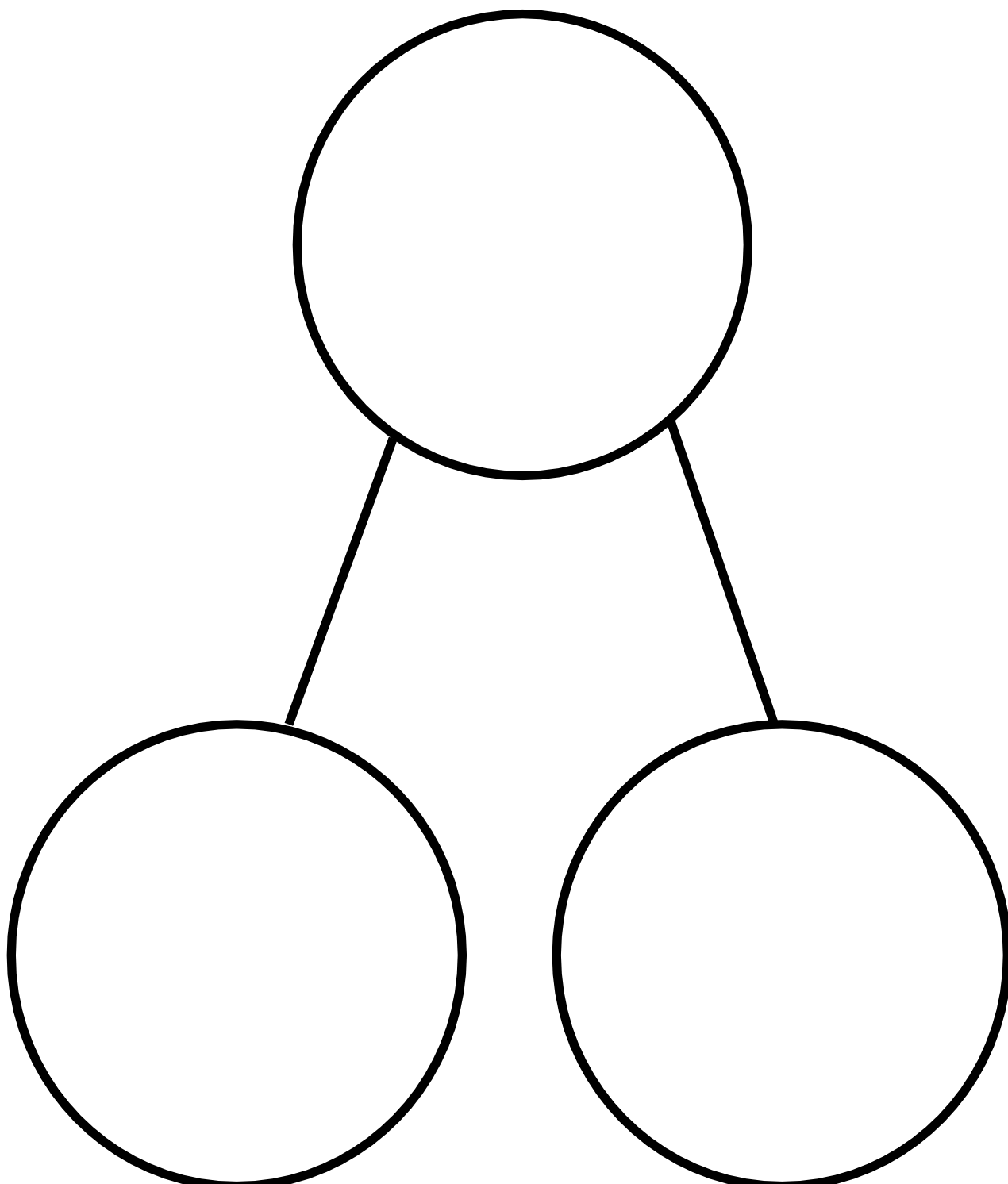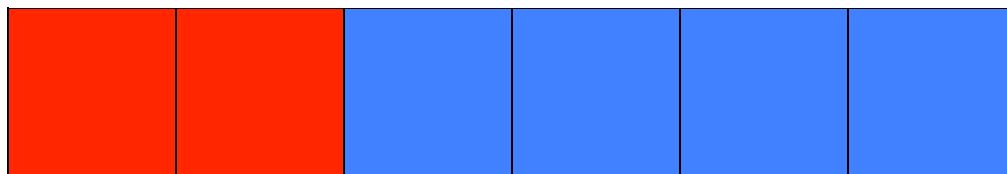
Template 1



Template 2



Template 3

Template 4

**Student Name** _____

**Topic E:  Decompositions of 9 and 10 into Number Pairs**


Time Elapsed: _____


Materials:   (S) Personal white board, number bond mat, 10 loose cubes, 2 pieces of construction paper

- T: (Put the number bond mat in the personal white board, and write 10 in the whole's place.)  Use your marker to complete this number bond.

- T: Anya's friends brought her 9 presents.  They put some of the presents on one table and the rest on the other table.  (Place the two pieces of construction paper in front of the student to represent each table.)  Use the cubes to show me how Anya's presents could look.  Now, draw a number bond about Anya's presents.

| Topic E | (1) Writes a number pair for 10 in the number bond | (2) Represents the story using cubes and a number bond |
|---|---|---|
| **Report Card** | *Decomposes a number up to 10* <br><br>*3/3 must be answered correctly to score Mastered.* <br>*Topic B Question 4* <br>*Topic E Question 1 and 2* | |
| **Date Tested** | Mastered (M) <br> Non-mastered (X) | Mastered (M) <br> Non-mastered (X) |
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| What did the student do? | What did the student say? |
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| 2. | |

**EUREKA MATH**™  |  Module 4:    Number Pairs, Addition and Subtraction to 10

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**Topic F:  Addition with Totals of 9 and 10**

Time Elapsed: _____

Materials:    (S) Personal white board, 9 dots (Template 1), cars (Template 2), flowers (Template 3), 10 linking cubes

T:    (Show Template 1 to the student, and write 9 =_+_ on the personal white board.)  Look at the 5-group dots. How can the dots help you fill in the blanks of the equation?  Fill in the blanks.

T:    (Place Template 2 in front of the student.) Listen to my story, and use the cubes to help you remember the numbers. There were 6 orange cars in the parking lot. 4 green cars drove in. How many cars are in the parking lot now? (Write ___ + ___ = ___ on the board.) Write the numbers in the addition sentence to match the story.

T:    (Place Template 3 in front of the student.)  Listen to my story, and use the cubes to help you remember the numbers.  There were 10 flowers.  8 of them were red, and 2 of them were blue. Write an addition sentence that matches this story.

| Topic F | (1) Identifies and writes 5 for the dark dots and 4 for the light dots in the equation or writes a different correct number pair for 9 | (2) Writes all the correct numbers in the addition sentence 6 + 4 =10 or 4 + 6 =10 | (3) Writes a correct addition sentence that matches the story 10 = 8 + 2 or 8 + 2 = 10 |
|---|---|---|---|
| **Report Card** | | *Represents an addition story problem using an equation.*<br><br>3/3 must be answered correctly to score mastered.<br>Topic C question 2<br>Topic F Question 2 and 3 | |
| **Date Tested** | | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) |
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| What did the student do? | What did the student say? |
|---|---|
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| 2. | |
| 3. | |

**Topic G:  Subtraction from 9 and 10**

Time Elapsed:  _____

Materials:    (S) 10 linking cube stick (5 cubes one color, 5 cubes a different color), 9 crayons, brown paper bag, personal white board, paper, and pencil

T:    (Give the student a piece of paper and a pencil.)  Listen to my story, and watch what I do.  When I'm finished, you are going to record what you hear and see on your paper.  You can use a drawing or a subtraction sentence.  I have 9 crayons.  I'm going to put 1 in this paper bag.  How many crayons are left?

T:    (Give the student the 10-stick of linking cubes.)  How many cubes?  Break off some cubes, and put them on the table.  How many did you break off?  How many are still in your hand?  (As the student tells you how many cubes, write ___ – ___ = ___ on the personal white board.)  Write the numbers in the blanks that tell what you did with the linking cubes.

T:    (Connect the cubes, and erase the board.  Place both items in front of the student.)  Break off a different number this time, and record your work by writing a subtraction sentence.

| **Topic G** | (1) Represents and records 9 – 1 = 8 clearly using a drawing or equation | (2) Orally answers the questions being asked and writes numbers in the blanks of the subtraction sentence that represent what happened with the cubes | (3) Breaks off a different number of cubes and records work with an equation |
|---|---|---|---|
| **Report Card** | *Represents a subtraction story problem using an equation.*<br><br>*3/3 must be answered correctly to score mastered.*<br>*Topic D Question 2*<br>*Topic G Question 1 and 2* | | |
| **Date Tested** | Mastered (M)<br>Non-mastered (X) | Mastered (M)<br>Non-mastered (X) | |
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| What did the student do? | What did the student say? |
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| 2. | |
| 3. | |

EUREKA MATH™    |    Module 4:    Number Pairs, Addition and Subtraction to 10    engage^ny    _____

**Topic H:  Patterns with Adding 0 and 1 and Making 10**

| Topic H | (1) Counts 5 cubes and answers 5 to each of the questions about zero | (2) Answers 6 and 7 as he/she puts 1 more cube on the 5 stick | (3) Selects the correct equations for both parts of the story: 5 + 3 = 8 and 8 – 3 = 5 | (4) Answers 1 and writs 9 + 1 = 10 | (5) Correctly draws 7 dots in a 5 group pattern and answers 3 orally and writes 7 + 3 = 10 |
|---|---|---|---|---|---|
| **Report Card** | | | *Represents an addition and subtraction sentence with the correct equation.* | *Identifies the number that makes a ten*  *2/2 must be answered correctly to score mastered. Topic H  Questions  4 and 5* | |
| **Date Tested** | | | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) |
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Materials:    (S) 9 dots (Template 1), number sentences (Template 4), linking cubes, personal white board

T:   (Place 5 loose linking cubes of the same color in front of the student.)  Count and put the cubes together.  How many cubes are there?  Take zero cubes away.  How many cubes are left?  Put zero cubes on your stick.  How many cubes are there in all?

T:   (Student is still holding his 5-stick from the previous question.  Put 5 loose linking cubes of different colors in front of the student.)  Put 1 more cube on your stick.  How many cubes are there?  Put 1 more cube on your stick.  How many cubes now?

T:   (Place Template 4 in front of the student.  Listen to my story.  Hold up the equation that matches my story.  5 fish were swimming in a pond.  Then, 3 frogs jumped in the pond. Now, there are 8 animals in the pond.  Which equation matches my story?

Listen to some more.  There were 8 animals in the pond.  The 3 frogs jumped out and went home. Now, there are 5 animals in the pond.  Which equation matches my story?

T:   (Put Template 1 in front of the student. How many more does 9 need to be 10?  Write an equation that shows how many 9 needs to make 10.

T:   (Give the student the personal white board and marker.)  Draw the number 7 using a 5-group.  How many more does 7 need to make 10?  Write an equation that shows how many 7 needs to make 10.
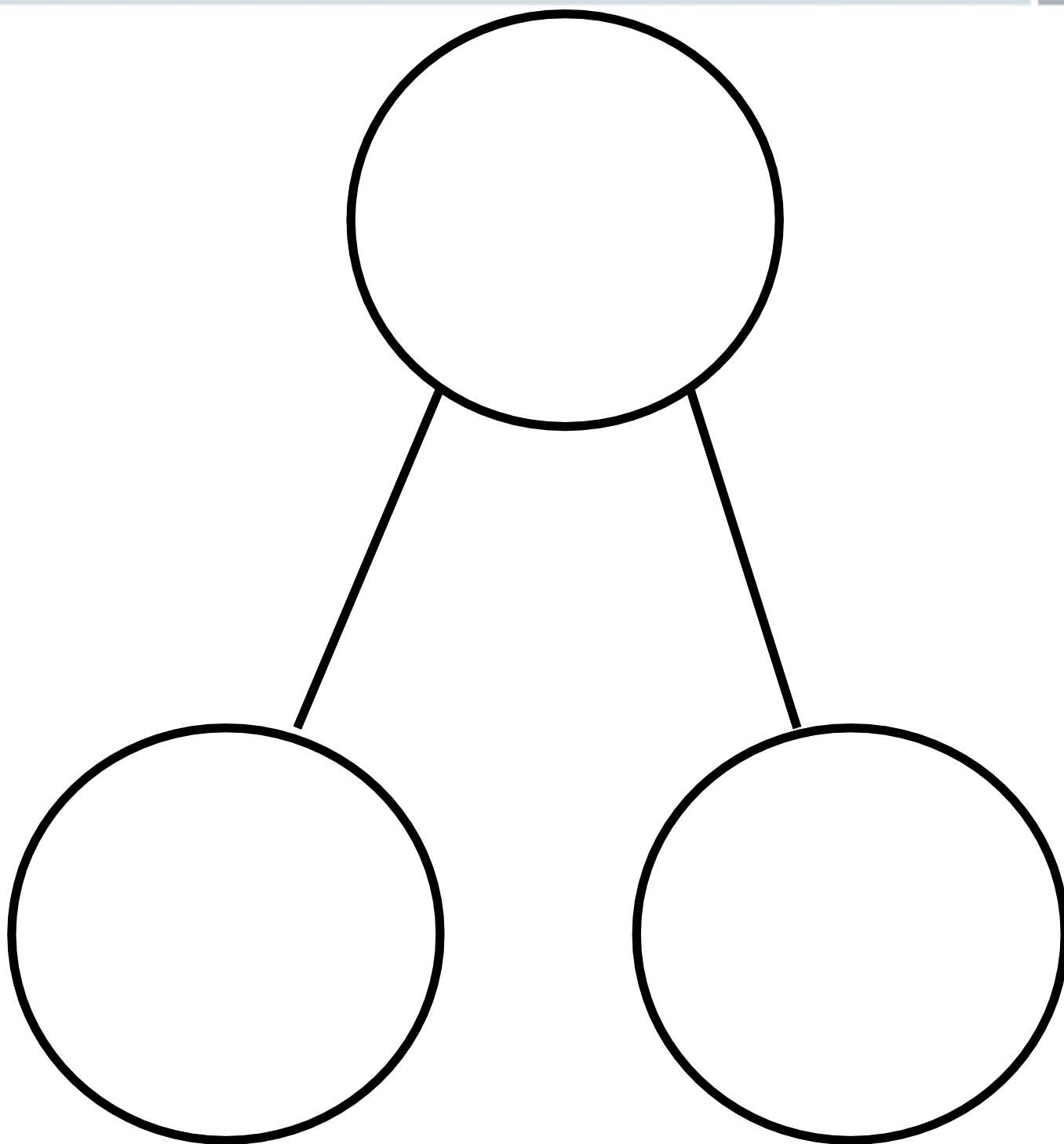
| **What did the student do?** | **What did the student say?** |
|---|---|
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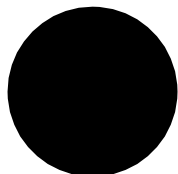| End-of-Module Assessment Task | Topics E–H |
| --- | --- |
| **Standards Addressed** | |

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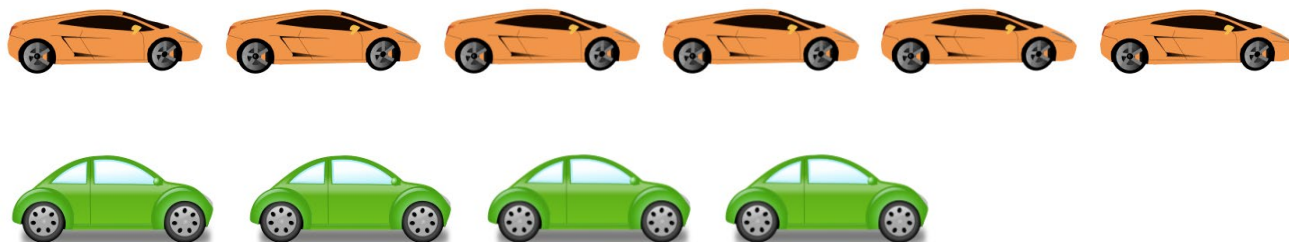
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**K.OA.4**   For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
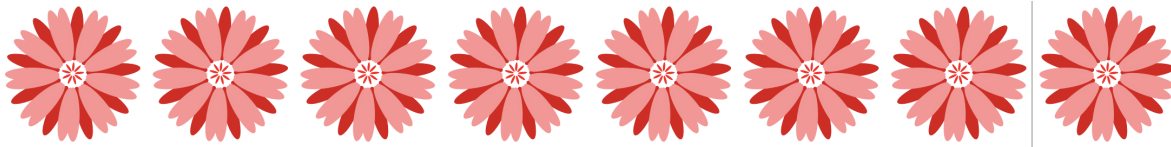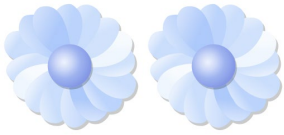
Template 1



Template 2

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Template 3



Template 4

$$5 + 3 = 8$$

$$8 - 3 = 5$$

$$5 - 3 = 2$$

Module 4:     Number Pairs, Addition and Subtraction to 10

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## Kindergarten Mid-Module 5 Assessment  (Administer after Topic C)

## Kindergarten End-of-Module 5 Assessment  (Administer after Topic E)

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Student Name _____

## Topic A: Count 10 Ones and Some Ones

Time Elapsed _____

Materials:   (S) 19 loose straws (or another set of objects in the classroom)

T:      Count 10 straws into a pile. Whisper while you count so I can hear you.

T:    Count 6 more straws into a different pile.

T:    Count 10 straws and 6 more straws the Say Ten way. (Pause.) How many straws do you have? (If the student says the number the Say Ten way, ask the student to also say it the regular way.)

| Topic A | (1) Counts 10 objects into a pile, and then 6 objects | (2) Counts from 1 to 16 | (3) Counts the Say Ten Way starting with the group of 10 |
|---|---|---|---|
| Report Card | *Composes and decomposes objects up to 19 into a group of 10 ones and some more ones.*<br><br>*3/4 must be answered correctly to score mastered.*<br>*Topic A Question 1*<br>*Topic B Question 1 and 2*<br>*Topic E Question 2* | | |
| Date Tested | Mastered (M)<br>Non-mastered (X) | | |
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| What did the student do? | What did the student say? |
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## Topic B: Compose Numbers 11–20 from 10 Ones and Some Ones; Represent and Write Teen Numbers

Time Elapsed _____

Materials:   (S) 19 cubes, work mat, marker, Hide Zero cards: 1 Hide Zero 10 card (Lesson 6 Template 2) and 5-group cards 1–9 (Lesson 1 Fluency Template 2)

T:    (Show the numeral 13.) Move this many cubes onto your work mat.

T:    Use the Hide Zero cards to show the number of cubes on your work mat.

T:    Hand me the cubes that the 1 is telling us about. (Point to the 1 of 13 on the numeral 13.)

T:    (Put 3 more cubes.) This is 16 cubes.

Please write the number 16 on your work mat.

| Topic B | (1) Counts 13 Cubes and selects both the 10 and 3 Hide Zero Cards to accurately make 13 | (2) Identifies a group of 10 as being representative of the 1 in the numeral 13 | (3) Writes the numeral 16 |
|---|---|---|---|
| Report Card | *Composes and decomposes objects up to 19 into a group of 10 ones and some more ones.*<br><br>*3/4 must be answered correctly to score mastered.*<br>*Topic A Question 1*<br>*Topic B Question 1 and 2*<br>*Topic E Question 2* | | *Writes numbers from 11-20* |
| Date Tested | Mastered (M)<br>Non-mastered (X) | Mastered (M)<br>Non-mastered (X) | Mastered (M)<br>Non-mastered (X) |
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| What did the student do? | What did the student say? |
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**Topic C:  Decompose Numbers 11–20, and Count to Answer "How Many?" Questions in Varied Configurations**

Time Elapsed _____

Materials:  (S) 19 cubes

T:  (Set out 15 cubes in a scattered configuration.)  Count 12 cubes into a straight line.  (Pause.) How many cubes are there counting the regular way? The Say Ten way?

T:  Move the cubes into 2 rows.

   a.  How many cubes are there? (Assessing for conservation.)

b.  Please show me how you count these cubes that are now in rows. T: Move the cubes into a circle.

   a.  How many cubes are there?  (Assessing for conservation.)

   b.  Please show me how to count these cubes that are now in a circle.

T:  Put one more cube in your circle.  How many cubes do you have now?

| Topic C | (1) Count 12 cubes | (2) Arranges and counts each array and knows the total is 12 without recounting | (3) Arranges and counts in a circle and knows the total is 12 without recounting |
|---|---|---|---|
| Report Card | | *Counts objects up to 20 in an array* | *Counts objects up to 20 in a circle (circular configuration)* |
| Date Tested | | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) |
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| What did the student do? | What did the student say? |
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*K.MD.B.3 – Identify the penny, nickel, dime, and quarter and recognize the value of each. This is not included in the Eureka Assessment.*

Materials needed: 1 penny, 1 nickel, 1 quarter

*Please provide a coin for students to identify and state the value of each for this portion of the assessment:*

| Topic Money | (1) Identifies and states the value of a penny | (2) Identifies and states the value of nickel | (4) Identifies and states the value of a dime | (3) Identifies and states the value of a quarter |
|---|---|---|---|---|
| Date Tested | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) |
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1. T:  Set a penny in front of the student.   Can you tell me the name of this coin?  What is the value of this coin?

2. T:  Set a quarter in front of the student.   Can you tell me the name of this coin?  What is the value of this coin?

3. T:  Set a nickel in front of the student.   Can you tell me the name of this coin?  What is the value of this coin?

4. T:  Set a dime in front of the student.   Can you tell me the name of this coin?  What is the value of this coin?

| What did the student do? | What did the student say? |
|---|---|
| 1. |  |
| 2. |  |
| 3. |  |
| 4. |  |

| **Mid-Module Assessment Task**<br>**Standards Addressed** | **Topics A–C** |
|---|---|

**Know number names and the count sequence.**

**K.CC.1**    Count to 100 by ones, fives and by tens. Count backward from 10.

**K.CC.3**    Write numbers from 0 to 20.  Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

**Count to tell the number of objects.**

**K.C.4**    Understand the relationship between numbers and quantities; connect counting to cardinality.

      b.    Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

      c.    Understand that each successive number name refers to a quantity that is one larger.

**K.CC.5**  Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

**Work with numbers 11–19 to gain foundations for place value.**

**K.NBT.1**    Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Student Name: _____

**Topic D: Extend the Say Ten and Regular Count Sequence to 100**

Time Elapsed _____

| Topic D | (1) Counts by 10's using the Say Ten and regular way | (1a) Counts by 5's the regular way | (1b) Counts backwards from 10 by ones | (2) Counts the dots from 11 to 20 the Say Ten way | (3) Counts from 28 to 32 the regular way | (4) Counts a number between 11 and 20 the regular way |
|---|---|---|---|---|---|---|
| **Report Card** | *Count by 10's to 100* | *Count by 5's to 100* | | | *Count forward from any number (up to 100)* | |
| **Date Tested** | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) |
| | | | | | | |
| | | | | | | |
| | | | | | | |
| | | | | | | |

Materials:    (T) 10 small 10-frame cards (Lesson 15 Template 2)

Set out the 10-frame cards.

- T:    (Set out two 10-frame cards.)  How many dots are on these cards?  Touch and count each dot the regular way.  Whisper while you count so I can hear you.
- T:    Please count the dots from 11 to 20 the Say Ten way.
- T:    Please count by 10s to 100 the Say Ten way.
- T:    Please count by 10s to 100 the regular way.
- T:    Please count by 5's the regular way.
- T:    Please count backwards from 10 by ones.
- T:    Start at 28.  Count up by 1s and stop at 32 the regular way.  (If the student is unable to do this, try 8 through 12, then 18 through 22.

| **What did the student do?** | **What did the student say?** |
|---|---|
| | |

**Topic E:  Represent and Apply Compositions and Decompositions of Teen Numbers**

Time Elapsed _____

Materials:   (S) 17 centimeter cubes, number bond (Lesson 7 Template) within a personal white board, eraser

   T:   (Set out 17 cubes.)  How many cubes are there?  (Note the arrangement in which the student counts.  If the student does *not* arrange cubes into a straight line or array, do so for the student.)

   T:   Separate 10 cubes into a group.

   T:   Write 17 as a number bond on your personal white board using 10 ones as one of the parts.  (Be sure to have students write the numerals.)

   T:   (Write 17 = _____ + _____.)

Make an addition sentence to match your number bond. T:How are your number bond and your addition sentence the same?

| **Topic E** | (1) Counts 17 Cubes into an array or line | (2) Separates 10 cubes and correctly writs 17 as the whole and 10 and 7 as parts of 17 | (3) Writes and accurate addition sentence and reasonably connects both representations |
|---|---|---|---|
| **Report Card** | *Counts objects up to 20 in a line (linear configuration).* | *Composes and decomposes objects up to 19 into a group of 10 ones and some more ones.* <br> *3/4  must be answered correctly to score mastered.* <br> *Topic A Question 1* <br> *Topic B Question 1 and 2* <br> *Topic E Question 2* | *Composes and decomposes objects put o 19 using a drawing or equation.* |
| **Date Tested** | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) |
| | | | |
| | | | |
| | | | |
| | | | |

| **What did the student do?** | **What did the student say?** |
|---|---|
| | |

**Topic FL:  Fluently add and subtract within 10.**

Materials: Personal whiteboard, dry erase markers.

T: Project the following number sentences:

5 + 5 =_____

7 + 3 = _____

2 + 3 = _____

6 − 3 = _____

_____ = 8 − 4

9 − 4 = _____

_____ = 8 + 0

7 − 2 = _____

3 + 4 = _____

8 − 1 = _____

| Topic FL | (1) Fluently add and subtract within 10 |
|---|---|
| | 8/10 number sentences must be answered correctly for Mastery |
| **Date Tested** | Mastered (M)  Non-mastered (X) |
| | |
| | |
| | |
| | |

Students will write their answers on their white board.  Please consider this is a fluency standard and students should be able to answer using mental math.

| What did the student do? | What did the student say? |
|---|---|
| | |

| End-of-Module Assessment Task<br>Standards Addressed | Topics D–E |
|---|---|

**Know number names and the count sequence.**

**K.CC.1**     Count to 100 by ones, fives and by tens. Count backward from 10.

**K.CC.2**     Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

**K.CC.3**     Write numbers from 0 to 20.  Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).

**Count to tell the number of objects.**

**K.C.4**      Understand the relationship between numbers and quantities; connect counting to cardinality.

     b.   Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

     c.   Understand that each successive number name refers to a quantity that is one larger.

**K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

**Work with numbers 11–19 to gain foundations for place value.**

**K.NBT.1**    Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

**EUREKA MATH™**

Module 5:     Numbers 10–20 and Counting to 100

**engage**^ny

Student Name _____

**Topic A: Building and Drawing Flat and Solid Shapes**

Time Elapsed: _____

Materials: (S) 1 set of four 3" straws, 1 set of four 5" straws
(separated by length for the student), small clay balls for
connectors, 5 real-world items with familiar shapes (e.g.,
book, clock, including a square and rectangle), pattern
block shapes (Template 1) (Place all straws and formed
clay connecting balls in front of the student.)   Build a
square.

1.  (Place solid shapes in front of the student.)  Choose one object
that has the shape you just built.

| Topic A | (1) Builds a square using four equal straws (or other objects) | (2) Selects real-world object that matches the square built |
|---------|---------------------------------------|------------------------------------|
| **Report Card** | *Builds a square using different materials.* | *Selects a real-world object that matches a square.* |
| **Date Tested** | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) |
| | | |
| | | |
| | | |
| | | |

| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |
| 4. | |

**Topic B: Composing and Decomposing Shapes**

Time Elapsed: _____

Materials:    (S) Pattern blocks, 2 right triangles (Template 2), 3-piece square puzzle (Template 3, cut into 3 pieces), puzzle template (Template 4)

1. (Give the student two right triangles.) Use these triangles to make a rectangle.
2. (Give the student the 3-piece paper square puzzle disassembled.) This was a square. Then, I cut it into three pieces. Can you put it together so it makes a square again?

| Topic B | (1) Makes a rectangle without much hesitation | (2) Makes the square with very little trial and error |
|---|---|---|
| **Report Card** | *Composes a rectangle with simple shapes* | *Composes a square with simple shapes.* |
| **Date Tested** | Mastered (M) Non-mastered (X) | Mastered (M) Non-mastered (X) |
| | | |
| | | |
| | | |
| | | |

| What did the student do? | What did the student say? |
|---|---|
| 1. | |
| 2. | |
| 3. | |

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Module 6:    Analyzing, Comparing, and Composing Shapes

engage<sup>ny</sup>

| End-of-Module Assessment Task | Topics A–B |
| Standards Addressed | |

**Count to tell the number of objects.**

**K.CC.4**    Understand the relationship between numbers and quantities; connect counting to cardinality.

        d.    Develop understanding of ordinal numbers (first through tenth) to describe the relative position and magnitude of whole numbers.

**Analyze, compare, create, and compose shapes.**

**K.G.5**    Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

**K.G.6**    Compose simple shapes to form larger shapes. *For example, "Can you join these two triangles with full sides touching to make a rectangle?"*

**EUREKA MATH**    Module 6:    Analyzing, Comparing, and Composing Shapes    **engage**ny

## Template 1
pattern block shapes
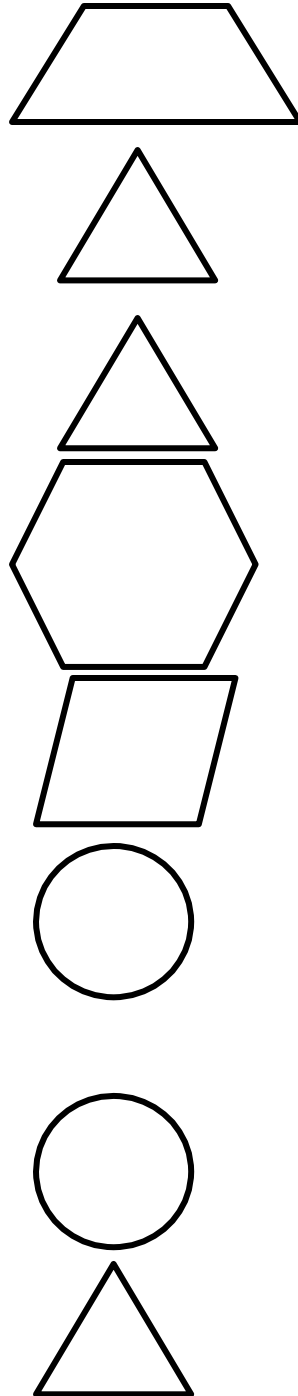
**Template 2**
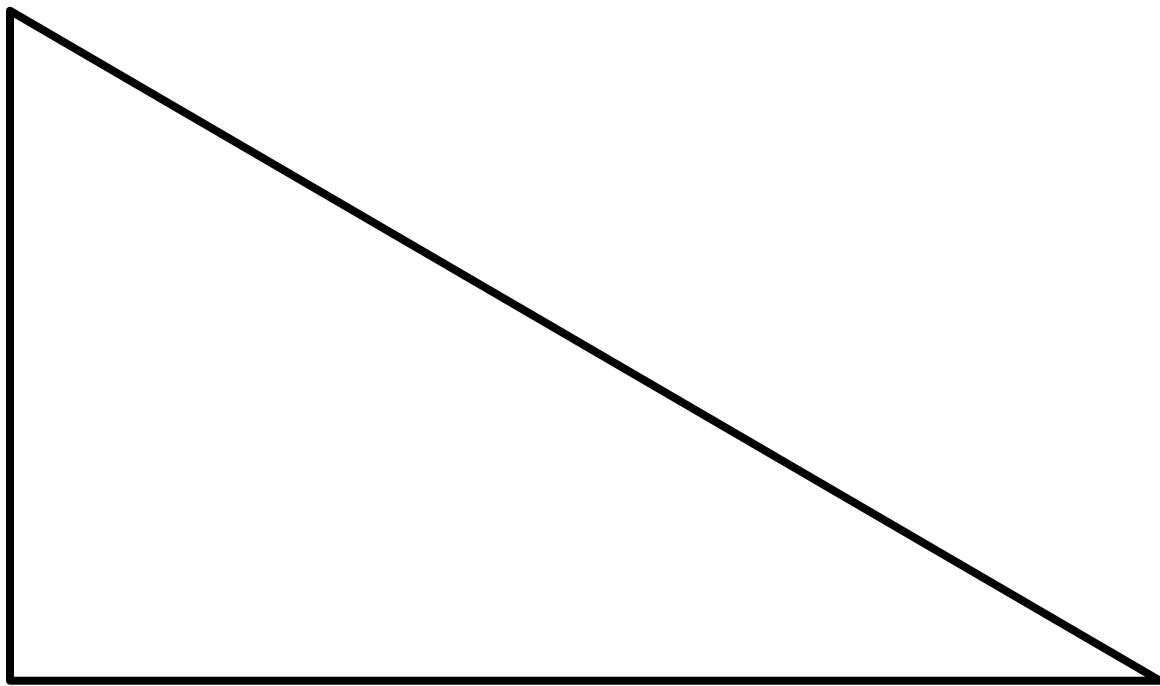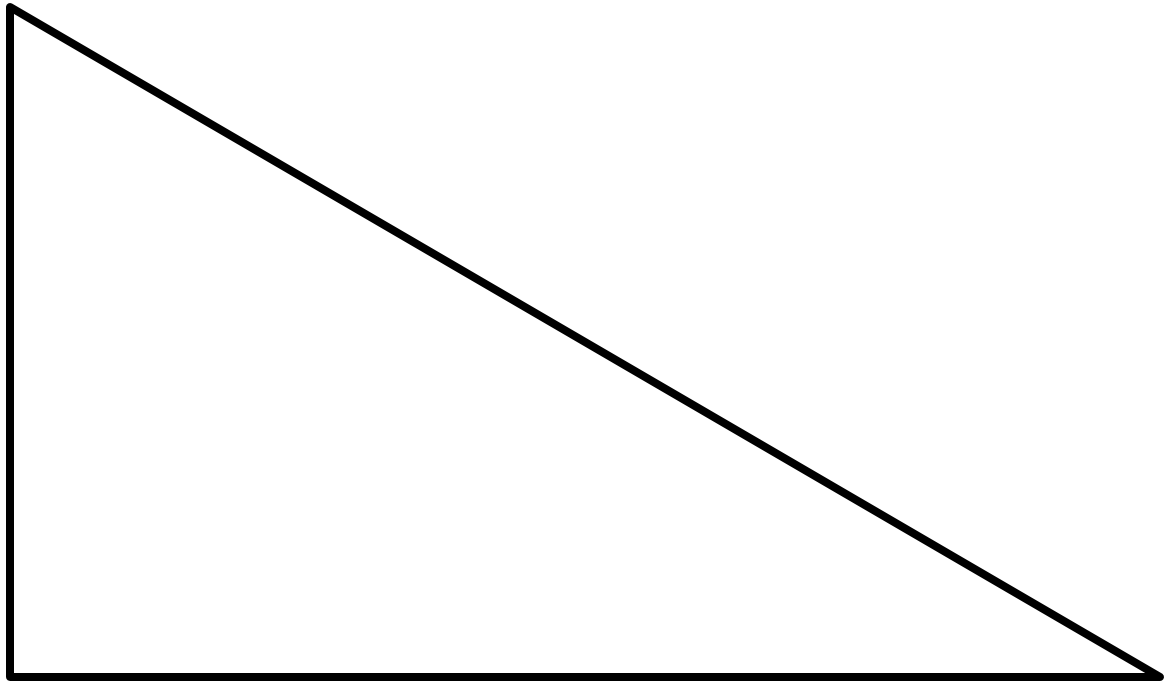
2 right triangles

**Template 3**

**Template 4**

78
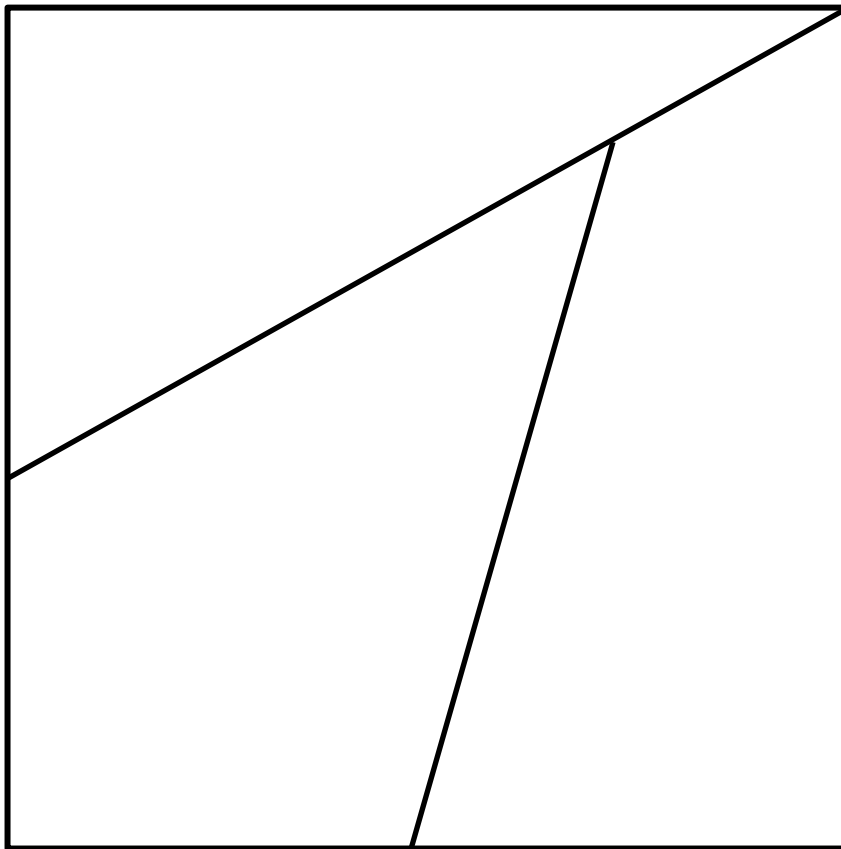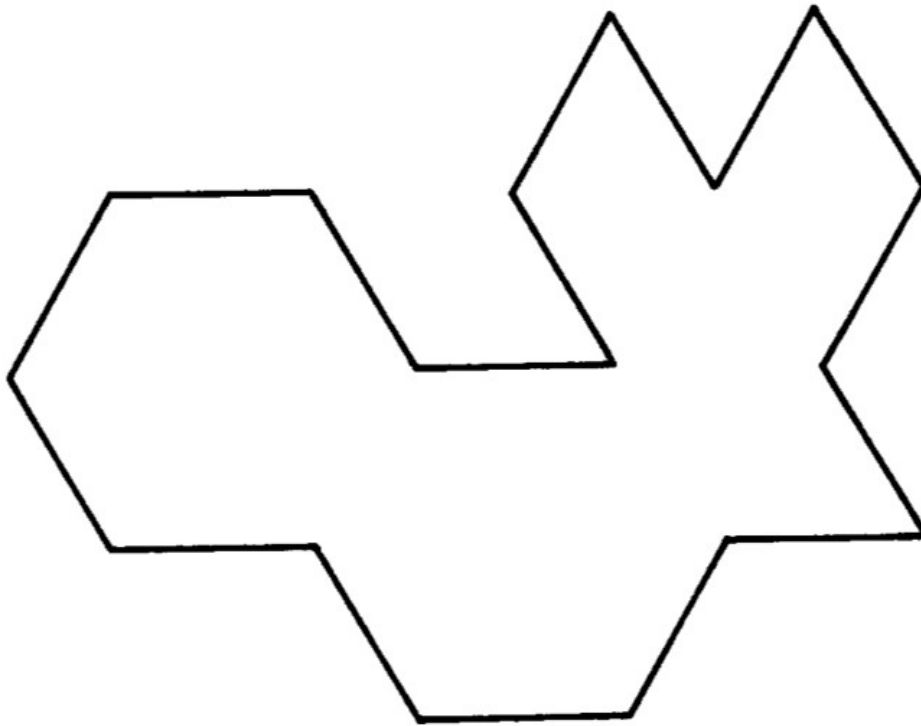
Student Name: _____     Teacher: _____

| Quarter 1 | | Description | Mastered (M) | Non Mastery (X) | Standard(s) |
|---|---|---|---|---|---|
| M1: Mid Module: Topic A | (1) | Identifies two objects as being identical | | | K.MD.C.4 |
| | (2) | Identifies similarities by attribute (size, color, type, etc.) | | | |
| | | | | | |
| M1: Mid Module: Topic B | (1) | Sorts pictures into two distinct categories | | | K.CC.B.4a, K.CC.B.4b, K.MD.C.4 |
| | (3) | Counts objects up to 5 using number names using one-to-one correspondence | | | |
| | | | | | |
| M1: Mid Module 1: Topic C | (1) | Arranges and counts 5 objects into a line, circle and scattered configuration | | | K.CC.B.4a, K.CC.B.4b, K.CC.B.5, K.OA.A.3 |
| | (2) | Responds correctly when asked "how many?" with numbers less than or equal to 5 | | | |
| | (3) | Decompose a number less than or equal to 5 | | | |
| | | | | | |
| M1: Mid Module: Topic D | (1) | Identifies the number of items in each category | | | K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5 |
| | (3) | Understands and uses the word zero when asked how many objects there are | | | |
| | (4) | Writes numerals 0-5 | | | |
| | | | | | |
| M1: End of Module: Topic E | (1) | Counts objects up to 10 in a linear configuration and writes the number | | | K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5 |
| | (2) | Counts objects up to 10 in a circular configuration and writes the number | | | |
| | (3) | Counts objects up to 10 in an array configuration | | | |
| | | | | | |
| M1: End of Module: Topic F | (1) | Responds correctly when asked "how many?" with numbers less than or equal to 10 | | | K.CC.A.3, K.CC.B.4a, K.CC.B.4b, K.CC.B.5 |
| | (3) | Writes the number 9 and adds 1 more object and says and writes 10 | | | |
| | | | | | |
| M1: End of Module: Topic G | (1,2) | Identifies a numeral as one more than the previous number up to 10  *3/3 must be answered correctly to score Mastered. Topic G Question 1 and 2 Topic H Question 1* | | | K.CC.B.4a, K.CC.B.4b, K.CC.B.4c |
| | (3) | Places numbers in order up to 10 | | | |

| | | | | | |
|---|---|---|---|---|---|
| M1: End of Module: Topic H | (1) | Identifies a numeral as one more than the previous number up to 10 <br> *3/3 must be answered correctly to score Mastered.* <br> *Topic G Question 1 and 2* <br> *Topic H Question 1* | | | K.CC.B.4a, K.CC.B.4b, |
| Quarter 2 | | Description | | | Standard(s) |
| M2: End of Module Topic A | (1) | Identifies and describes several attributes of two-dimensional/flat shapes from the environment | | | K.G.A.1 K.G.A.2 K.G.B.4 |
| | | | | | |
| M2: End of Module Topic B | (1) | Identifies and describes several attributes of three-dimensional/solid shapes from the environment | | | K.G.A.1 K.G.A.2 K.G.B.4 |
| | (3) | Selects a given shape/solid and positions it above, in front of, or behind another shape/solid | | | |
| | | | | | |
| M2: End of Module Topic C | (1) | Identifies shapes as two-dimensional or three-dimensional. | | | K.G.A.3 K.MD.C.4 |
| | | | | | |
| M3: Mid Module Topic A | (2) | Uses the words longer than and shorter than to compare two objects | | | |
| | | | | | |
| M3: Mid Module Topic B | (1,2) | Identifies objects that are longer and shorter than another <br> *2/2 must be answered correctly to score Mastered.* <br> *Topic B Question 1 and 2* | | | K.MD.A.2 |
| | | | | | |
| M3: Mid Module Topic C | (1) | Uses the words heavier than and lighter than to compare two objects | | | K.MD.A.1 K.MD.A.2 |
| | | | | | |
| M3: Mid Module Topic E | (2) | Compares the number of objects in two groups correctly <br> *3/3 must be answered correctly to score Mastered.* <br> *Topic E Question 1 Topic F Question 1* <br> *Topic G Question 1* | | | |
| | | | | | |
| M3: End of Module Topic F | (1) | Compares the number of objects in two groups correctly <br> *3/3 must be answered correctly to score Mastered.* <br> *Topic E Question 1 Topic F Question 1* <br> *Topic G Question 1* | | | K.CC.C.6 |
| | (2) | Identifies and shows a set of objects equal to another set of objects | | | |
| | (3) | Identifies and shows a set of objects | | | |

| | | | | | Standard(s) |
|---|---|---|---|---|---|
| | | more than another set of objects | | | |
| | (4) | Identifies and shows a set of objects less than another set of objects | | | |
| | | | | | |
| M3: End of Module Topic G | (1) | Compares the number of objects in two groups correctly<br>*3/3 must be answered correctly to score Mastered.*<br>*Topic E Question 1 Topic F Question 1*<br>*Topic G Question 1* | | | K.CC.C.6<br>K.CC.C.7 |
| | (2,3) | Uses more than and less than to compare two numbers<br>*2/2 must be answered correctly to score Mastered.*<br>*Topic G Question 2 and 3.* | | | |
| | | | | | |
| **Quarter 3** | | **Description** | | | **Standard(s)** |
| M4: Mid Module Topic A | (1) | Tells and demonstrates a (decomposing) math story | | | K.OA.A.1<br>K.OA.A.3<br>K.OA.A.5 |
| | | | | | |
| M4: Mid Module Topic B | (4) | Decomposes a number up to 10<br>*3/3 must be answered correctly to score Mastered.*<br>*Topic B Question 4*<br>*Topic E Question 1 and 2* | | | |
| | | | | | |
| M4: Mid Module Topic C | (1) | Represents an addition story problem using objects | | | K.OA.A.1<br>K.OA.A.2 |
| | (2) | Represents an addition story problem using an equation<br>*3/3 must be answered correctly to score mastered.*<br>*Topic C question 2*<br>*Topic F Question 2 and 3* | | | |
| | | | | | |
| M4: Mid Module Topic D | (1) | Represents a subtraction story problem using objects | | | K.OA.A.1<br>K.OA.A.2<br>K.OA.A.3 |
| | (2) | Represents a subtraction story problem using an equation<br>*3/3 must be answered correctly to score mastered.*<br>*Topic D Question 2*<br>*Topic G Question 1 and 2* | | | |
| | | | | | |
| M4: End of Module Topic E | (1,2) | Decomposes a number up to 10<br>*3/3 must be answered correctly to score Mastered.*<br>*Topic B Question 4*<br>*Topic E Question 1 and 2* | | | K.OA.A.3 |
| | | | | | |
| M4: End of Module Topic F | (2,3) | Represents an addition story problem using an equation.<br>*3/3 must be answered correctly to score mastered.*<br>*Topic C question 2*<br>*Topic F Question 2 and 3* | | | |
| | | | | | |
| M4: End of Module Topic G | (1,2) | Represents a subtraction story problem using an equation<br>*3/3 must be answered correctly to score mastered.*<br>*Topic D Question 2*<br>*Topic G Question 1 and 2* | | | K.OA.A.1<br>K.OA.A.2<br>K.OA.A.3 |

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| M 4: End of Module Topic H | (3) | Represents an addition and subtraction problem with the correct equation | | | |
| | (4,5) | Identifies the number that makes a ten<br>*2/2 must be answered correctly to score mastered.*<br>*Topic H Questions 4 and 5* | | | |
| Quarter 4 | | Description | | | Standard(s) |
| M5: Mid Module Topic A | (1) | Composes and decomposes objects up to 19 into a group of 10 ones and some more ones<br>*3/4 must be answered correctly to score mastered.*<br>*Topic A Question 1*<br>*Topic B Question 1 and 2*<br>*Topic E Question 2* | | | K.NBT.A.1<br>K.CC.A.1 |
| | | | | | |
| M5: Mid Module Topic B | (1,2) | Composes and decomposes objects up to 19 into a group of 10 ones and some more ones<br>*3/4 must be answered correctly to score mastered.*<br>*Topic A Question 1*<br>*Topic B Question 1 and 2*<br>*Topic E Question 2* | | | K.NBT.A.1<br>K.CC.A.3 |
| | (3) | Writes numbers from 11-20 | | | |
| | | | | | |
| M5: Mid Module Topic C | (2) | Counts objects up to 20 in an array | | | K.CC.B.4b<br>K.CC.B.4c<br>K.CC.B.5<br>K.NBT.A.1 |
| | (3) | Counts objects up to 20 in a circle (circular configuration) | | | |
| | | | | | |
| M5: Mid Module Money | (1) | Identifies and states the value of a penny | | | K.MD.B.3 |
| | (2) | Identifies and states the value of a nickel | | | |
| | (3) | Identifies and states the value of a dime | | | |
| | (4) | Identifies and states the value of a quarter | | | |
| | | | | | |
| M5: End of Module Topic D | (1) | Counts by 10's to 100 | | | K.CC.A.1<br>K.CC.A.2 |
| | (1a) | Counts up by 5's to 100 | | | |
| | (1b) | Count backward from 10 by ones | | | |
| | (3) | Count forward from any number (up to 100) | | | |
| | | | | | |
| M5: End of Module Topic | (1) | Counts objects up to 20 in a line (linear configuration) | | | K.CC.B.5<br>K.NBT.A.1 |

| | | | | | |
|---|---|---|---|---|---|
| E | (2) | Composes and decomposes objects up to 19 into a group of 10 ones and some more ones.<br>*3/4 must be answered correctly to score mastered.*<br>*Topic A Question 1*<br>*Topic B Question 1 and 2*<br>*Topic E Question 2* | | | |
| | (3) | Composes and decomposes objects up to 19 using a drawing or equation | | | |
| | | | | | |
| M5: End of Module Topic FL (Fluency) | (1) | Fluently add and subtract within 10 | | | K.OA.A.5 |
| | | | | | |
| M6: End of Module Topic A | (1) | Builds a square using different materials | | | K.CC.B.4d<br>K.G.B.5 |
| | (2) | Selects a real-world object that matches a square | | | |
| | | | | | |
| M6: End of Module Topic B | (1) | Composes a rectangle with simple shapes | | | K.G.B.6 |
| | (2) | Composes a square with simple shapes | | | |

# Section 2:
# English Language Arts

# 2021-2022 ELA Kindergarten Report Card Skills per Quarter

| Reading | Q1 | Q2 | Q3 | Q4 |
|---|---|---|---|---|
| Identifies front cover | X | | | |
| Identifies back cover | X | | | |
| Identifies title page | X | | | |
| Identifies author | | X | | |
| Identifies illustrator | | X | | |
| Identifies character | | | X | |
| Identifies setting | | | X | |
| Identifies plot | | | | X |
| **Foundational Skills** | **1** | **2** | **3** | **4** |
| Names 13 uppercase letters in random order | X | | | |
| Names 13 lowercase letters in random order | X | | | |
| Recognize rhyming words | | | X | |
| Names all uppercase letters in random order | | X | | |
| Names all lowercase letters in random order | | X | | |
| Produce rhyming words | | | | X |
| Understand syllables | | | | X |
| Read sight words: I, can, the, we, see, a, like  (6 out of 7) | X | | | |
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my (11 out of 13) | | X | | |
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my, are, with, he, is, little, she, was, for have, of, they, said, want  (22 out of 26) | | | X | |
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my, are, with he, is, little, she, was, for have, of, they, said, want, here, me, this, what, help, too, has, play, where, look, good, who, came, does  (36 out of 40) | | | | X |
| Identify beginning sounds | | X | | |
| Identify ending sounds | | | X | |
| Identify medial sounds | | | | X |
| Blend/segment onsets and rimes | | | X | |
| Identify letter sounds: Mm, Aa (short and long), Ss, Pp, Tt | X | | | |
| Identify letter sounds:  Ii (short and long), Nn, Cc, Oo (short and long) Dd, Hh, | | X | | |
| Identify letter sounds: Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu (short and long) Gg, Ww, Xx, Vv | | | X | |
| Identify letter sounds: jj, Qu, Yy, Zz | | | | X |
| Write the letter for each sound: Mm, Aa (short and long), Ss, Pp, Tt | X | | | |
| Write the letter  for each sound:  Ii (short and long), Nn, Cc, Oo (short and long) Dd, Hh | | X | | |
| Write the letter for each sound: Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu (short and long) Gg, Ww, Xx, Vv | | | X | |

| | 1 | 2 | 3 | 4 |
|---|---|---|---|---|
| Write the letter for each sound: jj, Qu, Yy, Zz | | | | X |
| Write CVC words from dictation (Blend/Segment Phonemes) | | | | X |
| **Writing** | 1 | 2 | 3 | 4 |
| Writes first name correctly | X | | | |
| Writes first and last name correctly | | X | | |
| Writes uppercase letters:  M, A, S, P, T letters (reversals accepted) | X | | | |
| Writes uppercase letters:  I, N, C, O, D, H (reversals accepted) | | X | | |
| Writes uppercase letters: E, F, R, B, L, K, U, G, W, X, V (reversals accepted) | | | X | |
| Writes uppercase letters: J, Q, Y, Z  (reversals accepted) | | | | X |
| Writes lowercase letters:  m, a , s, p, t (reversals accepted) | X | | | |
| Writes lowercase letters:  I, n, c, o, d, h (reversals accepted) | | X | | |
| Writes lowercase letters:  e, f, r, b, l, k, u, g, w, x, v (reversals accepted) | | | X | |
| Writes lowercase letters: j, q, y, z  (reversals accepted) | | | | X |
| Draw/dictate/write to give information or explain | | X | | |
| Draw/dictate/write to state an opinion | | | X | |
| Draw/dictate/write to tell a story | | | | X |
| **Language (Foundational Literacy)** | 1 | 2 | 3 | 4 |
| Form plural nouns | | | X | |
| Identify opposites | | | | X |
| Use Nouns | X | | | |
| Use verbs | | | X | |
| Use Adjectives | | | | X |
| Use pronouns | | | | X |
| Use prepositions when speaking or writing | | | | X |
| Identify multiple meanings for familiar words | | | X | |
| Recognize sentence structure:  capitalization/punctuation | | X | | |
| Use inflections and affixes | | | | X |

# 2021-2022 Planning Draft  ELA Kindergarten Report Card Skills Curriculum Key

| Reading | Appears in the Curriculum | Q1 | Q2 | Q3 | Q4 |
|---|---|---|---|---|---|
| Identifies front cover | *Continuous | X | | | |
| Identifies back cover | * Continuous | X | | | |
| Identifies title page | *Continuous | X | | | |
| Identifies author | * Continuous | | X | | |
| Identifies illustrator | * Continuous | | X | | |
| Identifies character | Unit 3 Week 3, Unit 4 week 2 Unit 5 Week 1, Unit 8 week 1 | | | X | |
| Identifies setting | Unit 3 Week 3, Unit 4 week 2 Unit 5 Week 1, Unit 8 week 1 | | | X | |
| Identifies plot | Unit 6 weeks 1,2 and 3 Unit 7 weeks 2 and 3 Unit 8 week 1 Unit 9 weeks 1 and 2 Unit 10 week 1 | | | | X |
| **Foundational Skills** | | 1 | 2 | 3 | 4 |
| Names 13 uppercase letters in random order | Smart Start weeks 1,2 and 3 | X | | | |
| Names 13 lowercase letters in random order | Smart Start weeks 1,2 and 3 | X | | | |
| Recognize rhyming words | Smart Start weeks 1 and 2 Unit 1 week 2, Unit 3 week 1, Unit 4 week 3, Unit 5 week 3 Unit 6 week 2, Unit 7 week 2 | | | X | |
| Names all uppercase letters in random order | Smart Start weeks 1, 2 and 3 | | X | | |
| Names all lowercase letters in random order | Smart Start weeks 1,2 and 3 | | X | | |
| Produce rhyming words | Unit 7 week 2, Unit 8 week 2, Unit 9 week 3, | | | | X |
| Understand syllables | Smart Start week 3 Unit 2, week 3 Unit 3 week 3, Unit 5 week 1, Unit 8 weeks 1 and 3, Unit 9 weeks 1 and 3, Unit 10 weeks 1, 2 and 3 | | | | X |
| Read sight words: I, can, the, we, see, a, like  (6 out of 7) | Smart Start weeks 1,2 and,3 Unit 1 weeks 1, 2 and 3 Unit 2 weeks 1 and 2 | X | | | |
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my (11 out of 13) | Unit 3 weeks 1, 2 and  3, Unit 4 weeks 1,2 and 3 Unit 5 week 1 | | X | | |
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my, are, with, he, is, little, she, was, for have, of, they, said, want  (22 out of 26) | Unit 5 weeks 2 and 3 Unit 6 weeks 1, 2 and 3, Unit 7  weeks 1, 2, 3 | | | X | |
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my, are, with he, is, little, she, was, for have, of, they, said, want, here, me, this, what, help, too, has, play, where, look, good, who, came, does  (36 out of 40) | Unit 8 weeks 1 and 2, Unit 9 weeks 1,2 and 3, Unit 10 weeks 1 and 2 | | | | X |
| Identify beginning sounds | Units 1-10 | | X | | |
| Identify ending sounds | Units 2 week 2-Unit 10 | | | X | |
| Identify medial sounds | Units 1 week 2-Unit 10 | | | | X |

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Blend/segment onsets and rimes | Unit 1 week 3, Unit 2 week 2, Unit 3 week 2, Unit 4 week 1, Unit 5 week 2, Unit 6 week 1, | | | X | |
| Identify letter sounds: Mm, Aa (short and long), Ss, Pp, Tt | Unit 1 weeks 1, 2 and 3 Unit 2 weeks 1 and 2 | X | | | |
| Identify letter sounds: Ii (short and long), Nn, Cc, Oo (short and long) Dd, Hh, | Unit 3 weeks 1,2 and 3 Unit 4 weeks 1 and 2 Unit 5 week 1 | | X | | |
| Identify letter sounds: Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu (short and long) Gg, Ww, Xx, Vv | Unit 5 week 2 and 3 Unit 6 weeks 1 and 2 Unit 7 weeks 1, 2, 3 | | | X | |
| Identify letter sounds: jj, Qu, Yy, Zz | Unit 8 weeks 1 and 2 | | | | X |
| Write the letter for each sound: Mm, Aa (short and long), Ss, Pp, Tt | Unit 1 weeks 1, 2 and 3 Unit 2 weeks 1 and 2 | X | | | |
| Write the letter for each sound: Ii (short and long), Nn, Cc, Oo (short and long) Dd, Hh | Unit 3 weeks 1,2,and 3 Unit 4 weeks 1 and 2 Unit 5 week 1 | | X | | |
| Write the letter for each sound: Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu (short and long) Gg, Ww, Xx, Vv | Unit 5 week 2 and 3 Unit 6 weeks 1 and 2 Unit 7 weeks 1, 2 and 3 | | | X | |
| Write the letter for each sound: jj, Qu, Yy, Zz | Unit 8 weeks 1 and 2 | | | | X |
| Write CVC words from dictation (Blend/Segment Phonemes) | Units 1-10 | | | | X |
| **Writing** | | 1 | 2 | 3 | 4 |
| Writes first name correctly | **Continuous | X | | | |
| Writes first and last name correctly | **Continuous | | X | | |
| Writes uppercase letters: M, A, S, P, T letters (reversals accepted) | Unit 1 weeks 1, 2 and 3 Unit 2 weeks 1 and 2 | X | | | |
| Writes uppercase letters: I, N, C, O, D, H (reversals accepted) | Unit 3 weeks 1,2 and 3 Unit 4 weeks 1 and 2 Unit 5 week 1 | | X | | |
| Writes uppercase letters: E, F, R, B, L, K, U, G, W, X, V (reversals accepted) | Unit 5 week 2 and 3 Unit 6 weeks 1 and 2 Unit 7 weeks 1, 2 and 3 | | | X | |
| Writes uppercase letters: J, Q, Y, Z (reversals accepted) | Unit 8 weeks 1 and 2 | | | | X |
| Writes lowercase letters: m, a , s, p, t (reversals accepted) | Unit 1 weeks 1, 2 and 3 Unit 2 weeks 1 and 2 | X | | | |
| Writes lowercase letters: I, n, c, o, d, h (reversals accepted) | Unit 3 weeks 1,2 and 3 Unit 4 weeks 1 and 2 Unit 5 week 1 | | X | | |
| Writes lowercase letters: e, f, r, b, l, k, u, g, w, x, v (reversals accepted) | Unit 5 week 2 and 3 Unit 6 weeks 1 and 2 Unit 7 weeks 1, 2 and 3 | | | X | |
| Writes lowercase letters: j, q, y, z (reversals accepted) | Unit 8 weeks 1 and 2 | | | | X |

| | | 1 | 2 | 3 | 4 |
|---|---|---|---|---|---|
| Draw/dictate/write to give information or explain | Unit 1 weeks 1,2 and, 3<br>Unit 2 weeks 1, 2 and 3<br>Unit 3 week 2<br>Unit 4 weeks 1, 2 and , 3<br>Unit 5 week 3<br>Unit 7 week 1<br>Unit 8 week 2<br>Unit 9 weeks 2 and 3<br>Unit 10 weeks 2 and 3 | | X | | |
| Draw/dictate/write to state an opinion | Unit 5 week 2<br>Unit 6 week 1<br>Unit 7 week 3 | | | X | |
| Draw/dictate/write to tell a story | Unit 3 weeks 1 and 3<br>Unit 5 week 1<br>Unit 6 week 3<br>Unit 7 week 2<br>Unit 8 weeks 1 and 3<br>Unit 9 weeks 1<br>Unit 10 weeks 1 | | | | X |
| **Language (Foundational Literacy)** | | 1 | 2 | 3 | 4 |
| Form plural nouns | Unit 6 weeks 1,2 and 3 | | | X | |
| Identify opposites | Unit 7 week 2, Unit 8 Week 3 and Unit 10 week 2 | | | | X |
| Use Nouns | Unit 1 weeks 1, 2 and 3, | X | | | |
| Use verbs | Unit 2 weeks 1, 2 and 3<br>Unit 7 weeks 1, 2 and 3 | | | X | |
| Use Adjectives | Unit 4 weeks 1, 2 and 3<br>Unit 9 weeks 1, 2 and 3 | | | | X |
| Use pronouns | Unit 5 weeks 1, 2 and 3<br>Unit 10 weeks 1, 2 and 3 | | | | X |
| Use prepositions when speaking or writing | Unit 8 weeks 1, 2 and 3 | | | | X |
| Identify multiple meanings for familiar words | Units 1-10 | | | X | |
| Recognize sentence structure: capitalization/punctuation | Unit 3 weeks 1, 2 and 3 | | X | | |
| Use inflections and affixes | Unit 5 weeks 1 and 2<br>Unit 7 week 1<br>Unit 9 week 1<br>Unit 10 weeks 2 and 3 | | | | X |

*When reading to kindergarten students, teachers should continuously engage them in a review of the front/back covers, title, author and illustrator.

**Teachers should continuously support and require students to practice writing their names especially when submitting assignments.

**Noteworthy:**
- ✓ While most skills are assessed via the Kindergarten Handbook during the quarter in which it is taught, some skills are assessed after the quarter in which they are taught. In these instances, this was done to give the students more time to become secure with the skill.
- ✓ Skills that are not mastered within the designated quarter should be retaught and reassessed with mastery as the goal.

# 2021-2022 ELA Kindergarten Report Card Skills

## Individual Student Report

Key:  Mastered (M)          Non-Mastery (X)

Student Name: _____Teacher: _____

| Reading | Q1 | Q2 | Q3 | Q4 |
|---|---|---|---|---|
| Identifies front cover | | | | |
| Identifies back cover | | | | |
| Identifies title page | | | | |
| Identifies author | | | | |
| Identifies illustrator | | | | |
| Identifies character | | | | |
| Identifies setting | | | | |
| Identifies plot | | | | |
| **Foundational Skills** | **1** | **2** | **3** | **4** |
| Names 13 uppercase letters in random order | | | | |
| Names 13 lowercase letters in random order | | | | |
| Recognize rhyming words | | | | |
| Names all uppercase letters in random order | | | | |
| Names all lowercase letters in random order | | | | |
| Produce rhyming words | | | | |
| Understand syllables | | | | |
| Read sight words: I, can, the, we, see, a, like  (6 out of 7) | | | | |
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my (11 out of 13) | | | | |
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my, are, with, he, is, little, she, was, for have, of, they, said, want  (22 out of 26) | | | | |
| Read sight words: I can, the, we, see, a, like, to, and, go, you, do, my, are, with he, is, little, she, was, for have, of, they, said, want, here, me, this, what, help, too, has, play, where, look, good, who, came, does  (36 out of 40) | | | | |
| Identify beginning sounds | | | | |
| Identify ending sounds | | | | |
| Identify medial sounds | | | | |
| Blend/segment onsets and rimes | | | | |
| Identify letter sounds: Mm, Aa (short and long), Ss, Pp, Tt | | | | |
| Identify letter sounds:  Ii (short and long), Nn, Cc, Oo (short and long) Dd, Hh, | | | | |
| Identify letter sounds: Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu (short and long) Gg, Ww, Xx, Vv | | | | |
| Identify letter sounds: jj, Qu, Yy, Zz | | | | |
| Write the letter for each sound: Mm, Aa (short and long), Ss, Pp, Tt | | | | |
| Write the letter  for each sound:  Ii (short and long), Nn, Cc, Oo (short and long) Dd, Hh | | | | |

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| | | | | |
|---|---|---|---|---|
| Write the letter for each sound: Ee (short and long), Ff, Rr, Bb, Ll, Kk, Uu (short and long) Gg, Ww, Xx, Vv | | | | |
| Write the letter for each sound: jj, Qu, Yy, Zz | | | | |
| Write CVC words from dictation (Blend/Segment Phonemes) | | | | |
| **Writing** | 1 | 2 | 3 | 4 |
| Writes first name correctly | | | | |
| Writes first and last name correctly | | | | |
| Writes uppercase letters:  M, A, S, P, T letters (reversals accepted) | | | | |
| Writes uppercase letters:  I, N, C, O, D, H (reversals accepted) | | | | |
| Writes uppercase letters: E, F, R, B, L, K, U, G, W, X, V (reversals accepted) | | | | |
| Writes uppercase letters:  J, Q, Y, Z  (reversals accepted) | | | | |
| Writes lowercase letters:   m, a , s, p, t (reversals accepted) | | | | |
| Writes lowercase letters:  I, n, c, o, d, h (reversals accepted) | | | | |
| Writes lowercase letters:  e, f, r, b, l, k, u, g, w, x, v (reversals accepted) | | | | |
| Writes lowercase letters: j, q, y, z  (reversals accepted) | | | | |
| Draw/dictate/write to give information or explain | | | | |
| Draw/dictate/write to state an opinion | | | | |
| Draw/dictate/write to tell a story | | | | |
| **Language (Foundational Literacy)** | 1 | 2 | 3 | 4 |
| Form plural nouns | | | | |
| Identify opposites | | | | |
| Use Nouns | | | | |
| Use verbs | | | | |
| Use Adjectives | | | | |
| Use pronouns | | | | |
| Use prepositions when speaking or writing | | | | |
| Identify multiple meanings for familiar words | | | | |
| Recognize sentence structure:  capitalization/punctuation | | | | |
| Use inflections and affixes | | | | |

# First Nine Weeks
## ELA Skills
## August 9, 2021 – October 8, 2021

- Identify book elements (front cover; back cover; title page)

- Use nouns

- Name 13 uppercase letters in random order
  (*Cut out alphabet cards and place in a random order*)

- Name 13 lowercase letters in random order
  (*Cut out alphabet cards and place in a random order*)

- Identifies letter sounds (Mm, Aa, Ss, Pp, Tt)

- Read sight words (6 out of 7)

- Write first name correctly

- Writes the letter for each sound (Mm, Aa (short and long), Ss, Pp, Tt)

- Writes uppercase letters (M, A, S, P, T)

- Writes lowercase letters (m, a, s, p, t)

*In PowerSchool teachers must indicate a rating of an M (mastery) or an X (non-mastery) for each skill listed per quarter.*

1._____**Identify book elements:**  Hand a book to the student incorrectly.  The student will demonstrate knowledge by responding to the following statements/questions.  (100% accuracy without assistance or prompts)

       ____**"**Show me how to hold the book correctly."

       ____**"**Show me the **front cover** of the book."

       ____**"**Show me the **back cover** of the book."

       ____**"**Show me the **title page** of the book."


2._____**Use nouns**. **Students will** identify nouns in the picture.  (see below)

Which picture do you like the most?

Is it a person, place, animal, thing?

Look at the picture, can you tell me 2 more nouns. Remember a noun is a person, place, animal, or thing?
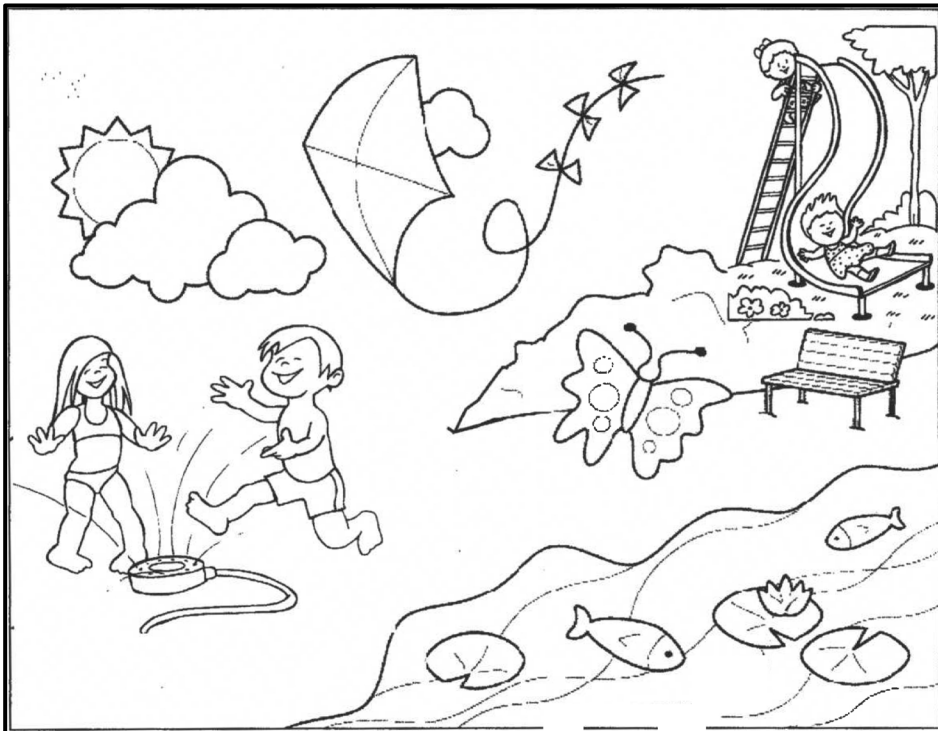
3. _____**Recognize and name 13 uppercase letters in random order**: (use lettercards on pp.98-99)

M   A   S   P   T   I   N   C   O   D   H   E   F   R

B   L   K   U   G   W   X   V   J   Q   Y   Z

4._____**Recognize and name 13 lowercase letters in random order:** (use lettercards on pp.100-101)

m   a   s   p   t   i   n   c   o   d   h   e   f   r

b   l   k   u   g   w   x   v   j   q   y   z

5. _____**Identifies letter sounds:** The student will orally identify upper and lower-case letter sounds. The student must provide both the short and long sounds for the vowel a. When the student responds with a vowel sound, the teacher will ask: "What other sound does this letter make?" No picture cards will  be used. (100% accuracy without assistance or prompts)

| M | A | S | P | T |
|---|---|---|---|---|
| m | a | s | p | t |

**First Nine Weeks Cont.**

6._____Read sight words. (6 out of 7)

__I      __ can      __the      __we      __see      __a      __like

**WRITING**

7. _____**Writes first name.** Capitalize first letter only.
Exception will include names that are case sensitive.    (Ex. LaRhonda)

┌─────────────────────────────────────────────────────────┐
│                                                         │
│                                                         │
│                                                         │
│                                                         │
│                                                         │
└─────────────────────────────────────────────────────────┘

8. _____**Writes the letter for each sound**: Teachers will call out the sounds for the letters?
m, a, s, p, t. (*Accept upper or lowercase letters. The order is teacher's choice. 100% accuracy without assistance or prompts*)

Teacher will say - "In the box write the letter that makes the /m/ sound, etc."

/m/      /a/      /s /      /p /      /t/

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |

9. _____**Writes upper case letters**: The teacher will call out letters:  **M, A,  S, P,  T.**  Students will correctly form the uppercase letters in the boxes. *NO Models – The order is teacher's choice.*
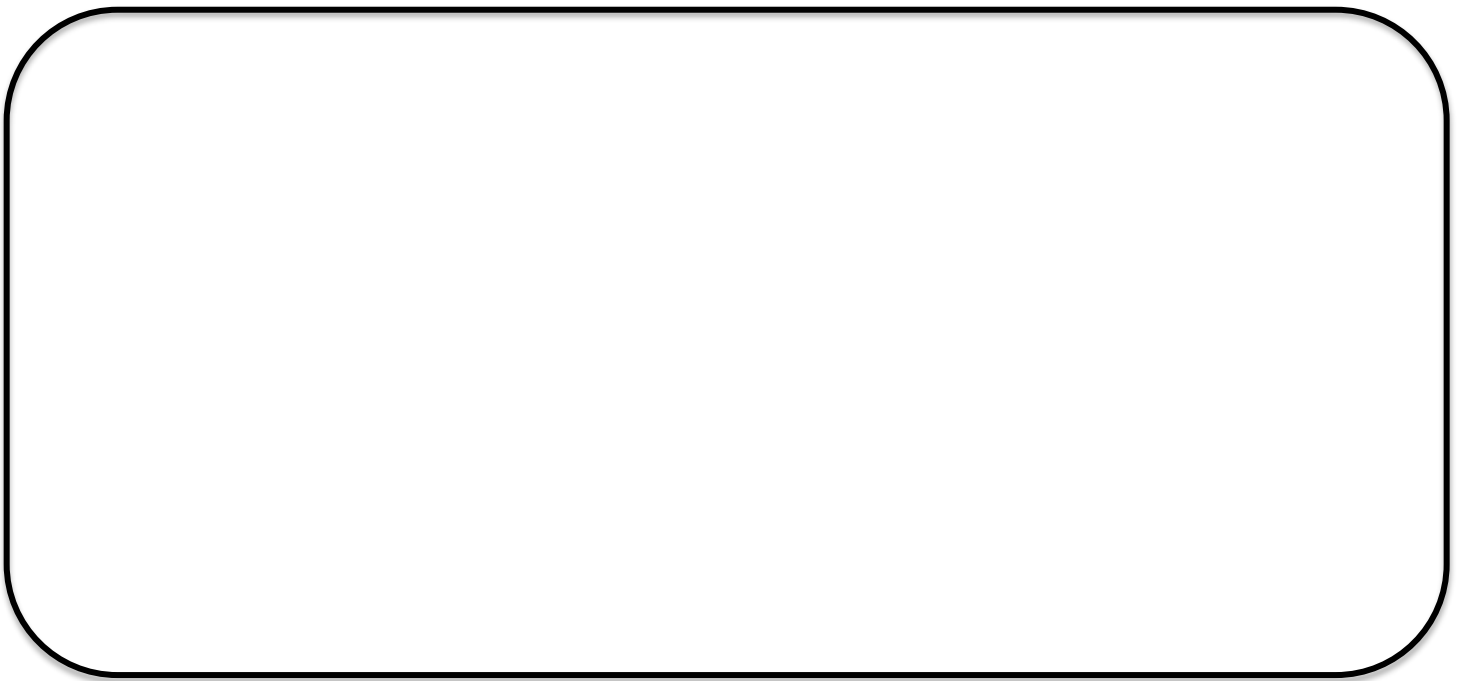
| | | | | |
|---|---|---|---|---|
| | | | | |

10. _____**Writes lower case letters:** The teacher will call out letters:  **m, a, s, p, t**.  Students will correctly form the lowercase letters in the boxes. *NO Models – The order is teacher's choice.*

| | | | | |
|---|---|---|---|---|
| | | | | |

Identify Uppercase Letters

| M | A | S | P |
|---|---|---|---|
| T | I | N | C |
| O | D | H | E |

| F | R | B | L |
|---|---|---|---|
| K | U | G | W |
| X | V | J | Q |
| Y | Z | | |

Identify Lowercase Letters

| | | | |
|---|---|---|---|
| m | a | s | p |
| t | i | n | c |
| o | d | h | e |

| | | | |
|---|---|---|---|
| f | r | b | l |
| k | u | g | w |
| x | v | j | q |
| y | z | | |

# First Nine Weeks Sight Words

| | |
|---|---|
| I | can |
| the | we |
| see | a |
| like | |

## Second Nine Weeks
## ELA Skills

## October 18, 2021 – December 17, 2021

- Identify story elements: author/illustrator
- Name all 26 uppercase letters in random order
- Name all 26 lowercase letters in random order
- Reads sight words
- Identify beginning sounds
- Identify letter sounds (Ii, Nn, Cc, Oo Oo, Dd, Hh)
- Write the letter for each sound (Ii, Nn, Cc, Oo, Dd, Hh)
- Write first and last name correctly
- Correctly form uppercase letters: (I, N, C, O, D, H)
- 10.Correctly forms lower case letters: (i, n, c, o, d, h)
- Draw/dictate/write to give information or explain
- Recognize sentence structure: capitalization and punctuation

*In PowerSchool teachers must indicate a rating of an M (mastery) or an X (non-mastery) for each skill listed per quarter.*

**2nd Nine Weeks Skills**

**READING**

1. _____Identify story elements – author/illustrator.
   Teacher will ask: "What is the job of the author?   What is the job of the illustrator?" (100% accuracy without assistance or prompts)

**Foundational Skills**

2. _____Recognize and name 26 uppercase letters in random order: (use lettercards on pp. 98-99)

M     A     S     P     T     I     N     C     O     D     H     E     F     R

B     L     K     U     G     W     X     V     J     Q     Y     Z

3._____ Recognize and name 26 lowercase letters in random order: (use lettercards on pp. 100-101)

m     a     s     p     t     i     n     c     o     d     h     e     f     r

b     l     k     u     g     w     x     v     j     q     y     z

4. _____ Read sight words. (11 out of 13) See page 112

___I ___can ___the ___we ___ see ___a ___like ___to ___and
___go __ you ___do ___my

5._____ Identifies beginning sounds. Teacher will ask: "What is the beginning sound in mop? Remember the beginning sound is the first sound you hear."

_____mop      _____sun      _____apple      _____top

6. _____ **Identifies letter sounds:** The student will orally identify upper and lower case letter sounds. The student must provide both the short and long sounds for the vowels i and o. When the student responds with a vowel sound, the teacher will ask: "What other sound does this letter make?" (100% accuracy without assistance or prompts)

| I | N | C | O | D | H |
|---|---|---|---|---|---|
| i | n | c | o | d | h |

7. _____ **Writes the letter for each sound**: Teachers will call out the sounds for the letters**?**
   **i**, **n**, **c**, **o**, **d**, **h**. (*Accept upper or lowercase letters. The order is teacher's choice. 100% accuracy without assistance or prompts*)

   Teacher will say - "In the box write the letter that makes the /i/ sound, etc."

   **/i/**(short and long)  **/n/**  **/c /**  **/o/**(short and long)  **/d/**  **/h/**

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |

8. _____**Write first and last name correctly**. Capitalize first letter only.  Exception will include names that are case sensitive. (Ex. McDonald)

9. _____ **Correctly forms upper case letters**: The teacher will call out letters:  I, **N, C, O, D, H.**  Students will correctly form the uppercase letters in the boxes. *NO Models — The order is teacher's choice.*

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |

10. _____**Correctly forms lower case letters:** The teacher will call out letters:  **i, n, c, o, d, h**. Students will correctly form the lowercase letters in the boxes. *NO Models — The order is teacher's choice.*

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |

**2nd Nine Weeks Skills cont.**

11**. _____Draw/dictate/write to give information or explain**: (use writing template below)

The students will use information gathered from Unit 4 week 1 to draw/dictate/write an informational piece about what people use to do their jobs.

Draw/dictate/write to give information or explain.

_____Draw          _____Dictate          _____Write

_____

_____

_____

_____

**2nd Nine Weeks Skills cont.**

## Language

12. _____**Recognize sentence structure: capitalization and punctuation**

The teacher asks:
- • **"**What do all sentences **begin** with?"
- • (S*how students a punctuation flash card and ask):* **"What is this?"** (100% accuracy without assistance or prompts)

_____ capitalization        _____period        _____question mark

| . | ? |
|---|---|
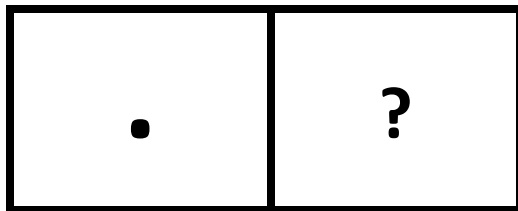
# Second Nine Weeks Sight Words

| | |
|---|---|
| I | can |
| the | we |
| see | a |
| like | to |
| and | go |
| you | do |
| my | |

## Third Nine Weeks
## ELA Skills
## January 3, 2022 – March 11, 2022

- Identify story elements:  character and setting
- Produce rhyming words
- Read sight words (22 out of 26)
- Identify ending sounds
- Blend/segment onsets and rimes
- Identify letter sounds (Ee, Ff, Rr, Bb, Ll, Kk, Uu, Gg, Ww, Xx, Vv)
- Write the letter for each sound (Ee, Ff, Rr, Bb, Ll, Kk, Uu, Gg, Ww, Xx, Vv)
- Correctly form uppercase letters: E, F, R, B, L, K, U, G, W, X, V
- Correctly form Lowercase letters: e, f, r, b, l, k, u, g, w, x, v
- Draw/dictate/write to state an opinion
- Forms plural nouns
- Uses verbs
- Identify multiple meanings for familiar words

*In PowerSchool teachers must indicate a rating of an M (mastery) or an X (non-mastery) for each skill listed per quarter.*

**3rd Nine Weeks Skills**
**R E A D I N G**

1._____ **Identify story elements: character and setting.** The teacher will choose a story read in class.
After reading, students will be asked to name the character(s) and setting.

**FOUNDATIONAL SKILLS**

2._____ **Recognize rhyming words**.  The student will respond (yes or no) when asked if two words rhyme. (100% accuracy without assistance or prompts)

 *Word pairs to use:*    cat – rat        light – bright        dog - **c**ar        mouse – house      hat – leaf

3._____ **Read  sight words**. (22 out of 26)  See pages 122-123
   \_\_\_I     \_\_\_can  \_\_\_the  \_\_\_we   \_\_\_ see \_\_\_*a* \_\_\_like   \_\_\_to   \_\_\_*and* \_\_\_go  \_\_\_ you
   \_\_\_do  \_\_\_ my  \_\_\_*are*  \_\_\_with  \_\_\_he  \_\_\_is   \_\_\_little     \_\_\_she  \_\_\_*was* \_\_\_for   \_\_\_ have
   \_\_\_of  \_\_\_ they \_\_\_ *said* \_\_\_ *want*

4._____ **Identifies ending sounds.** Teacher will ask: "What is the ending sound in mop? Remember the ending sound is the last sound you hear." Teacher will then ask students to identify the ending sound in sun, pig, cat, bed.

  _____ mop      \_\_\_\_\_sun      \_\_\_\_\_pig      \_\_\_\_\_cat      \_\_\_\_\_bed

**3rd Nine Weeks Skills**

5._____**Blend/segment onsets and rimes.** *(Must do a. and b. of blend and segment for mastery)*

a. ____**Blend onsets and rimes** teacher will show the student the letter card and rime card to form the
  following words:

     __ sat    __gap   __mat

| | |
|---|---|
| s | at |
| g | ap |
| m | at |

**3rd Nine Weeks Skills cont**.

b.___**Segment onsets and rimes**- TEACHERS will show the student the picture card (i.e. hat) to facilitate the student in identifying the picture. Once they have identified the picture, have students segment the word (onset/rime). The student will say /h/ /at/. Repeat the process with the picture of the pig and can.
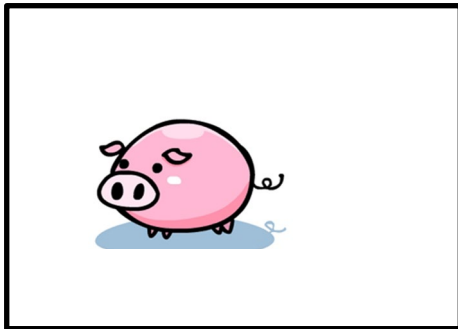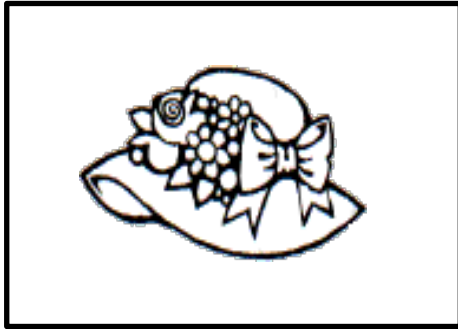
**3rd Nine Weeks Skills cont.**

6. _____ **Identifies letter sounds:** The student will orally identify upper and lower-case letter sounds. The student must provide both the short and long sounds for the vowels e and u. When the student responds with a vowel sound, the teacher will ask: "What other sound does this letter make?" (100% accuracy without assistance or prompts)

| E | F | R | B | L | K | U | G | W | X | V |
|---|---|---|---|---|---|---|---|---|---|---|
| e | f | r | b | l | k | u | g | w | x | v |

7. _____ **Writes the letter for each sound**: Teachers will call out the sounds for the letters?
 e, f, r, b, l, k, u, g, w, x, v.  (*Accept upper or lowercase letters. The order is teacher's choice. 100% accuracy without assistance or prompts*)

 Teacher will say - "In the box write the letter that makes the /e/ sound, etc."

 **/e/**(short and long)  **/f/**   **/r /**  **/b/**  **/l/**  **/k/**  **/u/**(short and long)  **/g/**  **/w/** **/x/**  **/v/**

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |

**3rd Nine Weeks Skills cont.**

8.____**Correctly forms uppercase letters**: The teacher will call out letters: E, F, R, B, L, K, U, G, W, X, V. Students will correctly form the uppercase letters in the boxes. *N0 Models – The order is teacher's choice*

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| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |

9. ___**Correctly forms lower case letters:** The teacher will call out letters:  e, f, r, b, l, k, u, g, w, x, v**.** Students will correctly form the lowercase letters in the boxes. *N0 Models – The order is teacher's choice.*

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
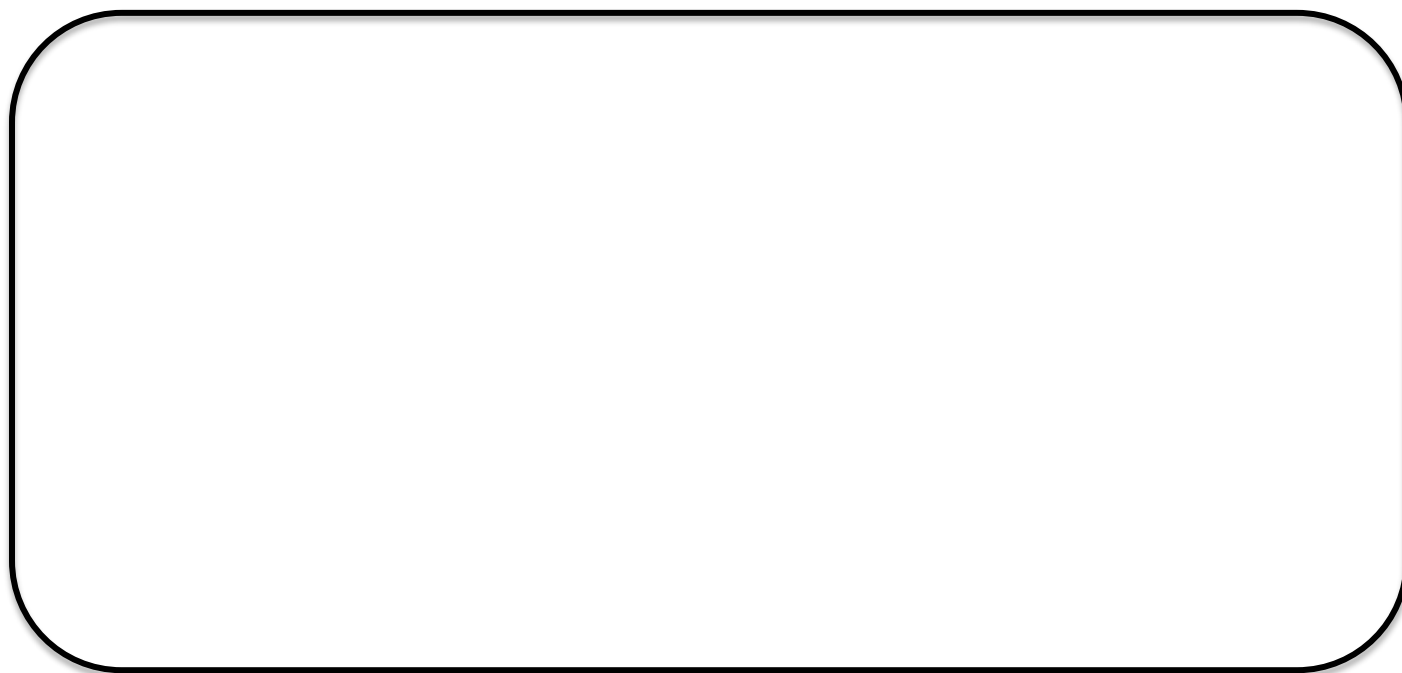
**3rd Nine Weeks Skills cont.**

10. **_____Draw/dictate/write to state an opinion**: (use writing template below)

The students will use information gathered from Unit 6 week 2 to draw/dictate/write an opinion piece about weather.

Draw/dictate/write to give information or explain.

_____Draw        _____Dictate        _____Write

_____

_____

_____

_____

**3rd Nine Weeks Skills cont.**

<u>**LANGUAGE**</u>

11._____**Forms plural nouns**. Teacher will say: "I am going to say a word. You tell me what the word would be if it was plural.  Remember plural means more than one."  (Teachers keep in mind there are 3 sounds that the plural s makes: /s/  /z/  /iz/.  This can make a difference when you are pronouncing the words for the students (100% accuracy without assistance or prompts.)

_____d o g     _____w i s h     _____b a t     _____t i p

12._____**Use verbs**. Students will identify verbs in the picture.  (see below or p. 103)
 Teacher will say:  What do you notice the boy and girl doing in the picture?
Look at the picture again, can you identify two more verbs that are happening the picture?
Remember a verb is an action?
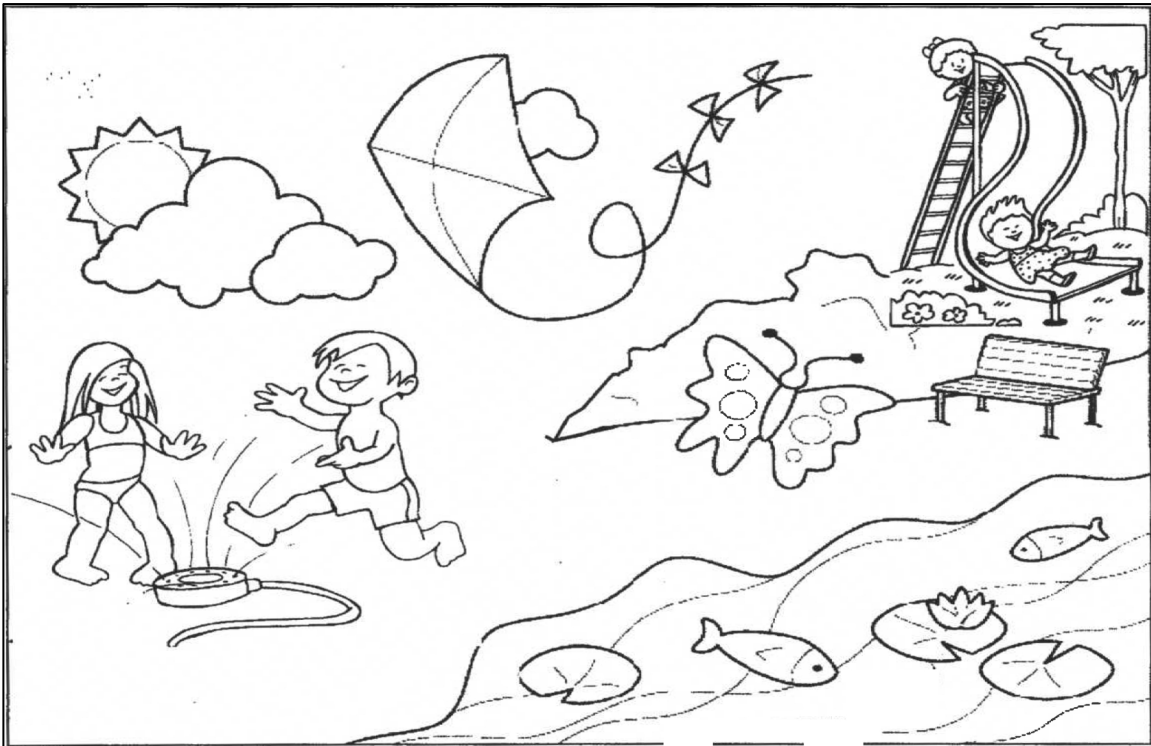
**3rd Nine Weeks Skills cont.**

13._____    **Identify multi-meanings** for familiar words. Show the students the pictures. (see below).  The student will touch and say as many pictures in each row that match the word at the beginning of the line. (4 of 5 for mastery) No assistance or prompts.

Identify Multiple Meanings for Familiar Words

Name:_____

1. bat

2. orange

3. bowl

4. fall

5. mouse

## Third Nine Weeks Sight Words

| I | can |
|---|-----|
| the | we |
| see | a |
| like | to |
| and | go |
| you | do |
| my | are |

| | |
|---|---|
| with | he |
| is | little |
| she | was |
| for | have |
| of | they |
| said | want |

## Fourth Nine Weeks
## ELA Skills
## March 21, 2022 – May 27, 2022

- Identify story elements: plot
- Produce rhyming words
- Understand syllables
- Read sight words (36 of 40)
- Identify medial sounds
- Identify letter sounds (uppercase and lowercase) (Jj, Q, Yy, Zz)
- Write the letter for each sound (Jj, Q, Yy, Zz)
- Write CVC words from dictation (blend/ segment phonemes)
- Writes uppercase letters (J, Q, Y, Z)
- Writes lowercase letters (j, q, y, z)
- Draw/dictate/write to tell a story
- Identify opposites
- Use adjectives
- Use pronouns
- Use prepositions when speaking and writing
- Use inflections and affixes

*In PowerSchool teachers must indicate a rating of an M (mastery) or an X (non-mastery) for each skill listed per quarter.*

**4th Nine Weeks Skills**

<u>**READING**</u>

1. _____ **Identify story elements: plot.** The teacher will choose a story read in class. Student will be asked to name the plot from the story, including the **beginning, middle, end**. (100% accuracy without assistance or prompts)

<u>**FOUNDATIONAL SKILLS**</u>

2. _____ **Produce Rhyming Words:** Teacher will ask: "What rhymes with <u>cat</u>?" Continue with fish, log, fan. The student will orally produce a word that rhymes. (100% accuracy without assistance or prompts)

_____cat    _____fish    _____ log    _____fan

3. _____**Understand Syllables:** Teacher will say "How many syllables do you hear in pencil? Remember syllables are word parts like beats in a word." The student will count the syllable/beats for the word pencil. Repeat with calendar, rainbow, cap.  (100% accuracy without assistance or prompts)

___pencil    ____calendar    ____rainbow    ___cap

4. _____**Read sight words** (36 of 40) See pages 133-134.

____I    ____can    ____the    ____we    ____see    ____a    ____like

____to    ____and    ____go    ____you    ____do    ____my    ____are

____with ____he    ____is    ____little    ____she    ____was    ____for

____have    ____of    ____they    ____said    ____want    ____here    ____me

____this ____what    ____help    ____too    ____has    ___play    ____where

____look ____good    ____who    ____came    ____does

4th Nine Weeks Skills cont.

5. _____**Identify medial sounds**. The teacher will call out the word. The teacher will say "the medial sound is the sound in the middle of the word. "The student will tell  the medial sound using the list of words below. (100% accuracy without assistance or prompts)

_____ cat      _____ pig      _____sun      _____ mop _____bed


6. _____ **Identifies letter sounds:** Uppercase and lowercase. The student will orally identify letter sounds. (100% accuracy without assistance or prompts).

| J | Q | Y | Z |
|---|---|---|---|
| j | q | y | z |

7. _____ **Writes the letter for each sound**: Teachers will call out the sounds for the letters? j, q, y, z. (*Accept upper or lowercase letters. The order is teacher's choice. 100% accuracy without assistance or prompts)*

Teacher will say - "In the box write the letter that makes the /j/ sound, etc."

/j/      /q/      /y /      /z/

|  |  |  |  |
|---|---|---|---|
|  |  |  |  |

**4<sup>th</sup> Nine weeks skills cont.**

8. _____**Writes CVC words from dictation (blend/segment phonemes)**
The teacher will call out a word from the list below for student to write. (100% accuracy without assistance or prompts)

Teacher will say "Write the word hop".  Continue with tag, pit, cut, red.

__hop   __tag   __pit   __cut   __red

9._____**Writes uppercase letters**: The teacher will call out letters:  **J, Q, Y, Z.**  Students will correctly form the uppercase letters in the boxes. *N0 Models –The order is teacher's choice.*
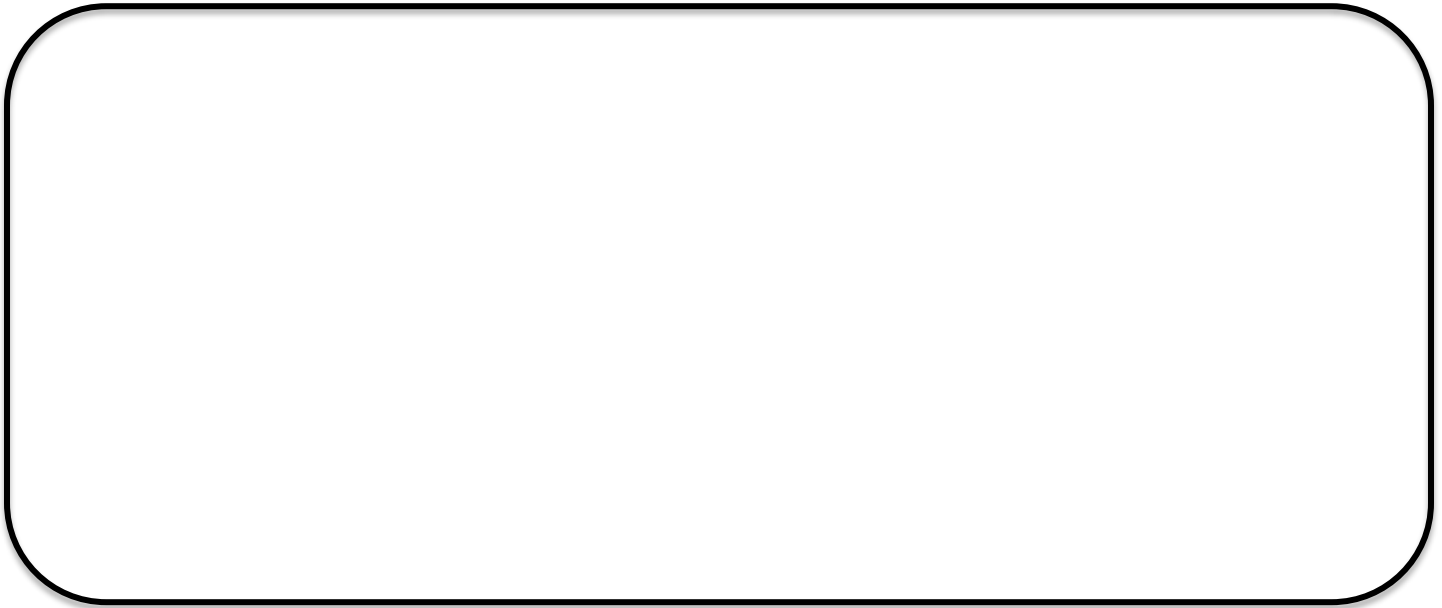
| | | | | |
|---|---|---|---|---|
| | | | | |

10. _____ **Writes lowercase letters:** The teacher will call out letters:  **j, q, y, z**.  Students will correctly form the lowercase letters in the boxes. *N0 Models –The order is teacher's choice.*

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |

**4th Nine Weeks Skills cont.**

11. _____ **Draw/dictate/write to tell a story**: (use writing template below)

Teachers: Have the students draw/dictate/write to tell a story. Remind students that a story has a beginning, middle, and end. Encourage students to use first, next, then, last in their writing. (i.e. write about a chore you do at home, Unit 9 week 1 Wonders).

_____Draw          _____Dictate          _____Write

_____

_____

_____

_____

_____

**4<sup>th</sup> Nine weeks skills cont.**

**LANGUAGE**

12. **_____ Identify Opposites:** Teacher: "I am going to say a word. Tell me what the opposite of the word would be. What is the opposite of big?" Continue with the word fast, inside, hot. (100% accuracy without assistance or prompts)

_____ big _____fast _____inside _____hot

13. **_____ Use adjectives.** Students will use adjectives to complete the sentence.
Teacher: "I'm going to say a sentence and you will fill in the missing adjective. Remember an adjective is a word that describes a noun."

I see a _____cat. *(Possible answers: little, big, red, etc)*
The _____ dog is hungry. *(Possible answers: little, big, red, etc)*
I love my _____pillow. *(Possible answers: soft, fluffy, etc)*

14. **_____Use pronouns.** The students will use the picture to identify pronouns. (see below)
Teacher will say: **"Look at the picture and point to the boy. What is the pronoun for a boy?"**
Continue with girl, butterfly, boy and girl.

____boy ___girl ___butterfly ___boy and girl
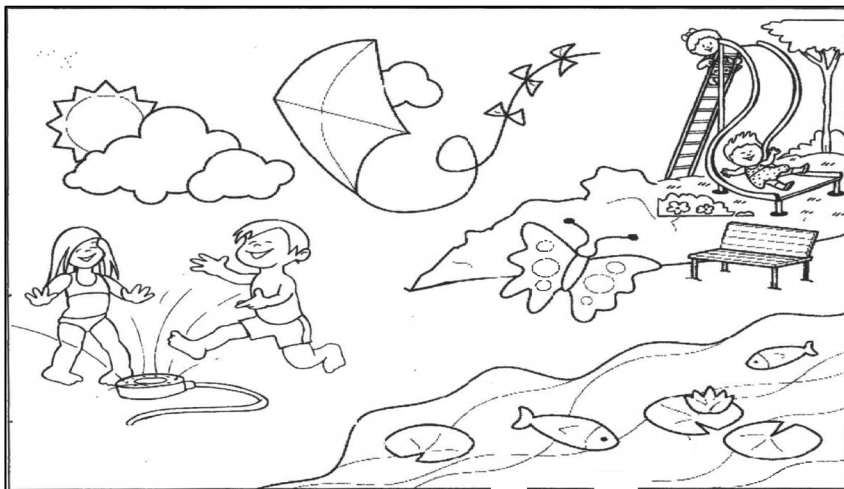
**4th Nine weeks skills cont.**

15. _____ **Use prepositions when speaking or writing.** The teacher will ask the students to complete the following phrases orally using prepositions. Remember prepositions are position words. (4 out of 5 without assistance or prompts)
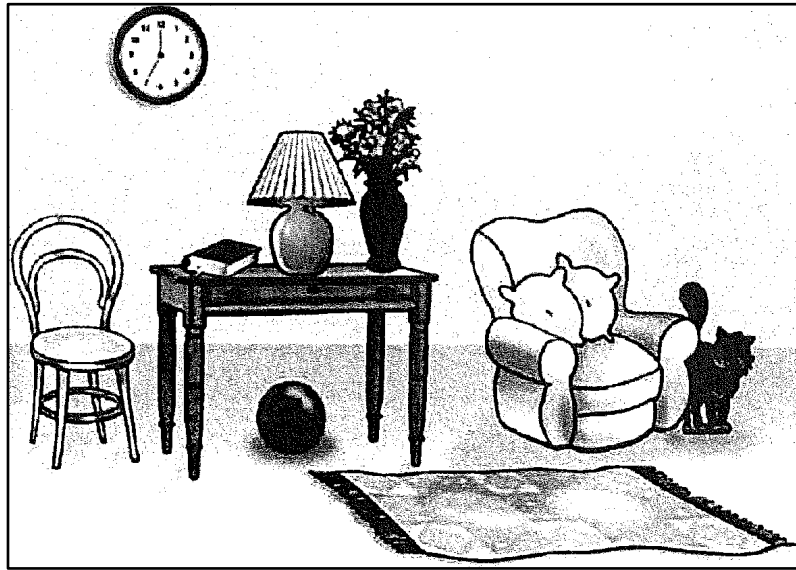


Teachers will ask:
The clock is _____ the table. (over)
The ball is _____ the table.  (under)
The cat is _____the chair (beside)
The lamp is _____ the table (on)
The flowers are ____ in vase. (inside)

16. _____Use inflections **and affixes**. Teacher asks students to complete the following phrases:

**"Today I jump. Yesterday I _____."** (jumped)
 **"I tripped on my shoestring. Is my shoe tied or untied?"** (untied)
 **"I broke my toy. Am I happy or unhappy?** (unhappy)
 **"I swim in the pool. She _____ in the pool.** (swims)

| I | can | the |
|---|---|---|
| we | see | a |
| like | to | and |
| go | you | do |
| my | are | with |
| he | is | little |
| she | was | for |
| have | of | they |
| said | want | here |
| me | this | what |
| help | too | has |

| play | where | look |
|------|-------|------|
| good | who | came |
| does | | |