

Kindergarten Progress Report

Student:	Teacher:				
2nd 6 Weeks	3rd 6 Weeks				
Absent:	Tardy:	Present:	Absent:	Tardy:	Present:

RLA.O.K.1.4	I can use <ul style="list-style-type: none"> • Letter sounds <input type="checkbox"/> • Beginning consonant sounds <input type="checkbox"/> • Ending consonant sounds <input type="checkbox"/> • Short vowel sounds <input type="checkbox"/> • Word patterns <input type="checkbox"/> 	
RLA.O.K.1.5	I can <i>name</i> all lower case letters out of order. <input type="checkbox"/> I can <i>name</i> all upper case letters out of order. <input type="checkbox"/>	
RLA.O.K.1.6	I can <i>read</i> my sight words. <input type="checkbox"/> I can <i>read</i> decodable c-v-c words. <input type="checkbox"/>	
RLA.O.K.1.8	I can <i>recognize</i> that print has meaning. <input type="checkbox"/>	
RLA.O.K.1.9	I can <i>establish</i> a reason for reading such as; reading for information and for fun. <input type="checkbox"/>	
RLA.O.K.1.13	I can use reading skills and strategies to understand: <input type="checkbox"/> <ul style="list-style-type: none"> • Environmental print • Signs • Labels • Technology 	
RLA.O.K.2.3	I can begin to compose written works using the writing process by <input type="checkbox"/> <ul style="list-style-type: none"> • Planning • Drafting • publishing 	
RLA.O.K.3.1	I can: <ul style="list-style-type: none"> • listen to familiar stories, poems, nursery rhymes, songs, and stories with repeated patterns. <input type="checkbox"/> • recite familiar stories, poems, nursery rhymes, songs, and stories with repeated patterns. <input type="checkbox"/> • respond to familiar stories, poems, nursery rhymes, songs, and stories with repeated patterns. <input type="checkbox"/> 	

Comments:

MA.O.K.1.1	<p>I can count:</p> <ul style="list-style-type: none"> • Forward to 20 <i>with</i> objects • Forward to 20 <i>without</i> objects • Backwards from 10 <i>with</i> objects • Backwards from 10 <i>without</i> objects 	
MA.O.K.1.2	<p>I can use different strategies to:</p> <ul style="list-style-type: none"> • <i>Read</i> numbers to 20 using different strategies • <i>Write</i> numbers to 20 using different strategies • <i>Order</i> numbers to 20 using different strategies • <i>Compare</i> numbers to 20 using different strategies 	
MA.O.K.1.3	<p>I can group and count manipulatives by:</p> <ul style="list-style-type: none"> • Ones • Fives • Tens 	
MA.O.K.1.6	<p>I can <i>estimate</i> the number of objects in a group of 20 or less. I can <i>count</i> to check the closeness of my estimation.</p>	
MA.O.K.1.8	<p>I can <i>use</i> objects to model <u>addition</u> of <u>sums</u> to 10 or less. I can <i>write</i> <u>number sentences</u> of <u>sums</u> to 10 or less. I can <i>use</i> objects to model <u>subtraction</u> of <u>differences</u> of 10 or less. I can <i>write</i> <u>number sentences</u> of <u>differences</u> of 10 or less.</p>	
MA.O.K.1.10	<p>I can <i>create</i> a picture and story problems. I can <i>solve</i> picture and story problems. I can <i>present</i> answers for picture and story problems. I can <i>justify</i> answers for pictures and story problems.</p>	
MA.O.K.2.2	<p>I can <i>create</i> a repeating pattern using objects, sound, and movement. I can <i>describe</i> a repeating pattern using objects, sound, and movement. I can <i>extend</i> a repeating pattern using objects, sound, and movement.</p>	
MA.O.K.3.3	<p>I can model:</p> <ul style="list-style-type: none"> • Inside and outside • Top and bottom • Before and after <p>I can describe:</p> <ul style="list-style-type: none"> • Inside and outside • Top and bottom • Before and after 	
MA.O.K.5.2	<p>I can <i>conduct</i> a simple probability experiment I can <i>use</i> tallies to record results in a graph. I can <i>make</i> <i>predictions</i> based on results.</p>	

Comments: