

Dear Families,

If this had been a regular 4th nine weeks grading period, I would begin to assess the children on the 4th nine weeks report card skills starting in late April. Below is the list of skills that would have been assessed. Please note, I will not be able to grade any work they complete or assess any report card skills. Feel free to use this list as needed to help your child practice these skills at home. If you have any questions, please feel free to contact me.

Thank you!

Mrs. Rowe

1. Counts syllables in spoken words. I will say a word and the child needs to tell me how many syllables are in the word. (pen – 1 syllable, marker – 2 syllables, computer – 3 syllables)

2. Identifies individual sounds (beginning/middle/ending) in single syllable words.

I will tell them a word and they will need to write the letters that make the word (beginning, middle, and ending sounds). There will be words with the digraphs we have been learning (sh, wh, ch, th, & ck)

3. Segments phonemes. cat – Child must say the all the sounds in the word. (/c/ /a/ /t/)

4. Identifies rhyming words. Given two words, the child must tell me **yes** - they do rhyme or **no** - they do not rhyme.

5. Produces rhyming words. I say a word and the child must tell me a word that rhymes with it.

6. Identifies introduced consonant & vowel sounds. The child needs to tell me the sound each uppercase and lowercase letter makes.

7. Writes introduced letters to match sounds. I will say a word and the children will need to write it down. These words may include words with digraphs (ch, sh, wh, th, ck, & blends such as bl, fr, st, etc...)

8. Able to blend consonant-vowel-consonant words. The child is given a 3-4 letter word (cvc - consonant-vowel-consonant or ccvc consonant-consonant-vowel-consonant) and he/she must blend it together to make a word.

9. Reads grade level high frequency words.

I	a	am	to	my	the	go	see	is	in
he		me	you	here	this	come	for	like	
where		do	red	look	what	two	can	blue	
up		down	they	we	want	yellow	out	who	
it		are	give	she	good	big	and	there	
not		his	away	little	as	has	that	have	
was		play	said	run	help	be	funny	jump	
find		three	one	make	or	of	by	from	

10. Names introduced letters frequently. The child must correctly identify each uppercase and lowercase letter of the alphabet.

11. Reads with purpose and understanding. Your child will read a book orally or me.

12. Identifies story elements – I will read a story to the class. The children need to identify the characters, setting, major events (beginning, middle, and end).

13. Accurately responds to questions about a text. The child will need to answer 3 questions about that same story.

14. Write a simple sentence. I will say a simple 5 or 6-word sentence (of high frequency and decodable words we have learned) and the child must write it correctly using capitalization and punctuation.

15. Recognizes end punctuation - Correctly identifies these punctuation marks: . ! ?

16. Capitalizes the first word in a sentence.

17. Speaks audibly and uses complete sentences to express thoughts, feelings, and complete ideas.

18. Follows agreed upon rules for discussion (e.g. listening to others and taking turns speaking about topics and texts).

19. Follows text Left to Right, Top to Bottom, Page by page. I will be observing this as your child reads a book orally.

20. Counts by ones - 0-100.

21. Reads numbers 1-20.

22. Writes numbers 1-20. (no reversals)

23. Identifies plane shapes. These shapes will be assessed: circle, square, triangle, rectangle.

24. Identifies solid shapes. These shapes will be assessed: cube, cone, sphere, cylinder, rectangular prism.

25. Draws a circle, square, triangle, and a rectangle. When drawing these shapes, a square must look like a square and a rectangle must look like a rectangle.

26. Identifies digits in the ones and tens. I will say a teen number. The child will need to correctly write the teen number, make the correct number of counters on the ten frames, and then identify how many tens and ones are needed to make that number.

27. Solves addition & subtraction facts to 10. The child will need to solve addition and subtraction facts with numbers no greater than 10. (examples: $3 + 7 = 10$, $8 + 2 = 10$, $10 - 6 = 4$, $10 - 0 = 10$)

28. Creates model for addition subtraction. I will read a word problem and the children need to write the correct number sentence, show the counters, and correctly solve the problem.

29. Uses non-standard tools and units to measure. (Pop cubes or another non-standard tool will be given to the child to measure an object on their paper.)

30. Identifies spatial relationships of objects (The child must identify and circle the correct object on their paper. These spatial relations will be assessed: inside, outside, right, left, above, below, between, in the middle, behind, before, after, & in front of).