


I'm not robot  reCAPTCHA

Open

School Name Street City, State, Zip Phone Name, Principal Name, Assistant Principal		Teacher Student Name: <input type="text"/>	
		Grade Level Kindergarten	
Teacher Name: <input type="text"/>		Year 2013-2014	

Progress Met Not Met Not Started	Attendance Present Absent Tardy	Fundamentals Read Write Math
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Academic Achievement				
A	B	C	D	NA
Exceeding Exceeds grade level standards	Meeting Meets grade level standards	Approaching Needs additional support to meet grade level standards	Below Insufficient performance with grade level standards	Not Assessed Student not yet introduced to taught skills

Language Arts				
Standard	Q1	Q2	Q3	Q4
Reading: Story Structure and Details				
L.A.1.1, L.A.1.2 Identify the main events in a story.				
L.A.1.1.1, L.A.1.1.2 Identify characters, events, and setting.				
Reading: Craft and Structure				
L.A.1.2.1, L.A.1.2.2 Ask and answer questions about what the story says.				
L.A.1.2.1, L.A.1.2.2 Analyze how main events and actions relate.				
L.A.1.2.1, L.A.1.2.2 Identify a narrator and audience.				
Reading: Integration of Knowledge and Ideas				
L.A.1.3.1, L.A.1.3.2 Compare and contrast two works and their effects.				
Range of Reading and Level of Text Complexity				
L.A.1.10, L.A.1.11 Analyze how text is organized and how it contributes to meaning.				
Reading Foundational Skills: Phonological Awareness				
L.A.1.4 Demonstrate understanding of the organization and basic features of print (before reading, left to right, and top to bottom; spacing between words).				
L.A.1.4.1 Recognize and name all upper and lowercase letters.				
Reading Foundational Skills: Phonological Awareness				
L.A.1.4.1 Recognize and produce rhyming words.				
L.A.1.4.2 Recognize and produce syllables in spoken words.				
L.A.1.4.3 Sort and segment spoken and written words by onset and rime.				
L.A.1.4.4 Add or subtract sounds to two-letter words to create new words.				
Reading Foundational Skills: Fluency				
L.A.1.5 Read emergent reader texts with purpose and understanding.				
Reading Foundational Skills: Fluency				
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Writing: Use Capital and Punctuation				
L.A.1.6 Capitalize first letter of names of people, places, and things.				
L.A.1.6 Capitalize first letter of major words in sentences.				
L.A.1.6 Punctuate names in order to which the sentence.				
Speaking and Listening: Comprehension and Collaboration				
L.A.1.7 Participate in collaborative conversations with peers and adults.				

Name: _____ Date: _____

Greetings

A greeting is the opening of a letter, card, or an e-mail.
 Capitalize the first and all the major words.
 A greeting is followed by a comma.

Dear Mrs. Ronson,

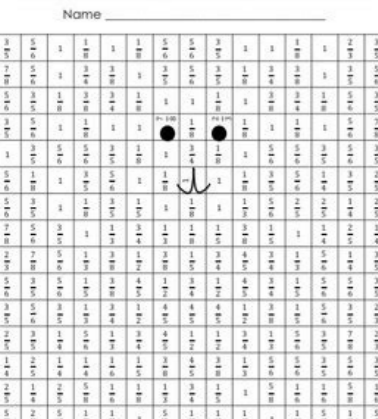
Direction: Rewrite the greetings with correct capitalization and add a comma at the end.

1. dear ms. bank	
2. hello jonathan	
3. dear grandpa	
4. dear tooth fairy	
5. hi melissa	
6. hello jen	
7. dear sir	
8. dear principal	
9. dear dr. parks	
10. dear mr president	
11. hi nick	

Check it out! I can...

- | | |
|---|---|
| <p>Writing—</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write opinion pieces on topics or texts, supported by reasons and information. <input type="checkbox"/> Write informative or explanatory texts to examine a topic. <input type="checkbox"/> Convey ideas and information clearly. <input type="checkbox"/> Write narratives using effective techniques, descriptive details, and event sequences. <input type="checkbox"/> Produce clear and coherent writing. <input type="checkbox"/> Develop great writing by planning, revising, editing, and rewriting. <input type="checkbox"/> Use technology to produce and publish writing. <input type="checkbox"/> Create research projects. <input type="checkbox"/> Recall relevant information or gather relevant information from resources to include in writing projects. <input type="checkbox"/> Summarize and paraphrase information in notes and finished work. <input type="checkbox"/> Provide a list of resources for finished work. <input type="checkbox"/> Draw evidence from literature and informational texts to support writing. <input type="checkbox"/> Write in both long and short form formats. | <p>Speaking and Listening—</p> <ul style="list-style-type: none"> <input type="checkbox"/> Participate effectively in collaborative discussions. <input type="checkbox"/> Summarize text or information presented in an oral or visual medium. <input type="checkbox"/> Summarize a speaker's points and supporting evidence. <input type="checkbox"/> Give an oral report on a text or topic. <input type="checkbox"/> Include multimedia in presentations. <input type="checkbox"/> Adapt speech to a variety of contexts and tasks. <p>Language—</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the proper use of English grammar. <input type="checkbox"/> Use proper capitalization, punctuation and spelling while writing. <input type="checkbox"/> Use knowledge of language to write, speak, read or listen. <input type="checkbox"/> Determine the meaning of unknown words or phrases. <input type="checkbox"/> Understand figurative language, word relationships and nuances in word meanings. |
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Valentine's Day Color By Number #3



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