

# Parents:

This is your child's data binder. Please leave everything in this binder unless it is in the front pocket or the newsletter on the light blue paper.

## Contents of this binder:

\*Guided reading books

\*Guided reading information sheet \*there will be more charts and tips to help your child with their reading in the near future. 😊

\*Behavior chart

\*Progress sheets – this shows your child's progress in Kindergarten. More pages will be added. Some will be updated weekly and other's quarterly.

Reminder - \*\*\*SIGN UP FOR SEESAW\*\*\*

Let me know if you have any questions.

# Data Section

In this section you will find information about skills that your child has mastered as well as things that we are still learning.

Please do not remove any pages.

Please do not mark on the pages and allow the teacher to check for mastery of the skills.

Thanks for your support at home.

# Letter Recognition

Letters mastered are checked

Uppercase Letters		Lowercase Letters		Sound
A		a		
B		b		
C		c		
D		d		
E		e		
F		f		
G		g		
H		h		
I		i		
J		j		
K		k		
L		l		
M		m		
N		n		
O		o		
P		p		
Q		q		
R		r		
S		s		
T		t		
U		u		

Uppercase Letters		Lowercase Letters		Sound
V		v		
W		w		
X		x		
Y		y		
Z		z		

# Reconocimiento de letras

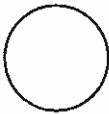



Letras reconocidas serán marcadas

Mayúscula		Minúscula		Sonido
A		a		
B		b		
C		c		
Ch		ch		
D		d		
E		e		
F		f		
G		g		
H		h		
I		i		
J		j		
K		k		
L		l		
LI		ll		
M		m		
N		n		
Ñ		ñ		
O		o		
P		p		
Q		q		
R		r		



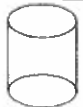

Mayúscula		Minúscula		Sonido
S		s		
T		T		
U		u		
V		v		
W		w		
X		x		
Y		y		
Z		z		

I can recognize these numbers.			
1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

I can write these numbers.			
1		11	
2		12	
3		13	
4		14	
5		15	
6		16	
7		17	
8		18	
9		19	
10		20	

I know these 2D shapes.	
circle	
triangle	
square	
rectangle	




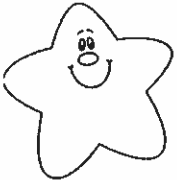
I can count to	
1st 9 weeks	
2nd 9 weeks	
3rd 9 weeks	
4th 9 weeks	

I know these 3D shapes.	
sphere	
cone	
cylinder	
cube	

Name: \_\_\_\_\_

## My Reading Goals

Directions: Color the star green if you met your goal. Color the star yellow if you are still working on it.

<p><b><u>Quarter 1</u></b> Campus Goal: A <u>Date:</u></p> <p style="font-size: 2em; font-weight: bold; text-align: center;">Goal</p> <div style="text-align: center;">  </div>	<p><b><u>Quarter 2</u></b> Campus Goal: B <u>My goal:</u> <u>Date:</u></p> <p style="font-size: 2em; font-weight: bold; text-align: center;">Goal</p> <div style="text-align: center;">  </div>	<p><b><u>Quarter 3</u></b> Campus Goal: C <u>My goal:</u> <u>Date:</u></p> <p style="font-size: 2em; font-weight: bold; text-align: center;">Goal</p> <div style="text-align: center;">  </div>	<p><b><u>Quarter 4</u></b> Campus Goal: D <u>My goal:</u> <u>Date:</u></p> <p style="font-size: 2em; font-weight: bold; text-align: center;">Goal</p> <div style="text-align: center;">  </div>
--	--	--	--

## My Reading Level Graph

Rdg. Level				
N+				
M				
L				
K				
J				
I				
H				
G				
F				
E				
D				
C				
B				
A				
<b>Date</b>	Quarter 1:	Quarter 2:	Quarter 3:	Quarter 4:

# Kindergarten Sight Words

Level 1 (red)	
go	he
is	like
me	to
we	at
my	see
love	little

Level 2 (orange)	
on	an
can	in
up	you
am	it
the	do
likes	that

Level 3 (yellow)	
no	of
and	out
so	this
are	by
she	was

Level 4 (green)	
look	then
play	all
for	her
went	eat
come	put
some	what

Level 5 (white)	
red	orange
yellow	green
blue	purple
white	brown
black	gray
pink	tan

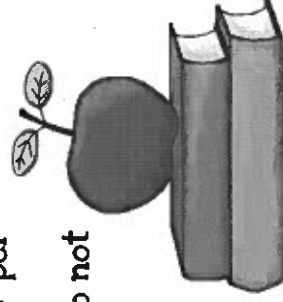
Level 6 (purple)	
one	two
three	four
five	six
seven	eight
nine	ten

Level 7 (blue)	
run	had
not	mom
yes	read
day	us
get	too
dad	home

Level 8 (pink)	
girl	ran
boy	now
be	sit
did	got
they	has

Level 9 (light blue)		
as	man	ball
or	him	saw
his	say	if
will	going	their

We will learn 9 levels of sight words this year. (2-3 words per week). Levels 1 - 4 are on your child's report card. \*\* These are **SIGHT** words - they need to be memorized. Please do not tell your child to stretch out these words. \*\* Sight words are tested every Friday.



Name \_\_\_\_\_ School Year \_\_\_\_\_

**K Writing Rubric**  
 Writing Pieces have been completed throughout the 9 weeks following the Writing Process and Writer's Workshop

	1st 9-weeks	2nd 9-weeks	3rd 9-weeks	4th 9-weeks
Rating 1-6				
District Expectation	2	3	4	5

Traits	1- Experimenting	2- Emerging	3 - Developing	4- Capable	5- Experienced	6- Exceptional
<b>Ideas:</b> The trait addresses the writer's theme supported by details, ideas should be clear and well developed  **dictated story doesn't match picture = 0 points	*Communicates ideas with pictures *May include scribbling, shapes or line forms *No student text, dictated text matches picture	*Pictures are present *Writes letters randomly *Reader needs help to interpret text	*Uses drawings that show detail and are supported by words	*Some ideas are on topic *May include a detail on topic	*Most ideas are on topic *Some details are used that are on topic	*Writing is focused and on topic *Uses many important details for support
<b>Organization:</b> This trait addresses the structure of the writing including the central meaning, order of ideas, and transitions	*Random placement of pictures, shapes, and/or scribbles	*Attempts to control pictures, shapes or letters *May include labeling	*Controls placement of letters and pictures *Experiments with simple sentences or phrases	*Attempts a beginning and/or ending *Attempts sequencing	*Beginning works well and attempts an ending *Evidence of sequencing *Attempts transitions	*Beginning and ending work well *Effective and easy to follow sequencing *Uses transitions to connect ideas

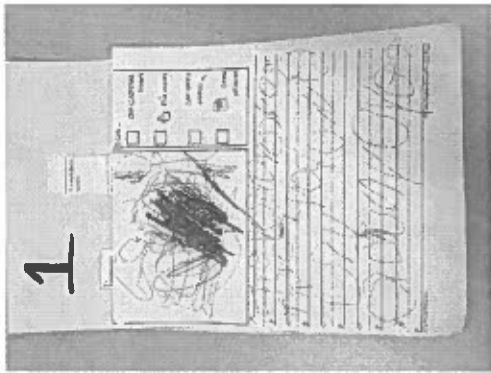


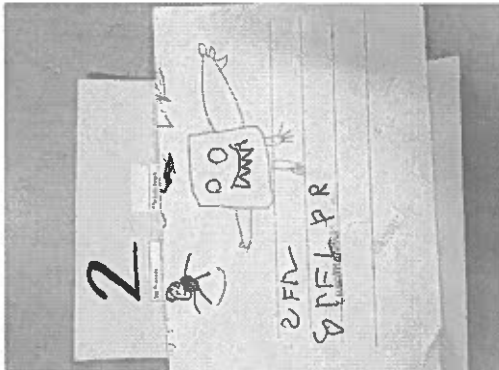
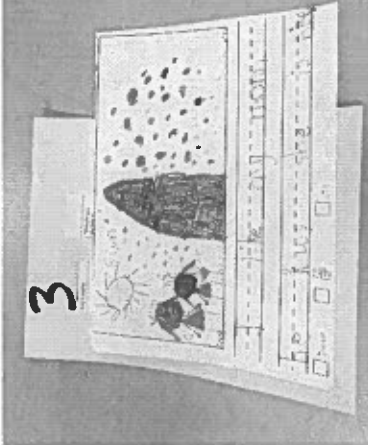
<p><b>Voice:</b> This trait addresses the way the writer brings the topic to life</p>	<p>*Picture lacks details.</p>	<p>*Details begin to emerge in picture</p>	<p>*Details are evident in drawing *Drawing must be supported by words</p>	<p>*Message may be supported by drawing *Communicates through writing</p>	<p>*Writes to convey a story or idea *Limited repetition of text</p>	<p>*Message is conveyed effectively *Feelings are evident</p>
<p><b>Word Choice:</b> This trait reflects the writer's use of specific words and phrases</p>	<p>*Pictures, shapes, or scribbles stand for words and phrases</p>	<p>*Writes in letter strings *Copies random environmental words</p>	<p>*No use of descriptive or action words *Chooses environmental words that make sense in the text</p>	<p>*Limited use of descriptive or action words *Uses environmental, high frequency words</p>	<p>*Uses descriptive or action words *Experiments with new and different words</p>	<p>*Uses descriptive or action words to create images *Uses new and different words correctly</p>
<p><b>Sentence Fluency:</b> This trait addresses the rhythm, grammar, and flow of language</p>	<p>*Pictures or scribbles</p>	<p>*Letter strings *Writer needs to interpret text for the reader</p>	<p>*Attempts a simple sentence or phrase *Writer may need to help interpret some of the text</p>	<p>*Uses simple sentences *Sentences may be patterned</p>	<p>*Sentences show variety *Starting to show control over standard grammar</p>	<p>*Consistently uses sentence variety *Consistently shows control over standard grammar</p>
<p><b>Conventions:</b> This trait addresses the concepts of print, spelling, capitalization, and punctuation.</p>	<p>*Writes with scribbles *Cannot write name</p>	<p>*Writes random letter strings *Write name *Attempts to write left to right</p>	<p>*Some standard letters (may be all upper/lower/mixed) *Consistently writes left to right and top to bottom *Records dominant sounds (M=monster or MR=monster)</p>	<p>*May have limited mix of upper/lower case letters *May use spaces between words *Uses phonetic spelling (MNSTR=monster) *Sometimes uses capitals at the beginning *Usually uses periods</p>	<p>*Mostly correct use of upper and lower case letters *Uses spaces between words *Most high frequency words are correct *Attempts to use some spelling patterns (MONSTR=monster) *Use of capitals is mostly correct *Uses periods correctly</p>	<p>*Correct use of upper and lower case letters *High frequency words are spelled correctly *Spelling is almost correct on other words *Use of punctuation is correct</p>

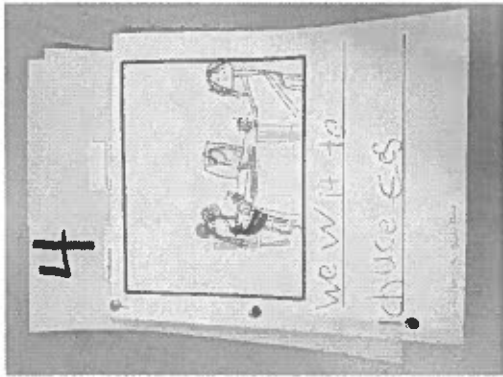
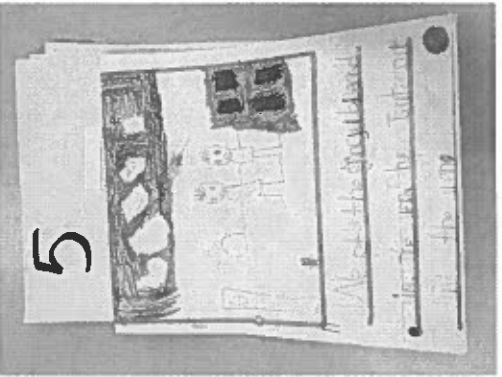
Name \_\_\_\_\_ School Year \_\_\_\_\_

**K Writing Rubric**  
 Writing Pieces have been completed throughout the 9 weeks following the Writing Process and Writer's Workshop

	1st 9-weeks	2nd 9-weeks	3rd 9-weeks	4th 9-weeks
Campus expectation Rating 1-6	2	3	4	5

Example	Level	Description	Date signifies student is on this level
	1	Experimenting	











	<p>2</p>	<p>Emerging</p>	
	<p>3</p>	<p>Developing</p>	






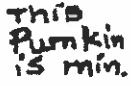
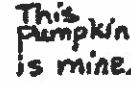
	<p>4</p>	<p>Capable</p>	
	<p>5</p>	<p>Experienced</p>	

	6	Exceptional	
--	---	-------------	--

# Pre-K Writing Rubric


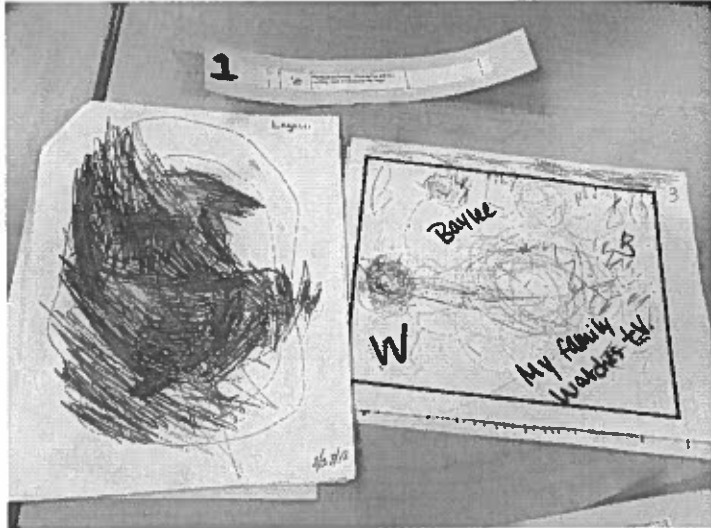

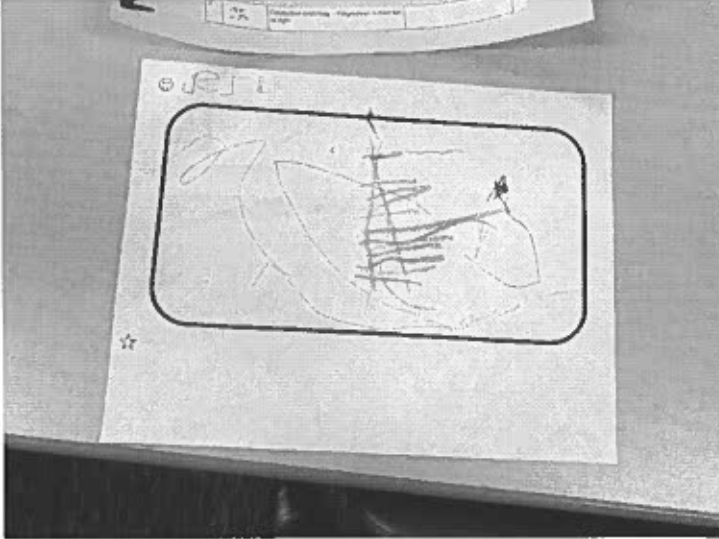
1st 9 weeks \_\_\_\_\_ 2nd 9 weeks \_\_\_\_\_ 3rd 9 weeks \_\_\_\_\_ 4th 9 weeks \_\_\_\_\_

			Current Level
1		Random scribbling – Child writes with the starting point any place on the page.	
2		Controlled scribbling – Progression is from left to right.	
3		Circular scribbling – Circles or ovals flow on the page.	
4		Drawing – Pictures tell a story or convey a message.	
5		Mock letters – These can be personal or conventional symbols, such as a heart, star, or letters with extra lines.	
6		Letter strings – These move from left to right and progress down the page of actual letters. They have no separations and no correlation with words or sounds	
7		Separated words – Groups of letters have space in between to resemble words.	
8		Picture labeling – A picture's beginning sound is matched to a letter (Dog).	
9		Awareness of environmental print – Environmental print, such as names on cubbies, is copied.	
10		Transitional stage spelling or invented spelling – First letter of a word is used to represent the word (I went to the nature museum.).	

11		Beginning and ending letters are used to represent a word (cat).	
12		Medial sound is a consonant (grass).	
13		Medial sound is in correct position, but the vowel is wrong (grass).	
14		A child hears beginning, medial, and ending letters (I like to pick flowers.).	
15		Phrase writing develops (rabbit in the sun).	
16		Whole-sentence writing develops (This pumpkin is mine.).	
17		Whole Sentence Writing – Child writes a complete sentence.	

# Pre-K Writing Rubric

1st 9 weeks \_\_\_\_\_ 2nd 9 weeks \_\_\_\_\_ 3rd 9 weeks \_\_\_\_\_ 4th 9 weeks \_\_\_\_\_

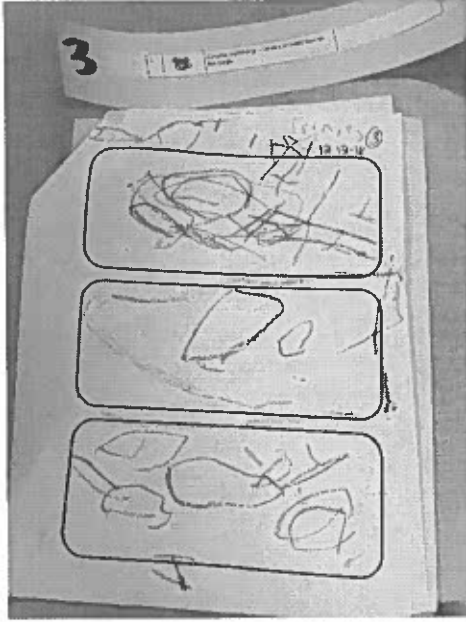
			Example
1		Random scribbling – Child writes with the starting point any place on the page.	
2		Controlled scribbling – Progression is from left to right.	



3



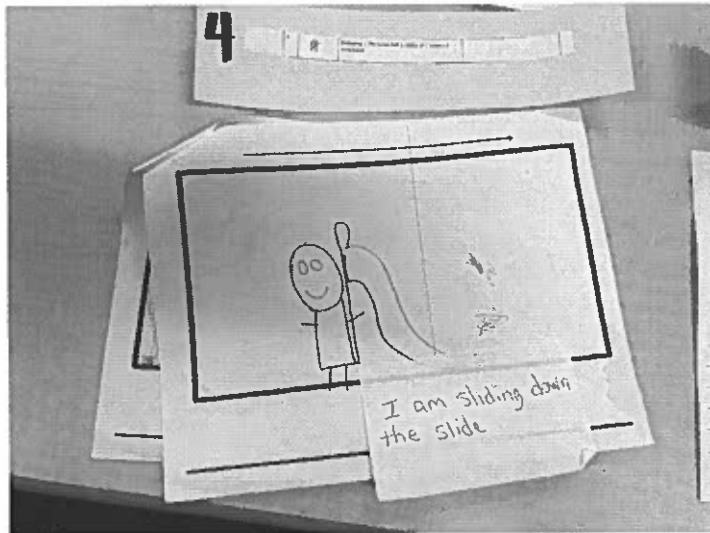
Circular scribbling – Circles or ovals flow on the page.

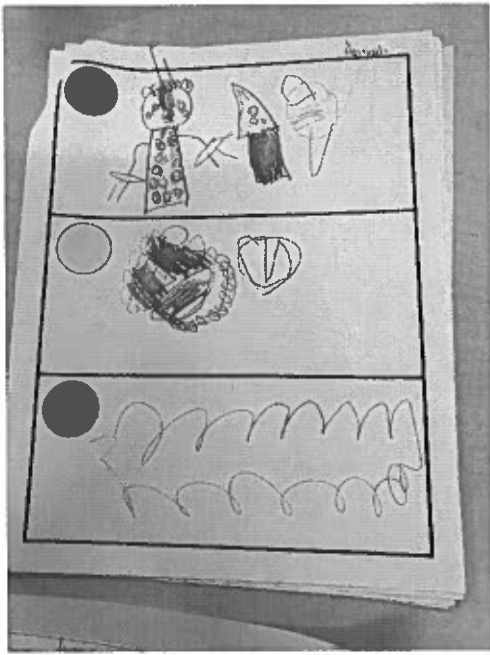
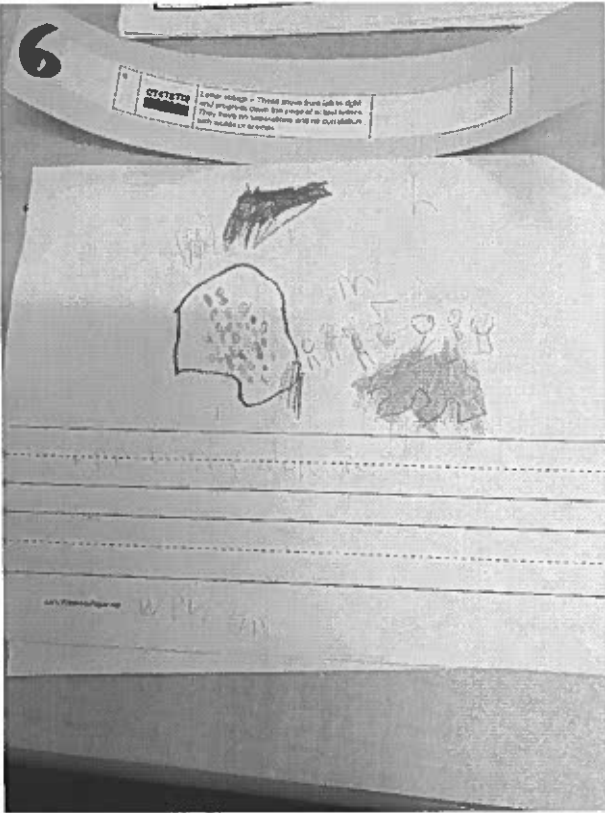



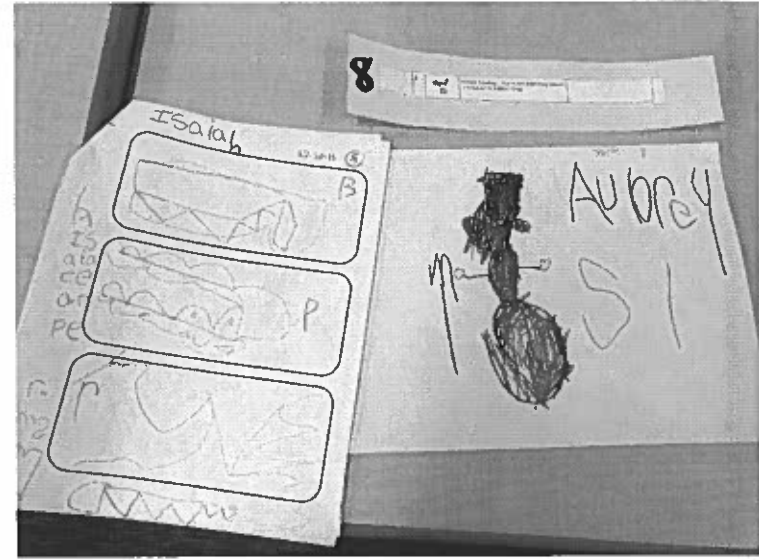
4

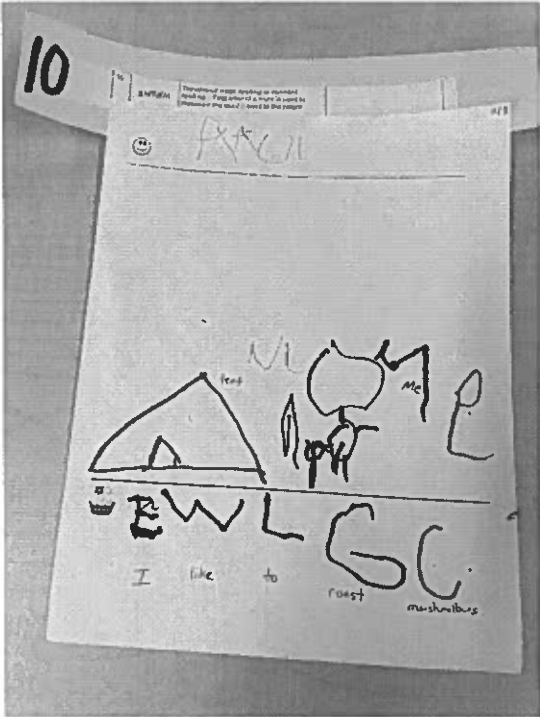





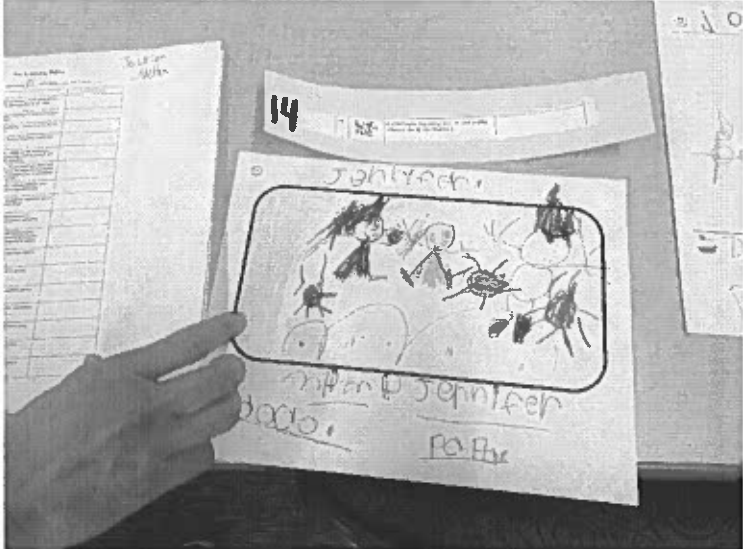
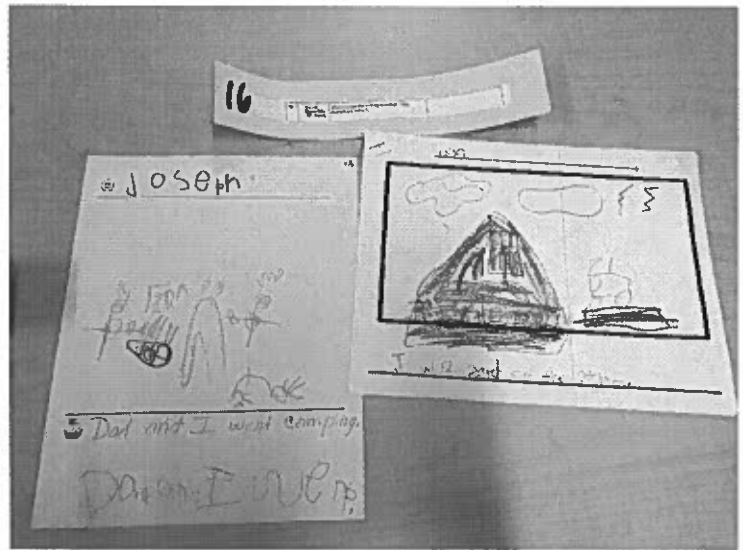
Drawing – Pictures tell a story or convey a message.



<p>5</p>	<p>♥★E/M</p>	<p>Mock letters – These can be personal or conventional symbols, such as a heart, star, or letters with extra lines.</p>	
<p>6</p>	<p>CTCTETED</p>	<p>Letter strings – These move from left to right and progress down the page of actual letters. They have no separations and no correlation with words or sounds</p>	

7	<p>S SE SUAN</p>	<p>Separated words – Groups of letters have space in between to resemble words.</p>	
8		<p>Picture labeling – A picture's beginning sound is matched to a letter (Dog).</p>	
9	<p>PAINT</p>	<p>Awareness of environmental print – Environmental print, such as names on cubbies, is copied.</p>	

10	IWTNM	Transitional stage spelling or invented spelling – First letter of a word is used to represent the word (I went to the nature museum.).	
11		Beginning and ending letters are used to represent a word (cat).	
12		Medial sound is a consonant (grass).	
13		Medial sound is in correct position, but the vowel is wrong (grass).	

14	<p>I LIK TO PIK FLRS</p>	<p>A child hears beginning, medial, and ending letters (I like to pick flowers.).</p>	
15	<p>Rabit in The Sun</p>	<p>Phrase writing develops (rabbit in the sun).</p>	
16	<p>This Pumpkin is mine.</p>	<p>Whole-sentence writing develops (This pumpkin is mine.).</p>	
17	<p>This pumpkin is mine.</p>	<p>Whole Sentence Writing – Child writes a complete sentence.</p>	