

Republic R-III School District



LYON ELEMENTARY

201 E. Highway 174
Republic, MO 65738
(417) 732-3630

Grade: Kindergarten All-Day

School Year: 2016-17

PROGRESS-1: 08/11/16 To 09/09/16

Student:

Teacher:

Principal:

PROGRESS	P1
Hours Absent	0.0
Times Tardy	0

AV = Advanced: The student can apply the standard to a new situation in a more complex way.

MT = Met: The student understands the entire standard and can show it all of the time.

AP = Approaching: The student is starting to meet, and sometimes even does meet the standard, but still needs more practice.

NM = Not Met: The student is having a hard time with even the basic parts of the standard.

N/A or Blank = Not Assessed at this time

Hello, Lyon Families,

Lyon students have been busy! Students and teachers have been focused on improving writing and numeracy skills, and have accomplished many goals in these two areas. We appreciate all your efforts to ensure your child is at school, ready to learn prior to 8:30 each morning. Attendance is a large part of academic success.

Here are a few November and December events to put on your calendar:

25-29: Thanksgiving Break

22-January 4: Christmas Break

Please feel free to contact us if there is anything we can do to help your child.

Thank you.

Lyon Office

WORK HABITS AND SOCIAL SKILLS		PI
Objectives		
WORK HABITS AND SOCIAL SKILLS		
Is productive and engaged during work time		
Works without disturbing others		
Plans, organizes and proofreads work		
Problem solves independently and cooperatively		
Displays respect for self, others, and property		
Accepts responsibility for own actions		
Respects building expectations		

READING		PI
Objectives		
INSTRUCTIONAL READING LEVEL EXPECTATION		
Term Expectations: T2-B; T3-C; T4-D		
READING: FOUNDATIONAL SKILLS		
Follow words from left to right, top to bottom, and page by page (RF.K.1a)		
Recognize that spoken words are represented in written language by specific sequences of letters (RF.K.1b)		
Understand that words are separated by spaces in print (RF.K.1c)		
Recognize and name all upper and lowercase letters of the alphabet (RF.K.1d)		
Recognize and produce rhyming words (RF.K.2a)		
Read emergent-reader texts (RF.K.4)		
Count, pronounce, blend, and segment syllables in spoken words (RF.K.2b)		
Blend and segment onsets and rimes of single-syllable spoken words (RF.K.2c)		
Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant) words (RF.K.2d)		
Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words (RF.K.2e)		
Read common high frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does) (RF.K.3c)		
Distinguish between similarly spelled words by identifying the sounds of the letters that differ (RF.K.3d)		
READING STANDARDS FOR LITERATURE (FICTION)		
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story (RL.K.6)		
Ask and answer questions about key details in a text (RL.K.1)		
Retell familiar stories, including key details (RL.K.2)		
Recognize common types of texts (e.g., storybooks, poems) (RL.K.5)		
Describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts) (RL.K.7)		
Compare and contrast the adventures and experiences of characters in familiar stories (RL.K.2)		
Ask and answer questions about unknown words in a text (RL.K.4)		
Compare and contrast the adventures and experiences of characters in familiar stories (RL.K.9)		
READING STANDARDS FOR INFORMATIONAL TEXT		
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story (RI.K.6)		
Identify the front cover, back cover, and title page of a book.		
Ask and answer questions about key details in a text (RI.K.1)		
Describe the relationship between illustrations and the story in which they appear (e.g. what moment in a story an illustration depicts) (RI.K.7)		
Ask and answer questions about unknown words in a text (RI.K.4)		
Identify basic similarities in and differences between two texts on the same topic (illustrations, descriptions, or procedures) (RI.K.9)		

WRITING	P1
Objectives	
NARRATIVE (UNITS 1-3)	
Picture - Drawing shows character, setting, and basic detail (What?)	
Ideas and Content - Student can verbalize a sentence or pretends to read a sentence and answers the question (Who did what?)	
Sentence Fluency - Incomplete sentences are present	
Conventions - Some letters follow the path of movement. Student experiments with capitalization with errors present. Some spacing is correct.	
Phonetic Spelling - Most words are represented with beginning letter or beginning sound	
Sight Word Spelling - Can spell one or two simple sight words (I, a, my, to)	
NARRATIVE (UNIT 4)	
Picture - Drawing shows character and setting with a balance of details (What?)	
Ideas and Content - Student created a topic and elaborated with little guidance. Ideas are clear. Student can read own sentences and answers the questions (Who did what? Where?)	
Organization - The writing contains specific details, the order makes sense, and targets a single event in the student's life.	
Word Choice - Writing contains a noun and verb	
Sentence Fluency - One compound sentence or two complete sentences are present in the piece of writing	
Conventions - Most of the letters in the piece of writing follow the path of movement. The student capitalizes the first word and the pronoun I in most sentences, experiments with end punctuation, and spaces some words correctly.	
INFORMATIONAL WRITING (UNITS 5 & 6)	
Picture - The drawing shows the topic with balance of details to demonstrate what is happening in the story.	
Ideas and Content - The student created and elaborated on a topic with at least 3 clear/accurate facts about the topic. The student answers the questions (What? Why is it important? How?)	
Organization - A topic sentence is present and the beginning, middle, and end of the piece of writing are somewhat clear.	
Word Choice - Writing has some interesting nouns and verbs	
Sentence Fluency - One compound sentence or two complete sentences	
Conventions - Most of the letters in the piece of writing follow the path of movement and the student capitalizes the first word and the pronoun I in most sentences. Some ending punctuation is present and most spaces are correct.	
Phonetic Spelling - Most words are represented with correct beginning and ending sounds	
Sight Word Spelling - Can spell simple sight words (I, a, my, to, like, the)	
Writing Process - The piece of writing contains visible evidence of prewriting, drafting, revising, and editing which help to organize the layout of the paper and strengthen the quality.	
NARRATIVE (UNITS 7 - 8)	
Picture - The drawing shows character, setting with balance of details (what), and expression. The drawing matches the sentences.	
Ideas and Content - The student created a topic independently with clear ideas and details that answer the questions (When? How? Why?)	
Organization - The writing has an engaging topic sentence, a clear beginning, middle, and end with many specific details that tell about a single life event.	
Word Choice - The student's choice of words paint a picture for the reader and include nouns, verbs, and describing words that show feelings.	
Sentence Fluency - The piece of writing contains two or more complete sentences that begin differently and transition words.	
Conventions - Most of the letters follow the path of movement. The student capitalizes the first word and the pronoun I in all sentences and experiments with several end marks. All spaces and subject-verb agreement are correct.	
Phonetic Spelling - Phonetically spells most sounds for most words.	
Sight Word Spelling - The student can spell many sight words correctly (have, has, come, this)	
Writing Process - There is visible evidence of quality prewriting, drafting, revising, and editing which strengthen the organization and quality of the paper significantly.	

LANGUAGE		P1
Objectives		
LANGUAGE		
Print many upper and lowercase letters (L.K.1a)		
Produce and expand complete sentences in shared language activities (L.K.1f)		
Sort common objects into categories (e.g. shapes, food) (L.K.5a)		
Understand and use question words (who, what, where, when, why, how) (L.K.1d)		
Recognize and name end punctuation (L.K.2b)		
Write a letter or letters for most consonant and short vowel sounds (L.K.2c)		
Use frequently occurring nouns and verbs (L.K.1b)		
Capitalize the first word in a sentence and the pronoun I (L.K.2a)		
Spell simple words phonetically, drawing on knowledge of sound-letter relationships (L.K.2d)		
Identify new meanings for familiar words and apply them accurately (L.K.4a)		
Use the most frequently occurring inflections and affixes (-ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word (L.K.4b)		
Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms) (L.K.5b)		

SCIENCE		P1
Objectives		
WHAT IS A SCIENTIST		
Make qualitative observations using the five senses. {7.1BKA (SC7)}		
PLANTS AND ANIMALS		
Observe and compare behavior of plants and animals {3.1DKA (SC6.1)}		
SOLAR SYSTEM		
Observe and describe the presence of the Sun, moon, and stars in the sky {6.1AKA (S3.1)}		
MAKE IT GO		
Identify ways (push/pull) to cause some objects to move by touching them {2.2AKA (S1.1)}		
GERMS		
Recognize how germs are spread and apply practices to reduce germs in our community (Health)		
SUN AND SHADE		
Observe and describe daily weather {5.2FKA (S2.1)}		

MATH		PI
Objectives		
COUNTING AND CARDINALITY		
Counts to 100 by ones and tens (K.CC.1)		
Counts to 10 by ones (K.CC.1)		
Count forward beginning from a given number (K.CC.2)		
Write numbers 0-20. Represent a number of objects with a written numeral. (K.CC.3)		
Connects written numbers to quantities up to 20		
Counts objects (up to 20) to answer "How many?" AND understands that each successive number name refers to a quantity that is one larger. (K.CC.4, K.CC.5)		
Use matching and counting strategies to identify if a group is $>$, $<$ or equal to another group (K.CC.6)		
Compare two numbers (1-10) presented as written numerals (K.CC.7)		
Counts to 30 by ones (K.CC.1)		
Counts to 50 by ones (K.CC.1)		
Write numbers 0-10. Represent a number of objects with a written numeral.		
Write numbers 1-5. Represent a number of objects with a written numeral. (K.CC.3)		
Count objects up to 5 to answer "How many?" (K.CC.4, K.CC.5)		
Count objects up to 10 to answer "How many?" (K.CC.4, K.CC.5)		
Count objects up to 15 to answer "How many?" (K.CC.4, K.CC.5)		
OPERATIONS AND ALGEBRAIC THINKING		
Represent addition with 1-10 objects (including fingers, drawings, sounds, etc.) (K.OA.1, K.OA.2)		
Represent subtraction with 1-10 objects (including fingers, drawings, sounds, etc.) (K.OA.1, K.OA.2)		
Solve addition & subtraction word problems within 10		
Decompose numbers less than or equal to 10 into pairs in more than one way (e.g., objects, drawings) (K.OA.3)		
For any number 1-9, find the number that makes 10 (K.OA.4)		
Fluently add within 5 (K.OA.5)		
Fluently subtract within 5 (K.OA.5)		
Represent subtraction with 1-5 objects (including fingers, drawings, sounds, etc.) to solve a word problem (K.OA.1, K.OA.2)		
Represent addition with 1-5 objects (including fingers, drawings, sounds, etc.) to solve a word problem (K.OA.1, K.OA.2)		
NUMBER SENSE AND OPERATIONS IN BASE TEN		
Compose & decompose numbers 11-19 into tens & ones (K.NBT.1)		
MEASUREMENT AND DATA		
Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. (K.MD.1)		
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. (K.MD.2)		
Classifies objects and counts the number of objects in each category (to be less than or equal to 10) (K.MD.3)		
GEOMETRY		
Describe objects in environment using shape names & relative position (such as below, above, over and under) (K.G.1)		
Correctly name 2-D shapes no matter their orientation/size (circle, square, rectangle, triangle, hexagon) (K.G.2)		
Identify shapes as 2-D ("flat") or 3-D ("solid") (K.G.3)		
Analyze and compare 2-D and 3-D shapes in different sizes and orientations (K.G.4)		
Model shapes in the world by building shapes from components and drawing shapes (K.G.5)		
Compose simple shapes to form larger shapes (K.G.6)		