I. **Expectation: K.L.1c** - Listen and respond to **simple commands** and 2-step instructions and directions.

**Directions:** Tell the child that you will give him/her some simple commands for him/her to perform. Write the child's response in the space provided, and then write a (√) under (M) for mastered skill or under (NM) for skill not mastered.

<table>
<thead>
<tr>
<th>Command</th>
<th>M</th>
<th>NM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Stand up.</td>
<td></td>
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<tr>
<td>2 Jump. Stop.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Touch your nose.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 Sit down.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Raise your hand.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 Please, give me that pencil.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

II. **Expectation: K.L.d** - Offer and respond to greetings/farewells using appropriate courtesy expressions.

**Directions:** Say the greeting and/or farewell to the student. Tell the student to circle the correct picture for each greeting and/or farewell heard.

1. **Circle the greeting: Hi! Hello!**
   - A. 
   - B. 
   - C. 

2. **Circle the greeting: Good morning!**
   - A. 
   - B. 
   - C. 

**Listening Standard**
Student will show how much he/she understands spoken English.
3. Circle the greeting: Good night!

A.  
B.  
C.  

4. Circle the greeting: Goodbye!

A.  
B.  
C.  

5. Circle the greeting: Good afternoon!

A.  
B.  
C.
III. Expectation: K.S.1 - Engage in conversations and relate personal experience or story information by asking and answering simple yes-no and wh- questions using gestures, words, and simple phrases.

**Directions:** Tell the child that you are going to ask him/her some questions and get started. Pause after each question for the child’s response, and write it on the space provided; then write a (✓) under (M) for mastered skill or under (NM) for skill not mastered.

<table>
<thead>
<tr>
<th>Teacher’s Prompt</th>
<th>Student’s response</th>
<th>M</th>
<th>NM</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Hi! Welcome to Kindergarten. My name is _______________. What is your name? That’s a beautiful name.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 You are a big boy/girl. Are you 4 or 5 years old?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 Awesome! Do you like your new school? Great!!</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 My favorite color is __________. What is your favorite color?</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Look at this picture; tell me three things you see. <em>Family picture - A Day at the Beach</em> (If student hesitates, ask 2-3 simple guided questions as a scaffold strategy)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Speaking Rubric:**

<table>
<thead>
<tr>
<th>Mastered</th>
<th>Not Mastered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student answers in a complete sentence, in a phrase or single word. Speech understandable.</td>
<td>Student remains silent. Speech not understandable</td>
</tr>
</tbody>
</table>

**Note:** For question #5 mastery will be if the student mentions 2 out of 3 things from the picture, (either in a complete sentence, phrase or word.)
IV. **Expectation: K.R.2.L** - Identify key details in a story read aloud;

**Expectation: K.R.3.L** - Identify characters, settings, and major events in a story that is read aloud.

**Expectation: K.R.4.L** - Ask and answer questions about unknown words in a literary text and use illustrations to determine the meaning of unknown words.

**Directions:** Read aloud the following story to the child, and have him/her listen carefully while you show him/her the pictures of the story. Then, read the questions about details, character setting, events and unknown words to the student, and have him/her circle the correct answer for each question.

**The Brave Monkey Pirate**
One day, the pirate Modi was out running errands with his mom.

After, Modi went to the doctor for a checkup, and a flu shot.

Modi closed his eyes very tightly, squeezed the rock as hard as he could, and counted 1, 2…Ahhh!! “Modi you were very brave”, said the doctor.

1. Who is the main character in the story?
   a. Modi  
   b. Mom  
   c. Doctor

2. Modi got a checkup, and flu shot at the ____________.
   a. Favorite restaurant  
   b. Doctor’s office  
   c. Grocery store
3. Which of the following picture illustrates the meaning of the word *squeezed*?

   a.  
   b.  
   c.

V. **Expectation: K.R.FS.11** - Recognize sounds (phonemes), syllables, and spoken words.
   **Expectation: K.R.FS.12.b** - Identify vowels and consonants; associate the sounds.

**Directions:** Say the word for each picture to the students. Then, tell the student to circle the initial sound (phoneme) he/she hears in each picture.

**a. Recognize sounds**

1.  
2.  
3.  

   f  
   d  
   b  
   m  
   n  
   p  
   k  
   w  
   c

**b. Recognize spoken words**

1.  a. father  
   b. brother  
   c. mother  
2.  a. baby  
   b. brother  
   c. sister  
3.  a. father  
   b. sister  
   c. brother
VI. **Expectation:** K.R.FS.11a - Recognize, generate, and produce rhyming words, including nonsense words.

**Directions:** Say the word for each picture to the students. Then, tell the students to circle the picture that rhymes in each row.

<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. fox</td>
<td>box</td>
<td>mop</td>
<td>pot</td>
</tr>
<tr>
<td>2. rain</td>
<td>cake</td>
<td>chain</td>
<td>ape</td>
</tr>
<tr>
<td>3. net</td>
<td>web</td>
<td>jet</td>
<td>ten</td>
</tr>
<tr>
<td>4. pig</td>
<td>lip</td>
<td>pin</td>
<td>wig</td>
</tr>
<tr>
<td>5. hose</td>
<td>nose</td>
<td>rope</td>
<td>bone</td>
</tr>
</tbody>
</table>
VII. Expectation: K.R.FS.13c - Recognize and name all upper- and lowercase letters of the alphabet.

Directions: Tell the student to look carefully at each alphabet letter in the box. Then, have him/her circle the uppercase letters, and draw an X on the lowercase alphabet letters.

a. **Recognize upper- and lowercase letters of the alphabet.**

<table>
<thead>
<tr>
<th>Uppercase letter</th>
<th>M</th>
<th>NM</th>
<th>Lowercase letters</th>
<th>M</th>
<th>NM</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td></td>
<td></td>
<td>g</td>
<td></td>
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<tr>
<td>F</td>
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<td>I</td>
<td></td>
<td></td>
<td>b</td>
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</tbody>
</table>
b. **Name the uppercase alphabet letters.**

**Directions:** Show the uppercase alphabet letters to the child, and have him/her name the letter. Then, do the same for the lowercase letters.

### Scoring table

<table>
<thead>
<tr>
<th>Uppercase letter</th>
<th>M</th>
<th>NM</th>
<th>Uppercase letter</th>
<th>M</th>
<th>NM</th>
<th>Uppercase letter</th>
<th>Lowercase letter</th>
<th>M</th>
<th>NM</th>
<th>Lowercase letter</th>
<th>M</th>
<th>NM</th>
<th>Lowercase letter</th>
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<tbody>
<tr>
<td>A</td>
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<td>r</td>
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</tbody>
</table>
VIII. Expectation: W.FS.10a - Write the letters that represent first name.

**Directions:** Write your first name on the line.

*My name is...*

IX. **Expectation: W.K.1** - Use a combination of drawing and labeling to express preferences and opinions (e.g.: My favorite book is...).

**Directions:** Tell the student to complete the phrase “My favorite pet is...”, by drawing it in the box provided; in order to express his/her preference.

*My favorite pet is a ______________.*
Language Standard
Student will show how much he/she can comprehend and apply English Grammar skills

X. K.LA.2b – Write a letter or letters for most consonant and short-vowel sounds (phonemes).

Directions: Read each word to the student. Ask him/her to choose the correct vowel that completes the word and write it on the line provided. If the student cannot write it, then have him/her circle the correct vowel.

1. b__t
   o a i

2. p__n
   a e i

3. h__n
   u e i

4. s__n
   u a o

5. fr__g
   e a o
XI. K.LA.5a - Indicate increasing specificity of vocabulary (e.g., transitioning from calling something an animal to calling it a dog or a cat).

Directions: Point to each animal and ask the child questions to elicit his/her response, until he/she can identify calling the animal by its common name. Then have the student draw a line to match the following picture to its corresponding vocabulary word. (Category: Animals - domestic, wild, zoo, water, etc.)

1. dog
2. fish
3. pig
4. cat
5. bear
XII. K.LA.5b - Sort and classify common objects into categories (e.g., shapes, foods) to gain meaning

**Directions:** Have the child look carefully at each set of pictures. Then ask: “which category is correct for this set of pictures?” Read the alternatives and tell the student to circle the word for his/her answer.

1. 
   - a. diamond
   - b. oval
   - c. shapes

2. 
   - a. veggies
   - b. food
   - c. fruits

3. 
   - a. animals
   - b. birds
   - c. insects