

**Mansfield Public Schools  
Progress Report  
Kindergarten - June**

**Reading to Understand**

During this marking period, kindergarten students have continued to learn basic reading skills and strategies. Phonological awareness skills such as discriminating and naming the five short vowel sounds, identifying final consonant sounds, and substituting initial phoneme sounds in words have been a focus this term. Students can identify letters to match the short vowel sounds and can blend and/or segment c-v-c words. They have been taught to clap out the number of syllables in one, two, and three syllable words and to delete syllables from words. Students can identify upper and lower case letters and all basic concepts of print. They can now read twenty-five Bedrock Words with automaticity, both in and out of context. Using appropriate expression and pacing they can repeat simple rhymes, poems and songs, thereby developing a sense of fluency. Vocabulary development is on-going. Students can identify common words in basic categories; use content words and other new words appropriately in responses and discussions; can describe objects, events, and feelings with some details or examples. They can participate in class discussion using relevant on topic vocabulary. Students now demonstrate emergent reading skills. They have learned to use before, during, and after reading comprehension strategies. Students can make predictions, activate prior knowledge about a topic, use pictures, make text to self connections, and evaluate and question text ideas. They can identify character(s), setting, and important events in a story. The topic and one or two important details in an informational text can be identified. Students are able to retell parts of a text and can participate in discussions about a book.

**Writing to Communicate**

During this final term students have become more independent writers. They are expected to participate in a variety of classroom writing activities such as telling stories about personal experiences in sequence; use pictures and words to convey meaning; and use sentence patterns that contain known words and repetitive phrases. They have begun to group like pictures, words, and ideas. The students are expected to effectively contribute ideas during shared writing and/or interactive writing time and to use complete sentences when telling a story. Vocabulary that is on topic is used when participating during shared and interactive writing. Students can make revisions by adding details when prompted or by adding details to pictures or letters to words. They can also use capital/upper case letters and punctuation correctly when prompted. Students are developing an awareness of proper spacing between words. They can spell some c-v-c words, some sight words, and can use invented spelling to approximate new words. Penmanship skills are developing; students are expected to hold writing utensils effectively so writing is legible.

**Mathematics**

By the end of the year, kindergarten students should have a solid understanding of numbers to 31. This includes reading and counting by ones to 31, counting by 2's to 30, counting by 5's to 50, counting by 10's to 100, writing numerals to 20, and knowing "one less" than to 20. They are matching tens frame pictures with a number sentence and beginning to know how to use number sentences and symbols (+, -, =). Estimation is introduced and they learn to use benchmarks of 5 and 10. They can identify a dime and know that it's worth 10 pennies. Students are introduced to time and can tell time to the hour. They are estimating the length of an object using unifix cubes in groups of 10. Students are identifying ABB or ABC patterns with coins. They are continuing to record and interpret data of frogs jumping. In probability they expand their understanding of spinners by examining ones that are not fair. In problem solving students are expected to identify the information needed to solve a problem, share their strategies and solutions, and communicate their thinking with pictures and/or numbers.

