

Kindergarten Report Card

Student: ————————————————————————————————————	School Year: ———
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Teacher: —————	School
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READING	Q1	Q2	Q3	Q4	
Print Concepts	3 2 1	3 2 1	3 2 1	3 2 1	
ELAGSEKRF1	Understands that words are separated by spaces in print.	Recognizes that spoken words are represented in written language by specific sequences of letters.	Follows words from left to right, top to bottom, and page-by-page.	Demonstrates understanding of the organization and basic features of print. ELAGSEKRF1a,b,c	
Print Concepts	3 2 1	3 2 1	3 2 1	3 2 1	
ELAGSEKRF1	Identifies: 12-21 uppercase letters 9-17 lowercase letters	Identifies: 22 or more uppercase letters 18 or more lowercase letters	Identifies: 26 uppercase letters 26 lowercase letters	Identifies: 26 uppercase letters 26 lowercase letters	
Phonological Awareness	3 2 1	3 2 1	3 2 1	3 2 1	
ELAGSEKRF2	Recognizes and produces rhyming and non-rhyming words.	Count, pronounce, blend, and segment syllables in spoken words.	Blend and segment onsets and rimes of single-syllable spoken words.	Demonstrates proficiency of all skills from Q1 -Q3.	
Phonological Awareness ELAGSEKRF2	3 2 1	3 2 1	3 2 1	3 2 1	
ELAGSERAFZ	Isolate and pronounce the initial sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.	Isolate and produce initial and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /V, /r/, or /x/.)	Isolate and pronounce the initial, media vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /t/, or /k/.)	Demonstrates proficiency of all skills from Q1 -Q3. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	
Phonics and Word Recognition	3 2 1	3 2 1	3 2 1	3 2 1	
ELAGSEKRF3	Demonstrate basic knowledge of one-to-one letter-sound correspondence by consistently producing 9 or more consonant sounds.	Demonstrate basic knowledge of one-to-one letter-sound correspondence by consistently producing 18 or more consonant sounds and at least 3 of the short vowel sounds.	Demonstrate basic knowledge of one-to-one letter-sound correspondence by consistently producing 21 or more consonant sounds and all 5 of the short vowel sounds.	Demonstrates proficiency of all skills from Q1 -Q3. Associate the long and short sounds with the common spellings for the five major vowels. Distinguish between similarly spelled words by identifying	
				the sounds of the letters that differ.	
Fluency ELAGSEKRL10	3 2 1	3 2 1	3 2 1	3 2 1	
ELAGSEKRI10 ELAGSEKRF4	Reads common high- frequency words by sight in environmental print, classroom labels, etc.	Reads common high- frequency words by sight in decodable books.	Reads common high- frequency words by sight in emergent reader texts.	Reads common high- frequency words by sight in early reader texts.	
		Reads approximately 25 or more words.	Reads approximately 50 or more words.	Reads approximately 75 or more words.	
Fluency	3 2 1	3 2 1	3 2 1	3 2 1	
	Fountas and Pinnell Reading Level	-A A B C D E F G F K 1st	II J K L M N O P 2nd 3rd 4th	QRSTUVW 5th	
Key Ideas and Details	3 2 1	3 2 1	3 2 1	3 2 1	
ELAGSEKRL3	With prompting and support, asks and answers questions about key details in literary text.	With prompting and support, retells familiar stories, including key details.	With prompting and support, identify characters, settings and major events in a story.	Demonstrates proficiency of all skills from Q1 -Q3.	
Key Ideas and Details	3 2 1	3 2 1	3 2 1	3 2 1	
ELAGSEKRI3	With prompting and support, asks and answers questions about key details in a text.	With prompting and support, identify the main topic (main idea) and retell key details of a text (supporting details).	With prompting and support, describes the connection between two individuals, events, ideas, or pieces of informational text.	Demonstrates proficiency of all skills from Q1 -Q3.	
Craft and Structure	3 2 1	3 2 1	3 2 1	3 2 1	
ELAGSEKRL6	With prompting and support, asks and answers questions about unknown words in a text. ELAGSEKRL4	Recognizes common types of text. (storybooks, poems). ELAGSEKRL5	With prompting and support, names the author and illustrator and defines the role of each telling the story. ELAGSEKRL6	Demonstrates proficiency of all skills from Q1 -Q3.	
Craft and Structure ELAGSEKRI6	3 2 1	3 2 1	3 2 1	3 2 1	
LLAUSERAIO	With prompting and support, ask and answer questions about unknown words in a text.	Identifies the front cover, back cover, and title page of a book.	Names the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	Demonstrates proficiency of all skills from Q1 -Q3.	
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Integration of Knowledge and Ideas (Literary)	3	2	1	3	2	1	3	2	1	3	2	1
ELAGSEKRL7 ELAGSEKRL9				With prompt describes th between illu story (how il the text).	e relatio strations	nship and the	With promp compares a adventures characters i	nd contra and expe	asts the riences of	Demonstra skills from		ency of all
Integration of Knowledge	3	2	1	3	2	1	3	2	1	3	2	1
and Ideas (Informational) ELAGSEKRI7 ELAGSEKRI8 ELAGSEKRI9	With promp describes the between illutext (how the support the	ne relatior ustrations ne illustrat	ship and the	With prompt identifies the author gives in a text.	e reason	s the	With prompi identifies be and different texts on the in illustration procedures)	sic simila ces betw same to ns, descr	arities in veen two pic (e.g.,	Demonstrates proficiency of all skills from Q1 -Q3.		ency of all
WRITING		Q1			Q2			Q3			Q4	
Text Types and Purposes	3	2	1	3	2	1	3	2	1	3	2	1
ELAGSEKW1,2,3	Use a comb dictating, or a single eve loosely link about the er in which the provide a re happened.	writing to ent or seve ed events, vents in the ey occurre eaction to	o narrate eral tell ne order ed, and	Use a comb dictating, ar narrate a sir several loos tell about th order in whi and provide happened.	d writing agle ever ely linke e events ch they o a reactio	g to nt or d events, in the occurred,	Use a combination of drawing, dictating, and writing to compose informative/ explanatory texts in which they name what they are writing about and supply some information about the topic.			Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are "writing" about and state an opinion or preference about the topic or book (e.g., My favorite book is)		
LANGUAGE		Q1			Q2			Q3			Q4	
Conventions of Standard English	3	2	1	3	2	1	3	2	1	3	2	1
ELAGSEKL2	Correctly pr matches wr corresponde 9+ upperca 9+ lowerca	ritten/sour ences for: se letters		Correctly pri matches wr corresponde 18+ upperc 18+ lowerca	itten/sou ences for ase lette	: rs	Correctly primatches wrice corresponded 21+ conson represented & lowercase 3+ short voir represented & lowercase & lowercase & lowercase	ences for ants sou by both letters wel soun by both	: nds uppercase ds	Correctly pi matches w correspond 26 upperca 26 lowerca	ritten/sour ences for: se letters	
Conventions of Standard	3	2	1	3	2	1	3	2	1	3	2	1
English Elagsekl2				Recognizes for beginnin and for I.	g of sent	ences	Begins to ca word in a se pronoun I.	ntence a	ind the	Consistently first word in the pronout	n a senten n I.	ce and
				Recognizes punctuation		ies end	Begins to us	e end pu	inctuation.	Consistently recognizes, names and uses end punctuation.		
Conventions of Standard	3	2	1	3	2	1	3	2	1	3	2	1
English Elagsekl2	Begins to pl representing			Uses phone with initial a accuracy.			Uses spellin medial, and accuracy for words.	final sou	nd	Mastery of Distinguish similarly sp identifying letters that	es betwee elled word the sounds differ.	ls by s of
										spelling pat patterns, bl and/or mult	terns (long ends, digra i-syllabic	g vowel aphs, words).
Vocabulary Acquisition and Use	3	2	1	3	2	1	3	2	1	3	2	1
ELAGSEKL5	Sort commo categories(e foods) to ga the concept represent.	e.g., shap in a sense	es, e of	Demonstrati frequently o adjectives b their opposi	ccurring y relating	verbs and g them to	Identify real-life connections between words and their use (e.g., note places at school that are colorful).		Mastery Q1-Q3. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.		erbs general rch,	
MATH		Q1			Q2			Q3			Q4	
Relationships of numbers	3	2	1	3	2	1	3	2	1	3	2	1
up to 20 connected to cardinality K.NR.1	Cardinality	within 10.		Cardinality v	vithin 20	l.				Cardinality	within 20.	
Count sequences within 100 to count forward and	3	2	1	3	2	1	3	2	1	3	2	1
backward in sequence K.NR.2	Count forwa	ard to 100	by 1's.	Count by 10		100.	Count back		n 20.	Count withi number.	n 100 fron	n any
Place value understanding to compose and	3	2	1	3	2	1	3	2	1	3	2	1
decompose numbers from 11-19 K.NR.3							Compose ar numbers 11		npose	Compose a numbers 1		pose
Identify, write, represent,	3	2	1	3	2	1	3	2	1	3	2	1
and compare numbers up to 20 K.NR.4	Identify, rep numbers 0-		d write	Identify, repr numbers 0-		nd write				Compare n	umbers up	to 20.

Addition and Subtraction	3	2	1	3	2	1	3	2	1		3	2	1
Fluency within 5 K.NR.5.4								add and s using a v			Fluently ad within 5 us strategies.		
Solving real-life problems	3	2	1	3	2	1	311410910		1		3	2	1
within 10 K.NR.5							subtract	thentic action proble variety of	ems wit	thin 5	Solve author subtraction using a var	problei	ms within 10
Patterns	3	2	1	3	2	1	3	2	1		3	2	1
K.PAR.6	Describe an pattern.	d extend	a given		nd descril g pattern.	oe a		ately use n the pas					vocabulary sage of time.
Attributes of Objects	3	2	1	3	2	1	3	2	1		3	2	1
and Data K.MDR.7	Sorts items based on at		gories					answer q d informat		ns on	Ask and an gathered in		uestions on on.
Shapes	3	2	1	3	2	1	3	2	1		3	2	1
K.GSR.8	Identify, sort										Identify, so and compa		ify, analyze, hapes.
SCIENCE		Q1			Q2			Q3				Q4	
Obtain, Evaluate and	3	2	1	3	2	1	3	2	1		3	2	1
Communicate Scientific Information	Physical Sci Sorts and cl based on co physical attr (SKP1)	assifies r Impositio		and nigh changes (SKE1)	s objects t sky; Cor	in the day nmunicates y/night cycle.	rocks, w rocks by (SKE2)	es attribut ater, and physical	air; Gro	oups	parent and (SKL2)	v anima r feature offsprir	es; identifies
	3	2	1	3	2	1	3	2	1		3	2	1
	Physical Sci Investigates attributes in (SKP2)	how an			tes the re physical	elationship attributes		zes and c ce betwee			Life Scienc Argues how grouped by (SKL2)	v plants	
SOCIAL STUDIES		Q1			Q2			Q3				Q4	
Geographic Understandings	3	2	1	3	2	1	3	2	1		3	2	1
				American	the diver	Explain						ountry i	in which the
				families (SSKG1) Different features globes. (SEXG1)	on single SSKG2a) hat maps w from at	and water maps and					student live	55. (OUN	(du)
Historical Understandings	3	2	1	families (SSKG1) Different features globes. (SEXPLAIN to are a vie	and comminate land and single SSKG2a) hat maps w from at	and water maps and	3	2	1		student live	2	1
Historical Understandings	3 Identify the and describ or events de Identify the state flags a Allegiance.	national le the peo escribed. national a	holidays ople and/ (SSKH1e) and ledge of	families (SSKG1) Different features globes (SEXG2b) Explain t are a view (SSKG2b) 3 Identify t and desc and/or ex (SSKH1a)	iate land on single SSKG2a) hat maps w from at) 2 he nation cribe the period despite bhjk) he bald e	and water maps and and globes sove. 1 al holidays eeople cribed.	Identify and design or event	2 the nation cribe the ps describe the Lincol ton Monu e House.	nal holid people ed. (SSI In Mem ument,	days and/ KH1f) orial, and	3 Identify the	2 nationa pe the p cribed.	1 al holidays eepple and/or (SSKH1cd) pangled atue of
Historical Understandings	Identify the and describ or events de Identify the state flags a	national le the peo escribed. national a	holidays ople and/ (SSKH1e) and ledge of	families (SSKG1) Different features globes. (: Explain t are a vie (SSKG2b) 3 Identify t and desc and/or er (SSKH1a Identify t	iate land on single SSKG2a) hat maps w from at) 2 he nation cribe the period despite bhjk) he bald e	and water maps and and globes sove. 1 al holidays eeople cribed.	Identify and design or event	the nation cribe the p s describe the Lincol ton Monu e House.	nal holid people ed. (SSI In Mem ument,	days and/ KH1f) orial, and efgh)	3 Identify the and descril events des Identify the Banner and	2 nationa pe the p cribed.	1 al holidays eepple and/or (SSKH1cd) pangled atue of
	Identify the and describ or events de Identify the state flags a Allegiance.	national le the pecescribed. national and the P (SSKH2ad	holidays pple and/ (SSKH1e) and ledge of c) 1	families (SSKG1) Different features globes. (SEXG2b) 3 Identify t and desc and/or ev (SSKH1a) Identify t (SSKH2d)	and comminate land on single SSKG2a) hat maps w from at) 2 he nation cribe the properties desbhjk) he bald e	and water maps and and globes soove. 1 al holidays eepple cribed.	Identify and design or event Identify Washing the White	the nation cribe the p s describe the Lincol ton Monu e House.	nal holio people ed. (SSI In Mem ument, (SSKH2 1	days and/ KH1f) orial, and Efgh)	3 Identify the and descrit events des Identify the Banner and Liberty. (SS	2 nationa pe the p cribed. Star Sp t the Star LikkH2ce) 2	1 al holidays eepple and/or (SSKH1cd) pangled atue of 1 s of positive
Civic & Government	Identify the and describ or events de Identify the state flags a Allegiance.	national le the pecescribed. national and the P (SSKH2ad	holidays pple and/ (SSKH1e) and ledge of c) 1	families (SSKG1) Different features globes. (SEXG2b) 3 Identify t and desc and/or ev (SSKH1a) Identify t (SSKH2d)	and comminate land on single SSKG2a) hat maps w from at) 2 he nation cribe the properties desbhjk) he bald e	and water maps and and globes soove. 1 al holidays eepple cribed.	Identify and design or event Identify Washing the White	the nation cribe the ps describe s describe the Lincol ton Monu e House. 2 e example er traits.(S	nal holio people ed. (SSI In Mem ument, (SSKH2 1	days and/ KH1f) orial, and tfgh) sitive	3 Identify the and descril events des Identify the Banner and Liberty. (SS 3	2 nationa pe the p cribed. Star Sp t the Star LikkH2ce) 2	1 al holidays eepple and/or (SSKH1cd) pangled atue of 1 s of positive
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Civic & Government Understandings Economic Understandings HEALTH Comprehends concepts of health promotion and disease prevention Learning Skills &	Identify the and describ or events de Identify the state flags a Allegiance. 3 Describe ex character tr 3 Explain how purchase gr (SSKE3) 3 Express fee way	national le the pecescribed. national and the P(SSKH2acccccccccccccccccccccccccccccccccccc	holidays pple and/ (SSKH1e) and ledge of c) 1 of positive (CG2) 1 s used to services.	families (SSKG1) Different features globes. (i Explain t are a vie (SSKG2b) 3 Identify t and descond/or er (SSKH2d) 3 Explain t make ch (SSKE4)	and committee an	and water maps and and globes sove. 1 al holidays eeople cribed. 1 e must n economy.	Identify and design or event lidentify Washing the Whit 3 Describe characte 3 Identifies	the nation cribe the ps describe the Lincol tton Monue e House. 2 e example er traits.(S 2	nal holippeople ed. (SSI in Mem rument, (SSKH2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	days and/ KH1f) orial, and deffgh)	3 Identify the and descril events des Identify the Banner and Liberty. (SS 3 Describe e: character t 3 Recognizes substances	2 national per the proribed. If the Star Significant is a star Sig	1 al holidays eople and/or (SSKH1cd) coangled atue of 1 s of positive SKCG2) 1 lially harmful
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Kindergarten Report Card

Student:	School Year: ————
Teacher:	School:

ART		Q1			Q2			Q3			Q4	
Creates art using	3	2	1	3	2	1	3	2	1	3	2	1
observation, experience & imagination with elements of art	Explores se and media.		lements	Identifies a media.	rt elemer	nts and	Creates art and media.		t elements	Produces a observation imagination and media.	n, experie n with art	
Uses art vocabulary to	3	2	1	3	2	1	3	2	1	3	2	1
discuss own art & art of others	Acquires ar	t vocabul	ary.	Uses art vo appropriate			Uses art vo describe ar		to	Uses art vo describe ar		
Learning Skills & Behaviors	S	Р	N	S	Р	N	S	Р	N	S	Р	N
MUSIC		Q1			Q2			Q3			Q4	
Demonstrates through performance an	3	2	1	3	2	1	3	2	1	3	2	1
awareness of pitch	Sings and e	echoes.		Distinguish contrasts in		een	Sings simp	le melod	es.	Demonstra	tes pitch	concepts.
Demonstrates through	3	2	1	3	2	1	3	2	1	3	2	1
performance an awareness of rhythm	Imitates ste	eady beat		Echoes sim	ple rhyth	ıms.	Demonstra rhythms.	tes stead	y beat and	Demonstra concepts.	tes rhyth	m
Learning Skills & Behaviors	S	Р	N	S	Р	N	S	Р	N	S	Р	N
TECHNOLOGY		Q1			Q2			Q3			Q4	
Comprehends and applies Kindergarten concepts and skills related to technology	3	2	1	3	2	1	3	2	1	3	2	1
LEARNING SKILLS & BEHAVIORS		Q1			Q2			Q3			Q4	
Organizes self and materials	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Works neatly	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Works independently	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Asks questions/Seeks help when needed	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Completes tasks in a timely manner	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Stays on task	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Uses self control	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Exhibits good listening skills	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Accepts responsibility for behavior	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Claims fair share of attention	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Expresses feelings appropriately	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Treats others with respect	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Accepts personal responsibility	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Works cooperatively with others	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Controls talking	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Follows directions	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Shows respect for peers	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Shows respect for authority	S	Р	N	S	Р	N	S	Р	N	S	Р	N
Shows respect for property	S	Р	N	S	Р	N	S	Р	N	S	Р	N
ATTENDANCE		Q1			Q2			Q3			Q4	
Tardies												
Absences												

COBB COUNTY SCHOOL DISTRICT	ONE TEAM.ONE GOAL STUDENT SUCCESS.
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PERFORMANCE INDICATORS

The purpose of the report card is to communicate to students, parents, and staff the progress each student is making toward accomplishing performance-based standards.

3+ = Exceeds Standards - In addition to the 3, makes applications and inferences beyond expectations

3 = Meets Standards - Consistently and independently

2 = Progressing toward meeting standards

1 = Limited progress or does not meet standards

or NA = Not assessed at this time

٠	FADAUNIO	CIZILL	0	REHAVIORS	
	_EARNING	5KII I :	S &	BEHAVIORS	

S = **SUCCESSFUL** - Student displays appropriate learning skills and behaviors

= **PROGRESSING** - Student is progressing; displays appropriate learning skills and behaviors most of the time

= **NEEDS IMPROVEMENT** - Student does not display learning skills and behaviors

N/A = NOT ASSESSED - Meaning teacher was unable to assess student. See comment in "Specials/ General Comment" section.

Pre A / A Tips For	Readers are beginning to learn how print works and to notice the relationship between sounds and letters. Children must be given the opportunity to read and reread these simple texts with help. Encourage your child to finger point each spoken word to the writte
Families:	omator must be given the opportunity to lead and relead these simple texts with high Encourage your clima to might point each spoken word to the write.
В	Readers are learning how print works, developing left to right directionality.
Tips For Families:	Continue to provide opportunities to read and reread these simple texts with help while encouraging to finger point each spoken word to the written word.
C	Parties and the size of the si
Tips For	Readers encounter simple stories and familiar topics with 2-6 lines of print on each page. Praise children for self-correcting and assist the use of dialogue with the voice.
Families:	Trade critical or controlling and about the about rating with any some.
Tips For	Readers track print with their eyes and process texts with fewer repeating language patterns.
Families:	Children should stop pointing to each word. Attention should be given to word endings.
E	Readers encounter texts with 3-8 lines of print per page.
Tips For Families:	Choose text with familiar vocabulary to your child which is likely used in their oral language.
F	Readers are beginning to build knowledge of the characteristics of different genres of texts.
Tips For Families:	Texts may include familiar content that expands beyond home, neighborhood, and school.
G G	
Tips For	Readers encounter a wider range of texts. They are still reading texts with 3-8 lines of print per page, but the print is slightly smaller. Children should be reading for understanding. Encourage self-correcting and rereading.
Families:	ometric of the state of the sta
Tips For	Readers encounter the same challenges as Level G; but the language and vocabulary are more complex.
Families:	Children will begin to read more new texts silently in order to achieve efficient and smooth processing.
I Tips For	Readers will be processing texts that are mostly short (8-16 pages) as well as some easy illustrated chapter books (40-60 pages) that require them to sustain attention and memory over time.
Families:	Find short chapter books with a single point of view and illustrations to help support the text.
J	Readers are able to process a variety of texts.
Tips For Families:	Children read silently during independent reading.
K	
Tips For	Readers are able to process a wide variety of genres. As children read orally they should be demonstrating all aspects of fluency.
Families:	As climater read utally drey should be demonstrating an aspects of nucley.
L Tips For	Readers process easy chapter books including some series books.
Families:	Children should be able to solve many complex words including multi-syllable words, contractions, possessives, content-specific and some technical words
M	Readers know the characteristics of a range of genres.
Tips For Families:	Encourage children to explore chapter books and nonfiction topics of interest to them.
N	Readers are able to process a full range of genres.
Tips For	Children are able to solve words smoothly and automatically in both silent and oral reading.
Families:	
Tips For	Readers have very similar genre characteristics as Level N. They can process complex sentences and solve new vocabulary words. At this level children should be able to read and fully understand the text.
Families:	AL UIIS TEVEL CHILDER SHOULD DE ADIE 10 TEAU AHU TUITY UNDERSTAND UIE LEXT.
P Tips For	Readers can identify the characteristics of a full range of genres.
Families:	As children encounter more abstract text it is crucial that it can be comprehended by the child.
Q-W	Automatically read and understand a full range of genres, including biographies, hybrid genres, fiction with elaborate plots and complex
Tips For Families:	characters, informational texts, etc.
i allilles.	I .

School:	
ELA/Reading	
	_
Math	
Science	
	_
Social Studies	_
Specials\General Comments	_

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☐ Promoted to 1st grade □ Placed in 1st grade □ Additional Year in K Grade