GOLD[®] Objectives for Development & Learning for AlaKiDS

What is it?

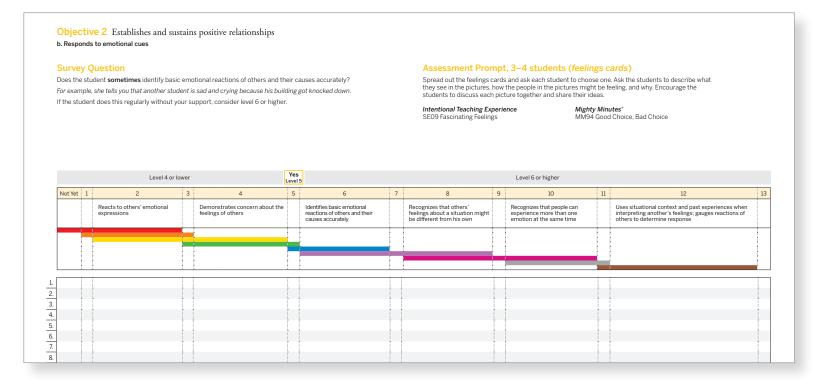
Teachers may use *GOLD*[®] Objectives for Development & Learning for AlaKiDS to save time collecting assessment information during kindergarten entry. The survey asks the teacher to compare students' knowledge, skills, and abilities with widely held kindergarten entry expectations for each *GOLD*[®] objective/dimension.

Why use it?

The Survey Questions help the teacher focus on the indicators of the progressions that describe kindergarten readiness. The survey also gives Assessment Prompts for objectives/dimensions to help the teacher answer questions accurately.

How do you use it?

- For each objective/dimension, read the Survey Question and consider students' knowledge, skills, and abilities.
- If you need more information, follow the Assessment Prompt.
- If the answer to the Survey Question is yes, write a check mark at the level on the progression under the Yes column. If not, consider levels lower or higher than the progression under the Yes column.
- At the end of the assessment period, refer to the answers to the survey while entering checkpoint data for the students in your classroom.



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Objective 1 Regulates own emotions and behaviors

c. Takes care of own needs appropriately

Survey Question

Does the student demonstrate confidence in meeting her own needs?

For example, she takes off her coat and hangs it up, or she chooses activities in the classroom and engages in them.

Assessment Prompt

Throughout the day, observe students as they take care of their own needs. Observe for **one** of the following:

- Puts away personal items
- Washes hands before eating
- Selects and engage with materials
- Completes classroom job
- Cleans up before transitions

Intentional Teaching Experience SE23 Recess Goals

Mighty Minutes[®] MM19 The Drill Sergeant

		Level 5 o	or low	er		Yes Level 6				Level 7 or higher	
	Not Yet 1	2	3	4 5	5	6	7	8	9	10 11	. 12 13
		Indicates needs and wants; participates as adult attends to needs		Seeks to do things for self		Demonstrates confidence in meeting own needs		Takes responsibility for own well-being		Practices skills to reach desired level of personal achievement	Accurately identifies own strengths and challenges (self-assessment, self-appraisal); develops and works toward personal goals
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Objective 2 Establishes and sustains positive relationships

b. Responds to emotional cues

Survey Question

Does the student **sometimes** identify basic emotional reactions of others and their causes accurately? *For example, she tells you that another student is sad and crying because his building got knocked down.* If the student does this regularly without your support, consider level 6 or higher.

Assessment Prompt, 3–4 students (feelings cards)

Spread out the feelings cards and ask each student to choose one. Ask the students to describe what they see in the pictures, how the people in the pictures might be feeling, and why. Encourage the students to discuss each picture together and share their ideas.

Intentional Teaching Experience

SE09 Fascinating Feelings

Mighty Minutes® MM94 Good Choice, Bad Choice

		Level 4 or lo	ower		Yes Level 5					Level 6 or higher			
	Not Yet 1	2	3	4	5	6	7	8	9	10	11	12	13
		Reacts to others' emotional expressions		Demonstrates concern about the feelings of others		Identifies basic emotional reactions of others and their causes accurately		Recognizes that others' feelings about a situation might be different from his own		Recognizes that people can experience more than one emotion at the same time		Uses situational context and past experiences when interpreting another's feelings; gauges reactions of others to determine response	
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Objective 2 Establishes and sustains positive relationships

c. Interacts with peers

Survey Question

Is the student **beginning to** initiate, join in, and sustain positive interactions with a small group of two to three students? *For example, he invites two classmates to join him at the table to look at a book about the planets.* If the student does this regularly without your support, consider level 6 or higher.

Assessment Prompt (game requiring 2 or more players, pattern blocks)

Place the pattern blocks on a table with room for 2–3 students. Observe how students initiate and join group play. If needed, prompt students to join the group or invite others to join. Notice how students sustain their play after beginning the game.

Intentional Teaching Experience

SE12 Room for One More

Mighty Minutes[®] MM04 Pause, Rewind!

VINIO4 Pause, Rewind!

		Level 4 or lo	wer		Yes Level 5					Level 6 or higher			
Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		Plays near other children; uses similar materials or actions		Uses successful strategies for entering groups		Initiates, joins in, and sustains positive interactions with a small group of two to three children		Interacts cooperatively in groups of four or five children		Works with a group toward a shared goal; participates in group games with rules		Fluidly alternates between the roles of leader and follower in order to sustain play	
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Objective 3 Participates cooperatively and constructively in group situations a. Balances needs and rights of self and others

Survey Question

Does the student **sometimes** initiate the sharing of materials in the classroom and outdoors? For example, she gives another student the marker to use and asks to use it again when the other student is done. If the student does this regularly without your support, consider level 6 or higher.

Assessment Prompt, 2–4 students (The Three Little Pigs storybook)

Read the story with students. After reading, invite the students to work together to retell the story using the props and illustrations. Offer support as needed to encourage cooperation.

Intentional Teaching Experience SE24 What Can We Create Together? **Mighty Minutes**® MM82 Beanbag Pass

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	No	t Yet	1	2	3		4	5	6	7	8	9	10	11	12	13
			Resp othe	onds appropriately to s' expressions of wants		Takes turns			Initiates the sharing of materials in the classroom and outdoors		Cooperates and shares ideas and materials in socially acceptable ways		Completes cooperative projects with other children		Accurately completes self-assessment of role in group work	
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Objective 3 Participates cooperatively and constructively in group situations

b. Solves social problems

Survey Question

Is the student beginning to suggest solutions to social problems?

For example, he suggests, "You ride around the track one time; then I'll take a turn" when both he and another student want to use the same scooter on the playground.

If the student does this regularly without your support, consider level 6 or higher.

Assessment Prompt, 3–5 students (paper and drawing materials)

Share a recent classroom problem or a problem from a familiar storybook. Invite students to discuss possible solutions and draw their ideas. If needed, pose "What if?" questions to prompt students' thinking.

Intentional Teaching Experience

SE30 Express Yourself!

Mighty Minutes®

MM34 Sunshine & Raincloud Moments

			Level 4 o	r lower		Yes Level 5	i				Level 6 or higher			
	Not Yet	1	2	3	4	5	6	7	8	9	10	11	12	13
		Express conflict	es feelings during a		Seeks adult help to resolve social problems		Suggests solutions to social problems		Resolves social problems through basic negotiation and compromise		Seeks conflict resolutions based on interest in maintaining the relationship in the future		Considers multiple viewpoints when solving conflicts	
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Can the student move purposefully from place to place with control?

Assessment Prompt, 2–6 students

Observe for **one** of the following items in the classroom or outdoors.

- Runs with control
- Avoids obstacles while moving
- Starts and stops wheelchair
- Walks up and down stairs with alternating feet
- Climbs up and down playground equipment

Intentional Teaching Experience P11 My Own Dance

Mighty Minutes[®] MM86 Movement Patterns

	Level 5 or	lowe	er	Yes Level 6				Level 7 or highe	r		
Not Yet 1	2	3	4 5	6	7	8	9	10	11	12	13
	Moves to explore immediate environment		Experiments with different ways of moving	Moves purposefully from place to place with control		Coordinates increasingly complex movements in play and games		Uses a variety of traveling movements, varying speed, pathways, and direction		Coordinates multiple complex movements while traveling	
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Can the student sustain balance during simple movement experiences?

Assessment Prompt, 3–5 students

Observe for **one** of the following items in the classroom or outdoors

- Jumps off low step, landing on two feet
- Walks along a low beam for short distance, watching feet
- Jumps over small objects
- Holds body upright while moving wheelchair forward

Intentional Teaching Experience P01 Hold That Pose!

Mighty Minutes[®] MM11 Space Launch

		Level 5	or low	ver		Yes Level 6			Level 7	or hi	gher			
Not	Yet 1	2	3	4	5	6 7	8	9	10	11	12		13	14 15
		Balances while exploring immediate environment		Experiments with different ways of balancing		Sustains balance during simple movement experiences	Sustains balance during complex movement experiences		Demonstrates how to balance on different body parts (feet, hands, knees, elbows) at varying levels (e.g., up high, down low) while making different poses		Balances on apparat with control and stability	us		Designs and performs movements that combine traveling and balance into a smooth, flowing sequence with intentional changes in direction and speed
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Can the student manipulate balls or similar objects with flexible body movements?

Assessment Prompt, 3–5 students (beanbags, beach ball)

Observe for one of the following items in the classroom or outdoors

- Throws ball or beanbag
- Tosses beanbag into a basket

Intentional Teaching Experience P03 Beanbag Tag

Mighty Minutes® MM53 Catch a Question

- Traps a thrown ball or beanbag against body
- Kicks a ball by stepping or running up to it

Level 5 or lower Level 7 or higher Level 6 15 Not Yet 1 2 3 4 5 6 7 8 9 10 11 12 13 14 Manipulates balls or similar Reaches, grasps, and Manipulates balls Manipulates balls or Manipulates balls or similar objects, Manipulates balls or Manipulates and controls balls or similar propelling them away from the body (throwing) and receiving and controlling objects with rackets, paddles, bats, and similar objects with a full releases objects objects with stiff body or similar objects similar objects with other long-handled implements, e.g., golf movements with flexible body range of motion accuracy, fluidity, club, hockey stick, lacrosse stick movements them (catching) with increased accuracy and control
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Yes

Objective 7 Demonstrates fine-motor strength and coordination

a. Uses fingers and hands

Survey Question

Does the student use refined wrist and finger movements?

Assessment Prompt, 3–4 students (beads and string, scissors, paper)

Observe for **one** of the following:

- Snips paper with scissors
- Strings large beads

Intentional Teaching Experience P18 Clay Creations

Mighty Minutes® MM89 Sleepy Fingers

| | | Level 5 or | lowe | r | | Yes
Level 6 | | | | Level 7 or highe | er | | |
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| | Not Yet 1 | 2 | 3 | 4 5 | ; | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | | Reaches for, touches, and holds objects purposefully | | Uses fingers and whole-arm
movements to manipulate and
explore objects | | Uses refined wrist and finger movements | | Uses small, precise finger and hand movements | | Uses smooth finger and hand movements | | Manipulates grade-appropriate tools and intricate materials with control and precision | |
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Objective 7 Demonstrates fine-motor strength and coordination

b. Uses writing and drawing tools

Survey Question

Does the student use drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end?

Assessment Prompt, (paper and writing/drawing materials)

Provide students with a writing or drawing tool and a piece of paper. Say, "Draw a picture of "

Intentional Teaching Experience LL81 See & Sketch *Mighty Minutes*® MM10 Two-Sentence Stories

| | | Level 5 d | or lowe | er | | Yes
Level 6 | | | | Level 7 or higher | | |
|--|---|--|---------|--|---|---|---|--|---|---|--|----|
| Not Yet | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 11 | 12 | 13 |
| | | Grasps drawing and writing tools, jabbing at paper | | Grips drawing and writing tools
with whole hand but may use
whole-arm movements to make
marks | | Holds drawing and writing tools
by using a three-point finger
grip but may hold
the instrument too close to
one end | | Uses three-point finger grip and efficient hand placement when writing and drawing | | Demonstrates control and
appropriate pressure when
using writing and drawing tools;
writes legibly | Moves writing or drawing utensils fluidly across the
page with increasing speed and accuracy; produces
letters and number symbols having accurate
formation, size, proportion, slant, and spacing; may
use cursive writing | |
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Objective 9 Uses language to express thoughts and needs

a. Uses an expanding expressive vocabulary

Survey Question

Can the student describe and tell the use of some familiar items?

If the student can do this with many familiar items without your support, consider level 6 or higher.

Assessment Prompt, 3–5 students (nonfiction books)

Show students pictures of familiar items in a nonfiction book and ask. "What is this? How do you use it?

Intentional Teaching Experience LL52 Four-Square Vocabulary **Mighty Minutes*** MM32 Vocabulary Relay

| | | Level 4 or lo | ower | | Yes
Level | 5 | | | | Level 6 or high | er | | | | |
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| | | Vocalizes and
gestures to
communicate | | Names familiar
people, animals,
and objects | | Describes and tells
the use of many
familiar items | | Incorporates new, less familiar, or technical
words (acquired through texts and
conversations) in everyday conversations;
correctly uses new meanings for familiar
words | | Incorporates new grade-
appropriate words (acquired
through texts and conversations);
clearly describes and explains
events, ideas, and feelings using
relevant details | | Incorporates new grade-appropriate
words (acquired through texts
and conversations); uses several
descriptive words to relay detailed
and specific information | | Incorporates new grade-appropriate
words (acquired through texts and
conversations); uses conversational and
academic words and phrases; correctly
uses abstract nouns | |
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Objective 9 Uses language to express thoughts and needs

c. Uses conventional grammar

Survey Question

Does the student use complete four- to six- word sentences? For example, she says, "I choose two books" or "We are going to the zoo."

Assessment Prompt, 3–5 students (nonfiction books)

Give each student a nonfiction book to read or invite students to read the books together. After students have looked through the books, ask them questions that prompt them to describe and explain what they see on the pages.

Intentional Teaching Experience LL26 Build a Strong Sentence **Mighty Minutes**® MM84 Story Starters

| | | Level 5 | or low | /er | | Yes
Level 6 | | | | | Lev | vel 7 or higher | | |
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| | | Uses one- or
two-word
sentences
or phrases | | Uses three- to
four-word
sentences; may
omit some words
or use some words
incorrectly | 5 | Uses complete,
four- to six-word
sentences | | Uses long, complex
sentences and follows
most grammatical
rules; uses common
verbs and nouns
(including plural
nouns) | | Generates a variety of sentence types; matches
correct subject/verb agreement; uses most parts
of speech correctly, including nouns (common,
proper, and possessive), verbs (past, present,
and future), pronouns (personal, possessive, and
indefinite), adjectives, conjunctions (e.g., and,
but, or, so, because), articles (e.g., a, an, the), and
demonstratives (e.g., this, these, that); identifies root
words in frequently occurring forms | | Uses multiple types of less
frequently occurring nouns,
including collective and
irregular plural nouns; uses
reflexive pronouns, past tense
of frequently occurring irregular
verbs, adjectives, and adverbs;
rearranges sentences to produce
and expand compound sentences | | Produces simple, compound, and complex sentences for
multiple purposes; identifies and explains the functions
of nouns, pronouns, verbs, adjectives, and adverbs in a
sentence; uses regular and irregular verbs, plural nouns,
and simple verb tenses; uses correct subject/verb and
pronoun/antecedent agreement; uses comparative and
superlative adjectives and adverbs; uses coordinating
and subordinating conjunctions; recognizes differences
between written and spoken English |
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Objective 9 Uses language to express thoughts and needs

d. Tells about another time or place

Survey Question

Does the student, with your prompting and support, tell stories about other times and places that have a logical order and that include major details?

If the student does this without your support, consider level 6 or higher.

Assessment Prompt, 2–3 students (nonfiction books)

Give each student a nonfiction book to read or invite students to read the books together. After students have looked through the books, ask them questions that prompt them to describe and explain what they see on the pages.

Intentional Teaching Experience LL86 Stoplight Stories

Mighty Minutes[®] MM34 Sunshine & Raincloud Moments

| | | | Level 4 or lo | wer | Yes
Level 5 | 5 | | | Leve | l 6 or higher | | |
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| [| Not Yet 1 | 1 | 2 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 1 | 1 12 | 13 |
| | | | Makes simple statements about
recent events and familiar people
and objects that are not present | Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end | | Tells stories about other times and
places that have a logical order and
that include major details | | Tells elaborate stories
that refer to other times
and places | | Tells stories with clear
sequence of events, including a
climax and resolution | Accurately and thoroughly retells previously heard stories or informati | ion |
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| 24. | | | | | | | | | | | | |

a. Engages in conversations

Survey Question

Does the student engage in conversations of at least three exchanges?

Assessment Prompt, 3–4 students

Tell students they will have an opportunity to learn more about each other. Begin by asking one student questions about her experiences and interests. Encourage the other students to ask follow-up questions and share their own experiences during the conversation. Continue the activity by prompting students to ask and answer each other's additional questions.

Intentional Teaching Experience LL39 Attentive Audience *Mighty Minutes*[®] MM02 Outer-Space Explanations

| | | Level 5 or lower | | Yes
Level 6 | | | | | L | Level 7 or higher | | | |
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| Not Yet | 1 | 2 3 | 4 | 5 6 | 7 | 8 | 9 | 10 11 | 1 | 12 | 13 | 14 | 15 |
| | | Engages in simple
back-and-forth
exchanges with others | Initiates and
attends to brief
conversations | Engages in
conversations of at
least three exchanges | | Engages in complex,
lengthy conversations
of five or more
exchanges | | Extends conversations by responding to
comments and asking questions; asks and
answers questions to clarify information
during grade-appropriate discussions | | Connects others' ideas shared
during conversations; asks
questions in order to better
understand grade-appropriate
discussions | | Contributes to a focused discussion on a specific
topic, preparing in advance for planned discussions
using multiple sources; explains ideas based on both
prior knowledge and new information learned from
the conversation | |
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b. Persists

Survey Question

Is the student **beginning to** plan and pursue a variety of appropriately challenging tasks? *For example, he looks through all of the magnetic letters to find those in his name.* If the student does this regularly without your support, consider level 6 or higher.

Assessment Prompt, 3–5 students (numeral cards)

Give each student a numeral card using only the cards for the number of students in the group. Ask the students to work together to line up in the correct order based on the numeral on their card. Offer encouragement and support as needed.

Intentional Teaching Experience P01 Hold That Pose! *Mighty Minutes*® MM109 Classroom Textures

| | | Level 4 or | lower | | Yes
Level ! | 5 | | | | Level 6 or higher | | | |
|--|-----------|---|-------|---|----------------|--|---|--|---|---|----|---|----|
| | Not Yet 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | | Repeats actions to obtain similar results | | Practices an activity many times until successful | | Plans and pursues a variety of appropriately challenging tasks | | Plans and pursues own goal until it is reached | | Plans and completes grade-
appropriate tasks and projects
with minimal adult assistance | | Finishes long assignments and projects that last for
days or weeks; may briefly give up on difficult tasks
but returns to complete them | |
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c. Solves problems

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Survey Question

Is the student **beginning to** solve problems without having to try every possibility?

For example, she completes a simple puzzle by selecting the appropriate pieces without having to try every combination.

If the student does this regularly without your support, consider level 6 or higher.

Assessment Prompt, 3–4 students (pattern blocks)

Give each student a set of pattern block/shape pieces. Invite the students to try different ways of creating larger shapes with their pieces. You might say and demonstrate, for example, "Try using your smaller shapes to make one large square, like this." If needed, ask questions that prompt students to think of new strategies for creating the larger shapes.

Intentional Teaching Experience LL29 Beginning-Sound Box **Mighty Minutes**® MM95 Counting by Ten

| | | Level 4 o | r lowei | r | Yes
Level 5 | | | | Level 6 or higher | | | |
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| | Not Yet 1 | 2 | 3 | 4 | 5 | 6 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| | | Reacts to a problem;
seeks to achieve a
specific goal | | Observes and imitates how other
people solve problems; asks for a
solution and uses it | | Solves problems without having to try every possibility | Thinks problems through,
considering several
possibilities and analyzing
results | | Solves a wide range of problems using a variety
of strategies; attempts to solve problems
independently before asking for assistance from
adults or peers | | Plans, considers various alternatives, and
combines skills and strategies needed to
solve problems | |
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d. Shows curiosity and motivation

Survey Question

Is the student **beginning to** show eagerness to learn about a variety of topics and ideas? For example, he chooses a book about storms at the school library after a classroom discussion about weather. If the student does this regularly without your support, consider level 6 or higher.

Assessment Prompt, 3–5 students (nonfiction books)

Invite the students to explore the nonfiction books. Encourage the students to share what they learn with the group. Prompt students to think of additional questions they may have about the topic or new information they would like to find out based on their reading.

Intentional Teaching Experience

LL05 All About Animals

Mighty Minutes®

MM63 Photo Fruit Salad

| | | Level 4 or l | ower | | Yes
Level 5 | | | | | Level 6 or h | nighe | r | | |
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| - | | Uses senses
to explore the
immediate
environment | | Explores and
investigates
ways to make
something happe | en | Shows eagerness to
learn about a variety of
topics and ideas | | Uses a variety of
resources to find answers
to questions; participates
in grade-appropriate
research projects | | Shows enthusiasm for learning new
things and looks for opportunities to gain
new knowledge and skills; asks open-
ended questions about surroundings and
everyday events | | Shows interest in an increasing
range of phenomena outside of
direct experiences by generating
questions and researching the
topic | | Asks thoughtful and increasingly complex
questions; builds knowledge through research
projects; contributes to discussions by
applying previously gathered information
about a topic |
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e. Shows flexibility and inventiveness in thinking

Survey Question

Does the student use creativity and imagination during play and routine tasks? For example, she strings wooden beads into a necklace as part of dramatic play.

Assessment Prompt, 3–5 students (collection of 3-D shapes)

Invite the students to explore the 3-D shape collection. Prompt students to think of imaginative uses for the shapes. You might say, for example, "This cone looks like a hat when I place the flat side on the table. What does it look like when I turn it on its side? What could we use it for in our play kitchen? What could we use it for on the playground?"

Intentional Teaching Experience M19 Cardboard Castles

*Mighty Minutes** MM49 Abstract Art Critic

| | Lev | vel 3 or lower | | Yes
Level 4 | | | | | | Level 5 or high | er | | | | |
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| | | Imitates others
in using objects
in new and/or
unanticipated
ways | | Uses creativity
and imagination
during play and
routine tasks | | Changes plans if a
better idea is thought of
or proposed | | Thinks through possible
long-term solutions and
takes on more abstract
challenges | | Exhibits creative ways to complete tasks;
uses own perspective when describing
directions or rules | | Accepts last-minute changes and
requires less detailed instructions;
experiments with invention | | Reverses thoughts mentally; understands
directional perspectives other than his or
her own | |
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Objective 12 Remembers and connects experiences

b. Makes connections

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Survey Question

Is the student beginning to draw on everyday experiences and apply this knowledge to a similar situation?

For example, after seeing a police officer demonstrate traffic-directing signals, the student begins to use the signals on the bike track.

If the student does this regularly without your support, consider level 6 or higher.

Assessment Prompt, 3–5 students (nonfiction books)

Give each child one of the nonfiction books. Ask questions that prompt students to make connections between the images and their own experiences. You might ask, for example, "What picture is on this page? Where have you seen one before? How is it used? Who uses it? What does it remind you of?" Encourage students to add comments about each other's books.

Intentional Teaching Experience

M14 Day & Night

Mighty Minutes® MM38 The Giant's Breakfast

| | | Level 4 o | or lowe | r | Yes
Level 5 | | | | | Level 6 or | ⁻ highe | r | | |
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| | | Looks for familiar
persons when they
are named; relates
objects to events | | Remembers the sequence
of personal routines and
experiences with teacher
support | | Draws on everyday
experiences
and applies this
knowledge to a
similar situation | | Generates a rule,
strategy, or idea from
one learning experience
and applies it in a new
context | | Connects the past with the present
using general time estimates
between events; connects time with
specific daily events and salient
events with the months and seasons | | Provides general descriptions of
events to occur in the future; links
material learned previously and in
other contexts | | Associates people and events with
the past, present, and future; begins
to organize and compile information
from multiple sources to create a useful
document connecting events |
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Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition b. Notices and discriminates alliteration

b. Notices and discriminates alliteration

Survey Question

Is the student **beginning to** show awareness that some words begin the same way? If the student does this consistently without your support, consider level 4 or higher.

Assessment Prompt, 3–5 students

Say, "Listen as I say some words. If you think they begin the same way, stand up [or other action appropriate for the student]. If they don't begin the same way, sit down. Let's do one together: *boy, box, balloon*. [Stand up.] We stood up because they began the same way. Now let's sit back down and try these: *car, food, bathtub*. [Remain seated.] We didn't stand up because these words do not begin the same way. Now it's your turn [*tummy, tire*] [*toe, milk*] [*mommy, mud*] [*toy, bird*] [*shoe, fox*] [*fire, foot*] [*pot, paper*] [*peach, mouse*] [*phone, rock*]." If the student gets at least three items correct, mark "Yes."

Intentional Teaching Experience

LL23 Galloping Gus

Mighty Minutes[®] MM36 Pugsley the Peppy Dog

| | | | Level 2 or lower | Yes
Level 3 | | Le | evel 4 or higher | | |
|---|---------|---|---|----------------|--|-----------------------|-------------------|---|---|
| | Not Yet | 1 | 2 | 3 | 4 5 | 6 | 7 | 8 | 9 |
| | | | Sings songs and recites rhymes and refrains with repeating initial sounds | | Shows awareness that some words begin the same way | Matches beginning sou | nds of some words | Isolates and identifies the beginning sound of a word | |
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Objective 15 Demonstrates phonological awareness, phonics skills, and word recognition c. Notices and discriminates discrete units of sound

Survey Question

Is the student beginning to hear and show awareness of separate syllables in words? If the student does this consistently without your support, consider level 4 or higher.

Assessment Prompt, 3–6 students

Say, "Let's play a clapping game. We're going to clap each of our names together." Clap the syllables in each student's name as you say the names together. Try six names. If the students get at least three items correct, mark "Yes."

Intentional Teaching Experience LL03 Roller Coaster Sounds

Mighty Minutes* MM14 Guacamole

| | Leve | el 2 or lower | Yes
Level 3 | 8 | | | | | | Level 4 or higher | | | | | |
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| | | Shows awareness
of separate words in
sentences | | Shows awareness
of separate
syllables in words | | Verbally blends and
separates onset
and rime in one-
syllable words | | Verbally blends, separates, and adds or
substitutes individual sounds in simple,
consonant-vowel-consonant (CVC) words;
reads common high-frequency sight words | | Distinguishes short from long vowel
sounds in one-syllable words; reads grade-
appropriate irregularly spelled words; uses
word families to read unknown words | | Reads grade-appropriate irregularly
spelled words; uses word families
and analogy of known sight words
to read unknown words | | Reads grade-
appropriate irregularly
spelled words | |
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Objective 16 Demonstrates knowledge of the alphabet

a. Identifies and names letters

Survey Question

Can the student recognize and name as many as nine letters (at least five), especially those in his name?

If the student can recognize and name 10 or more letters, consider level 4 or higher.

Assessment Prompt, 3–6 students (magnetic letters)

Using magnetic letters, select the letters in the student's name and add a few more as needed to bring the total to 10. Spread the letters out on the table (in random order) and say, "Find a letter you know. What letter did you find?" Continue to offer more letters as needed.

Intentional Teaching Experience LL74 Look for Matching Letters

Mighty Minutes® MM78 Letters Are Everywhere!

| | | | Level 2 or lower | Yes
Level 3 | | | Level 4 or higher | | | |
|--|---------|---|--|----------------|--|---|--|---|--|---|
| | Not Yet | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | | | Recognizes and names a few letters in own name | | Recognizes and names as many as 10 letters, especially those in own name | | Identifies and names 11–20 upper- and 11–20
lowercase letters when presented in random
order | | Identifies and names all upper- and lowercase letters when presented in random order | |
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Does the student know any features of a book (title, author, illustrator) or connect specific books to authors? *For example, the student chooses* Green Eggs and Ham *and says, "I want to read this Dr. Seuss book today.*" If the student knows some features of a book and connects books to specific authors, consider level 6 or higher.

Assessment Prompt, 3–6 students (collection of familiar books, e.g., fairy tales)

Invite students to explore the collection of books. Prompt the students to name familiar features such as title, author, illustrator, and front and back covers. Offer support as needed.

Intentional Teaching Experience LL82 Study an Author *Mighty Minutes** MM85 Silly Town

| | | Level 4 or | lower | Yes
Level S | 5 | | | | Level 6 | or hi | igher | | | |
|--|-----------|----------------------------|---|----------------|---|---|---|---|--|-------|---|----|--|----|
| | Not Yet 1 | 2 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | | Shows interest
in books | Orients book correctly; tur
pages from the front of the
book to the back; recogniz
familiar books by their cov | | Knows some features of
a book (e.g., title, author,
illustrator, front and back
covers); connects specific
books to authors | | Uses various types
of books for their
intended purposes | | Explains differences between
types of texts; locates information
in text using basic text features
(main headings, table of contents,
glossaries, electronic menus, icons) | | Locates information using text features
(captions, bold print, subheadings,
glossaries, indexes, electronic menus,
icons) and dictionaries; understands
story structure | | Uses text features and search tools
(keywords, sidebars, hyperlinks) proficiently
to locate information related to a specific
topic; explains parts of stories, poems, and
dramatic plays (chapter, verse, scene, act,
etc.) and how they work together | |
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Objective 17 Demonstrates knowledge of print and its uses

b. Uses print concepts

Survey Question

Can the student **sometimes** indicate where to start reading and/or the direction to follow?

If the student does both of these things consistently without your support, consider level 4 or higher.

Assessment Prompt, 3–6 students (collection of familiar books, e.g., fairy tales)

Invite students to explore the collection of books. After students have looked at the books, ask students to point out where to start reading and the direction to follow. Offer support as needed.

Intentional Teaching Experience LL11 Read Aloud, Teach Along

Mighty Minutes® MM96 More Than One

| | | Level 2 or lower | Yes
evel 3 | | | | | Level 4 or higher | | | |
|--|-----------|---|---------------|--|---|---|---|--|---|--|----|
| [| Not Yet 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 |
| | | Shows understanding that text is meaningful and can be read | | Indicates where to start reading and the direction to follow | | Shows awareness of various
features of print: letters, words,
spaces, upper- and lowercase
letters, some punctuation | | Matches a written word with a spoken
word, but it may not be the actual written
word; tracks print from the end of a line of
text to the beginning of the next line | | Distinguishes features of a sentence, including capitalization and punctuation | |
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Objective 18 Comprehends and responds to books and other texts

a. Interacts during reading experiences, book conversations, and text reflections

Survey Question

Is the student **beginning to** ask and answer questions about the text and refer to pictures during a read-aloud?

If the student does this regularly without your support, consider level 4 or higher.

Assessment Prompt, 3–5 students (The Three Little Pigs or another fairytale)

Read a few pages of a simple narrative book to students. Ask a few open-ended questions, such as "What happened on this page?" or "Why do you think _____?"

Intentional Teaching Experience LL35 Fact Finders *Mighty Minutes** MM73 Telling Tales

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| tim | ook at the
propriate
ne | | vers
tions | Identifies story-
related problems,
events, and
resolutions during
conversations with
an adult | Engages in teacher-led reading activities using
emergent reader books and other simple texts;
focuses on major characters, events, and
information; describes relationships between
text and illustrations; makes comparisons,
inferences, and draws conclusions; identifies the
author's supporting points | gr
de
in
na | ses print and
ustrations in first-
'ade-level texts to
escribe and compare
dividuals, events, idea:
arration, connections,
nd information | s, | Uses second-grade-level texts to make
comparisons and connections; identify the
main focus/main points, ask and answer who,
what, where, when, and how questions about
key details; describe characters' points of view
and responses to events; explain how words,
phrases, or images/illustrations supply meaning | | Uses third-grade-level texts to ask and answer
questions referencing appropriate illustrations
and specific text; makes comparisons
between texts by the same author or on the
same topic; explains how characters' actions
contribute to events; differentiates own
viewpoint with those in text |
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Objective 18 Comprehends and responds to books and other texts

b. Uses emergent reading skills

Survey Question

Does the student pretend to read, using some of the language from the text, and describe the action across pages of text, using pictures to order the events (may need prompting from an adult)?

Assessment Prompt, 1–3 students (familiar fiction or nonfiction book)

Select a few books from your classroom collection that have been read to the students previously. Ask the student to select one. Say, "Please read your book to me." If the student says that he can't read it, assure him that it is okay to pretend to read it. Listen as the student pretends to read the familiar book. Offer prompts as needed: "What happened on this page?"

Intentional Teaching Experience LL43 Sharing a Story **Mighty Minutes**® MM48 Vocabulary Q & A

| | Level 3 or lower | | Yes
Level 4 | | | Level 5 | or higher | |
|-----------|---|---|---|---|--|---------|--|---|
| Not Yet 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
| | Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues | | Pretends to read, using some of the language
from the text; describes the action across pages,
using pictures to order the events; may need
prompts from adult | | Pretends to read, reciting language that closely matches the text on each page and using reading-like intonation | | Tries to match oral language to words on page; points to words as he reads | |
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| 23. | | |
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| 24. | | | | |

Objective 18 Comprehends and responds to books and other texts

c. Retells stories and recounts details from informational texts

Survey Question

Can the student, with your prompting and support, retell familiar stories or recount details from a nonfiction text using pictures or props as prompts?

If the student does this without your support, consider level 4 or higher.

Assessment Prompt, 2–4 students (The Three Little Pigs *storybook*)

Read *The Three Little Pigs*. Invite the students to retell the story using the illustrations. Prompt students as needed with questions such as "What happened next?" and "Then what happened?"

Intentional Teaching Experience LL62 Story Retelling *Mighty Minutes*® MM84 Story Starters

| Not Yet1234567891011Retells some events
or information from a
familiar story or otherRetells familiar stories
and recounts details
from a nonfiction textRetells a familiar story and recounts
an informational text in proper
sequence, including major eventsRetells stories and
recounts informational
texts with many detailsParaphrases grade-
appropriate literature and
appropriate l | 12131415Imarizes the major points
central message in grade-
opriate literature and
mational texts; makes
rpretive comments aboutSummarizes the major points,
central message, and underlying
themes in grade-appropriate
literature and informational texts;
indicates how key points support |
|--|---|
| Retells some events or information from a and recounts details and informational text in proper and informational text in proper appropriate literature and and counts details from a period text and tex | Imarizes the major points
central message in grade-
opriate literature and
themes in grade-appropriate |
| or information from a familiar story or other text with close adult prompting prompts or props as prompts and characters, as appropriate literature and characters, as appropriate literature and informational texts with many details about characters, events, ideas, and story lines and central message text with close adult interpreted to the major points informational texts and information | rpretive comments about indicates how key points support the central idea |
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Objective 20 Uses number concepts and operations

b. Quantifies

Can the student make sets of 6-10 objects and then describe the parts, identifying which part has more, less, or the same (equal)? Can the student count all or count on to find out how many?

If the student demonstrates some of the above and/or if the student needs your direct support to do the above, select level 5.

Assessment Prompt, 3–5 students (counting bears and cups)

Count out 6–10 objects with the student. Show the student a cup and turn it upside down. Say, "We're going to pretend that these bears are students and this cup is their house. It's beginning to rain. Some of the students run inside the house and others stay out in the rain." Move a few of the objects into the cup. Ask, "How many students will get wet in the rain? (How many are not in the cup?) How many students will be dry in the house? (How many are in the cup?)" Ask, "Which group has more? Which group has less?" Reorganize the collection into two equal groups. Ask, "Which group has more?" Repeat the experience a couple of times. Organize a collection of six objects into two groups—one with four objects and the other with two. Say, "Let's count the groups." After counting, say, "Sometimes you don't have to count every bear. Watch how I count. I know that this group has four. Instead of counting them again, I'm just going to say four and then start counting this smaller set of objects: "Five, six. Now you can take a turn." Reorganize the group of objects another way and have the student count the same way that you modeled.

Intentional Teaching Experience

M61 Dinner Party

Mighty Minutes[®] MM50 Rockin' Rhythm Band

| | Level | 4 or l | ower | Yes
Level 5 | | | | | Level 6 or hig | her | | | | |
|-----------|--|--------|--|----------------|---|---|--|---|--|-----|---|----|---|----|
| Not Yet 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | Demonstrates
understanding
of the concepts
of one, two, and
more | | Recognizes and names the
number of items in a small set
(up to five) instantly: combine
and separates up to five objec
and describes the parts | t
es
ets | Makes sets of 6–10 objects
and then describes the parts;
identifies which part has more,
less, or the same (equal);
counts all or counts on to find
out how many | | Solves simple equal
share problems;
makes sets of 11–20
objects and then
describes the parts | | Answers <i>how much</i> questions about
wholes partitioned into equal-size
shares of two and four; verbally
labels each part and describes its
relationship to the whole | | Answers <i>how much</i> questions about
wholes partitioned into equal shares of
two (halves), four (fourths), and three
(thirds); verbally labels each part and
describes its relationship to the whole | | Compares fractions and
explains them using
physical models, pictorial
representations, and
number lines | |
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Objective 20 Uses number concepts and operations

c. Connects numerals with their quantities

Survey Question

Does the student identify all numerals to 5 by name and at least one other numeral between 5 and 10 and connect each to a set of counted objects?

If the student can identify all numerals to 10 by name and connect each to counted objects without your direct support, consider level 6 or higher.

Assessment Prompt, 3–6 students

(10 index cards with numerals 1–10 written on them, interlocking cubes)

Write numerals to 10 on index cards and display them in random order in front of the student. Say, "We're going to play a game with these numeral cards. When you see a numeral you know, pick it up, tell me what it is, and then turn it over like this [show]." Now show the student a collection of objects with the numeral cards. Say, "Let's spread out these numeral cards." The cards should not have dots or other counting cues on them. Say "In this game, you will place the correct number of cubes on each numeral card."

Intentional Teaching Experience MO1 Life-Size Number Line

Mighty Minutes[®] MM77 Glowing Candles

| | | Level 4 or l | ower | r | Yes
Level 5 | | | | | Level 6 or higher | | | |
|---|---------|---|------|--|----------------|---|---|---|---|---|--|------------------------------|---|
| | Not Yet | 1 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 11 | 12 | 13 | 3 14 15 |
| | | Recognizes
and names a
few numerals | | ldentifies numerals
to 5 by name and
connects each to
counted objects | 5 | Identifies numerals
to 10 by name and
connects each to
counted objects | | Identifies numerals to 20 by name and
connects each to counted objects;
represents <i>how many</i> by writing one-digit
numerals and some two-digit numerals | | Represents <i>how many</i> by writing one-,
two-, and three-digit numerals to 120; uses
relational symbols (<, >, =) to indicate
relationships between whole numbers | Represents <i>how many</i> by writing
, two-, three-, and four-digit nurr
to 1,000; uses relational symbol
compare and order whole numb | one-
erals
s to
ers | Represents fractional quantities as
parts of a whole (a/2, a/3, a/4, a/6,
a/8); uses relation symbols (<, >, =)
to show fractional comparisons |
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Objective 21 Explores and describes spatial relationships and shapes

a. Understands spatial relationships

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Survey Question

Does the student, with your prompting and support, respond appropriately to some positional words indicating location, direction, and distance?

If the student does this without your support, consider level 6 or higher.

Assessment Prompt, 3–6 students (counting bear)

For location: Using a counting bear or other object, say, "Can you hide the bear under the table? Can you place it on top of the table?" *For direction*: Using a counting bear or other object, say, "Let's pretend the bear is marching in a parade. Can you make it march forward? Can you make it march backward?" *For distance*: Using a stuffed a counting bear or other object, say, "Place the ______ far away from us. Place the ______ right next to me."

Intentional Teaching Experience M21 Classroom Treasure *Mighty Minutes*[®] MM44 Follow That Sign!

| | | | Level 4 or lower | | | Yes
Level 5 | Le | evel 6 or higher |
|--|---------|------------------|--|---|---|----------------|--|---|
| | Not Yet | 1 | 2 | 3 | 4 | 5 | 6 7 | 8 9 |
| | | | Follows simple directions related to position (<i>in, on, under, up, down</i>) | | Follows simple directions related to proximity (beside, between, next to) | | Uses and responds appropriately to positional words indicating location, direction, and distance | Uses and makes simple sketches, models, or pictorial maps to locate objects |
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Objective 22 Compares and measures

a. Measures objects

Survey Questions

Can the student use multiples of the same unit to measure? Does the student know the purpose of standard measuring tools? Does the student use numbers to compare?

If the student demonstrates some of the above and/or if the student needs your direct support to do the above, select level 5.

If the student does all of the above without your support, consider level 6 or higher.

Assessment Prompt, 3–6 students

(long block or piece of paper and interlocking cubes)

Units to measure: Place a long block on the table along with some small objects, such as paper clips, interlocking cubes, or small blocks. Ask, "How many cubes long is this block/paper?" It is not necessary that the student independently count the number of small items that he or she uses to measure the long one. Instead, you are assessing whether or not the student understands the concept of measuring. *Standard measuring tools*: Show the student some standard measuring tools, such as a ruler, measuring cup, scale, thermometer, measuring spoon, and clock. Ask, "What do you do with these things?" *Numbers to compare*: Ask, "Which is more, 5 or 1? 7 or 3? 0 or 2? 10 or 4? 6 or 8?"

Intentional Teaching Experience

M04 Tile Tangrams

Mighty Minutes[®] MM26 Manual Measures

| | Level 4 or low | er | | Yes
Level 5 | | | | | Level 6 or higher | | | | | |
|-----------|--|----|---|----------------|--|----------|--|---|--|----|---|----|--|----|
| Not Yet 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 | 14 | 15 |
| | Makes simple comparisons between two objects | | Compares and orders a small
set of objects as appropriate
according to size, length,
weight, area, or volume | | Uses multiples of the same
unit to measure; uses
numbers to compare; knows
the purpose of standard
measuring tools | | Uses measurement
words and some standard
measurement tools
accurately | | Measures length accurately
and expresses the
measurement in whole
numbers | | Measures and compares the
length of two objects using
standard length units | | Solves one-step word
problems related to
measurement of liquid
volume, mass, area, and
perimeter | |
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| 18. 19. 20. 21. | | | |
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