

# COR for Kindergarten

## Kindergarten Entry Record: Times, Places, and Activities

### A. Language and Literacy

#### 1. Language: Speaking and Listening

Standard	0	1	2	3	4	5
c. Asks and answers questions in order to seek help, get information, or clarify something that is not understood.	NA	Answers questions when asked.	Asks and answers questions to get help with something, such as where to find the blocks.	Asks and answers questions to get information, such as the meaning of a word.	Asks and answers questions to clarify information, such as instructions the child does not understand.	Asks and answers questions about topics the child wants to learn more about.

#### Times, Places, and Sample Activities for Observation

##### Teacher Led or Modeled

- Right after giving directions
- While reading books that have words unfamiliar to most young children
- Provide activities with explicit instructions (e.g., color, cut, paste)
- Use vocabulary to describe materials the child may not be familiar with, such as *feathery* or *opaque*
- Provide planning time prior to choice time so children have opportunities to explore topics they want to learn more about

##### Child Led or Naturally Occurring

- Allow children to ask questions throughout the day
- During choice planning time
- During transition times, when children are searching for materials or centers

#### 2. Foundational Skills: Letter Identification

Standard	0	1	2	3	4	5
d. Recognizes and names all uppercase and lowercase letters of the alphabet.	NA	Names 1–5 letters of the alphabet, whether uppercase or lowercase.	Names at least 10 letters of the alphabet, whether uppercase or lowercase.	Names at least 15 letters of the alphabet, whether uppercase or lowercase.	Names at least 20 letters of the alphabet, whether uppercase or lowercase.	Names all letters of the alphabet, whether uppercase or lowercase.

#### Times, Places, and Sample Activities for Observation (not easily accomplished through observation only)

Materials needed: Cards with ALL uppercase and lowercase letters.

##### Procedure:

- Show child all the uppercase letters, one at a time, in random order. Say: **Name the letters as I show them.** Give three seconds to name the letter and move on.
- Show child all the lowercase letters, one at a time, in random order. Say: **Name the letters as I show them.** Give three seconds to name the letter and move on.

Correct response: Use checklist to score.

Remove all materials from assessment area.



### 3. Foundational Skills: Phonological Awareness

Standards	0	1	2	3	4	5
d. Isolates and pronounces the initial, medial vowel, and final sounds in three-phoneme (CVC) words.	NA	Recognizes when words do not rhyme, because the words do not have the same ending sound.	Recognizes when two words start with the same sound.	Knows the beginning sound of most spoken three-letter (CVC) words.	Knows the ending sound of most spoken three-letter (CVC) words.	Knows the medial vowel sound in one spoken three-letter (CVC) word.

#### Times, Places, and Sample Activities for Observation

##### Teacher Led or Modeled

- During large group and small group time and at centers when singing, reading poems, playing rhyming games, playing alliteration games
- When using Elkonin boxes to help students isolate the sounds of the words they hear or want to write
- Engage students in reading nursery rhymes that contain rhymes and alliteration
- Have students draw a picture and write the sounds they hear in the name of the picture
- Have students play beginning/end sound matching games
- Have children transition or get ready for lunch, recess, or home via a rhyming or alliteration game
- Supply the library with books that are alliterative or have tongue twisters

##### Child Led or Naturally Occurring

- During writing time, when children are sounding out words that they want to write
- During recess or outdoor time, when children may chant or play jump rope games
- When children create their own alphabet books

### 4. Foundational Skills: Word Recognition

Standards	0	1	2	3	4	5
c. Reads common high-frequency words by sight.	NA	Reads 1 word, including own name.	Reads 2 words, including own name.	Reads at least 3 words, including own name.	Reads at least 5 words, including own name.	Reads at least 10 high-frequency, kindergarten-level words.

#### Times, Places, and Sample Activities for Observation

##### Teacher Led or Modeled

- During small group reading time
- While conducting guided reading lessons
- When showing students how to use environmental print as a resource for writing
- Have students read the stories they write aloud
- Have students read the interactive writing produced by the class
- Have students go on "word hunts" and read the words they know
- Read the words on the word wall

##### Child Led or Naturally Occurring

- When near labeled objects such as centers or cubbies with student names
- While on field trips or bus trips where reading environmental print is possible: stop, McDonald's, zoo



<b>5. Reading Literature and Informational Texts: Key Ideas and Details</b>						
<b>Standard</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
b. Retells familiar stories, including key details.	NA	Retells a story in a two- or three-word phrase or less.	Retells a story that includes who is in the story and/or where it happened.	Retells a story that includes who is in the story and/or where it happened and tells at least 2 events that happened.	Retells a story that includes who is in the story, where it happened, and tells more than 2 events that happened.	Retells a story that includes characters, settings, and more than 3 events in chronological order.

**Times, Places, and Sample Activities for Observation**

- Teacher Led or Modeled**
- During large group or small group reading times
  - During choice reading time, ask individual students to retell the story they are reading or just read
  - After a read aloud, ask one child to retell the story
  - After guided reading, ask one child to retell the story
  - Set up a time of day, each day, for retelling time and have two or so children retell a story they just read
  - After choice reading time, have a child retell a story to the entire class and then give it a thumbs up or down as a future reading choice for the other students
  - Have children pair-share, retelling a story to a partner; listen in
- Child Led or Naturally Occurring**
- Listen in as children retell stories to other children on their own; may occur just after a child finishes reading a new book

**8. Writing: Narrative**

<b>Standard</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
c. Writes about a single event or several loosely linked events, tells about the events in the order in which they occurred, and provides a reaction to what happened.	NA	Uses letter-like forms.	Uses a few letters.	Includes many letters or a known word, including the child's name.	Includes many known words or a few simple phrases (using conventional and/or invented spelling).	Writes about several loosely linked events somewhat in the order they occurred that provides little or no detail and demonstrates a lack of command of conventions.

**Times, Places, and Sample Activities for Observation (keep writing samples or copies of samples)**

- Teacher Led or Modeled**
- Daily writing time, using prompts
  - During writing workshop
  - Journaling
  - Writing to learn, such as question of the day
  - Blogging (field trips, science, social studies)
  - Signing in and out at beginning and end of day
- Child Led or Naturally Occurring**
- Writing center time



## B. Mathematics

### 1. Counting and Cardinality

Standard	0	1	2	3	4	5
g. Counts out objects for any given number from 0–20 ( <b>accurately and fluently mean without errors and stops and starts</b> ).	NA	Counts out 3 objects from a pile of objects, accurately and fluently.	Counts out 5 objects from a pile of objects, accurately and fluently.	Counts out 10 objects from a pile of objects, accurately and fluently.	Counts out 13 objects from a pile of objects, accurately and fluently.	Counts out 15 objects from a pile of objects, accurately and fluently.

#### Times, Places, and Sample Activities for Observation

##### Teacher Led or Modeled

- When outside, have students count leaves, rocks, acorns
- When students work in the blocks center, ask questions that require them to count the blocks and other materials
- Engage students in counting students as they enter and exit the classroom or school
- Have students play games that require counting objects
- Have students count out objects during math time and in math centers
- Have students count objects (tiles stepped on, bulletin boards passed) as they transition through the school

##### Child Led or Naturally Occurring

- In the dramatic play centers, provide food and other objects to count as the students serve “customers” and “sell” fruit and vegetables, for example
- When making their own counting books

Standard	0	1	2	3	4	5
i. Compares two numbers between ii. 1–10. presented as written numerals.	NA	Recognizes 1 of the written numerals 1–10.	Recognizes at least 3 of the written numerals 1–10.	Recognizes at least 5 of the written numerals 1–10.	Recognizes all written numerals 1–10.	Accurately compares two numbers between 1–10 if there is at least a difference of 8 between the two written numerals (e.g., 2 and 10).

#### Times, Places, and Sample Activities for Observation

##### Teacher Led or Modeled

- Provide opportunities to match numerals to sets
- Identify written numerals 0–10 on number lines, with flashcard games, etc.
- Have students go on a “numeral hunt,” recognizing and saying all the numerals they find
- Write numerals to 10
- Compare numerals to 10 on number lines
- Compare numerals to 10 using  $>$ ,  $<$ , and  $=$  cards or marks

##### Child Led or Naturally Occurring

- When in the math center
- When reading, page numbers



## 2. Operations

Standard	0	1	2	3	4	5
b. Solves addition word problems (within 5) by using objects to represent the problem.	NA	Solves addition problems up to 2 <b>with</b> objects.	Solves addition problems up to 3 <b>with</b> objects.	Solves addition problems up to 4 <b>with</b> objects.	Solves addition problems up to 5 <b>with</b> objects.	Solves addition problems up to 6 <b>without</b> objects.

### Times, Places, and Sample Activities for Observation

#### Teacher Led or Modeled

- Play games where children have to answer “How many in all?”
- When outside, have children find two leaves and then three leaves and answer “How many in all?”
- Play dice or domino games

#### Child Led or Naturally Occurring

- Many children may count and add during snack if they have small items to eat.
- Math centers where children put things together to create sets of 2, 3, 4, 5

Standard	0	1	2	3	4	5
c. Solves subtraction word problems (within 5) by using objects to represent the problem.	NA	Solves subtraction problems up to 2 <b>with</b> objects.	Solves subtraction problems up to 3 <b>with</b> objects.	Solves subtraction problems up to 4 <b>with</b> objects.	Solves subtraction problems up to 5 <b>with</b> objects.	Solves subtraction problems up to 6 <b>without</b> objects.

### Times, Places, and Sample Activities for Observation

#### Teacher Led or Modeled

- Play games where children have to answer “How many are left?”
- When outside, have children find five leaves, throw three leaves back, and answer “How many are left?”

#### Child Led or Naturally Occurring

- Math centers where children take things apart to create smaller sets of 1, 2, 3, 4
- Many children may check how many are left during snack if they have small items to eat



## C. Physical Development and Health

### 1. Health

Standard	0	1	2	3	4	5
a. Knows and follows established safety rules such as avoiding dangerous activities.	NA	Needs frequent guidance and support to learn established safety rules.	Sometimes needs guidance and support to learn established safety rules.	Needs minimal guidance and support to learn established safety rules.	Follows established safety rules with some reminders.	Follows established safety rules with few reminders.

#### Times, Places, and Sample Activities for Observation

##### Teacher Led or Modeled

- Show students how to move around the school safely and then watch to see if they do
- Show students how to handle school equipment and tools safely and then watch to see if they do

##### Child Led or Naturally Occurring

- When outside playing on equipment
- On field trips
- When sharing materials such as scissors and hole punchers

Standard	0	1	2	3	4	5
b. Knows and performs wellness behaviors such as washing hands and covering mouth when sneezing and coughing.	NA	Needs frequent guidance and support to learn wellness behaviors.	Sometimes needs guidance and support to learn wellness behaviors.	Needs minimal guidance and support to learn wellness behaviors.	Demonstrates wellness behaviors with some reminders.	Demonstrates wellness behaviors with few reminders.

#### Times, Places, and Sample Activities for Observation

##### Teacher Led or Modeled

- Show students how and when to wash hands and then watch to see if they do
- Show students how cover when sneezing and coughing and then watch to see if they do

##### Child Led or Naturally Occurring

- Snack or lunch time
- After bathroom use
- After painting, gardening, recesses
- When not feeling well

### 2. Motor Development

Standard	0	1	2	3	4	5
b. Develops gross motor skills such as manipulating large objects (e.g., chairs and bins of materials) and moving around the room smoothly and safely.	NA	Needs frequent guidance and support to develop gross-motor skills.	Sometimes needs guidance and support to develop gross-motor skills.	Needs minimal guidance and support to develop gross-motor skills.	Demonstrates adequate gross-motor skills with some reminders.	Demonstrates adequate gross-motor skills with few reminders.



Times, Places, and Sample Activities for Observation						
<b>Teacher Led or Modeled</b>						
<ul style="list-style-type: none"> <li>• Use brain breaks that involve movement</li> <li>• Play Simon Says, targeting gross motor movements</li> <li>• Play follow-the-leader in transitions around classroom/school</li> <li>• Have students move around in different ways (e.g., run, skip, hop, bear walk, alligator crawl)</li> </ul>						
<b>Child Led or Naturally Occurring</b>						
<ul style="list-style-type: none"> <li>• Where students participate in activities that utilize large muscles, like the playground and the gym</li> <li>• Observe during P.E. class or partner with P.E. teacher in gathering this information</li> <li>• When singing songs and playing rhythmic activities</li> </ul>						

## D. Approaches to Learning

### 1. Engagement and Persistence

Standard	0	1	2	3	4	5
a. Self-regulates to persist at challenging assigned tasks until completion.	NA	Needs frequent guidance and support to persist at assigned tasks; otherwise, becomes frustrated and quits.	Needs some guidance and support to persist at assigned tasks; otherwise, becomes frustrated and quits.	Needs minimal guidance and support to persist at assigned tasks; otherwise, becomes frustrated and quits.	Persists at assigned tasks independently until completion, expressing frustration at times.	Persists at assigned tasks independently until completion, rarely expressing frustration.

### Times, Places, and Sample Activities for Observation

<b>Teacher Led or Modeled</b>						
<ul style="list-style-type: none"> <li>• Create projects for students to develop over a period of time (e.g., planting seeds, nurturing them, and watching them grow; feeding, watching, and charting gerbil behavior for a week)</li> <li>• Have students complete increasingly complex games or tasks</li> <li>• Require students to complete problem-solving activities with peers</li> <li>• Ask questions that require multiple answers</li> </ul>						
<b>Child Led or Naturally Occurring (tasks are assigned)</b>						
<ul style="list-style-type: none"> <li>• NA</li> </ul>						

### 2. Reasoning and Problem Solving

Standard	0	1	2	3	4	5
a. Shows flexibility in seeking solutions to problems by shifting strategies.	NA	Needs frequent guidance and support to use more than one strategy to solve a problem.	Needs some guidance and support to use more than one strategy to solve a problem.	Needs minimal guidance and support to use more than one strategy to solve a problem.	Shifts strategies when solving problems by trying at least two strategies independently before seeking help.	Shifts strategies when solving problems by trying several strategies independently before seeking help.



### Times, Places, and Sample Activities for Observation

**Teacher Led or Modeled**

- Let students explore materials in the science/exploration center (magnets, bubbles, textures, seeds, footprints, etc.)
- Let students explore at a sand/water table
- Let students explore in the block center
- Let students explore outside, either on the playground or school grounds
- Let students initiate self-directed activities in various centers and during different instructional periods
- Offer puzzles and strategy games that require strategic thinking

**Child Led or Naturally Occurring**

- During math
- During science
- When problem solving
- During conflict resolution

Standard	0	1	2	3	4	5
b. Reflects upon arriving at a solution(s) by describing strategies used to solve a problem.	NA	Needs frequent guidance and support to describe a strategy used to solve a problem.	Needs some guidance and support to describe a strategy used to solve a problem.	Needs minimal guidance and support to describe a strategy used to solve a problem.	Describes one strategy used to solve a problem independently.	Describes several strategies used to solve a problem independently.

### Times, Places, and Sample Activities for Observation

**Teacher Led or Modeled**

- During math, after children have spent time solving a problem in different ways
- Allow opportunities for children to explain how they solved math problems, problems with materials, problems with peers
- Have small groups reflect on the activities they engaged in during choice time, focusing on problems and the way they were solved
- Have students explain their thinking or tell why they chose a specific solution when engaged in activities that require strategic thinking

**Child Led or Naturally Occurring**

- Right after problem solving activities
- After choice time, when a child solved a problem





## E. Social and Emotional Development

### 1. Cooperation

Standard	0	1	2	3	4	5
a. Knows and follows established group expectations.	NA	Needs frequent guidance and support to learn established group expectations.	Sometimes needs guidance and support to learn established group expectations.	Needs minimal guidance and support to learn established group expectations.	Follows established group expectations with some reminders.	Follows established group expectations with few reminders.

#### Times, Places, and Sample Activities for Observation

##### Teacher Led or Modeled

- During conversations about books or topics of interest
- While listening to someone read aloud or when viewing presentations
- Have students participate in group games, allowing students to make up or modify rules
- Provide opportunities for open-ended play on the playground
- Observe or receive feedback from specials teachers

##### Child Led or Naturally Occurring

- While at recess, before or after school, and during lunch time
- Watch students in the dramatic play center when children are taking on various roles (e.g., teacher, veterinarian, sales clerk)
- During transitions from one activity to another

Standard	0	1	2	3	4	5
b. Cooperates with others as they work together toward a shared goal.	NA	Needs frequent guidance and support to cooperate with others as they work together toward a shared goal.	Sometimes needs guidance and support to cooperate with others as they work together toward a shared goal.	Needs minimal guidance and support to cooperate with others as they work together toward a shared goal.	Cooperates with others as they work toward a shared goal, with some reminders.	Cooperates with others as they work toward a shared goal, with few reminders.

#### Times, Places, and Sample Activities for Observation

##### Teacher Led or Modeled

- Have students work together during problem-solving activities
- Have the class work together to get a job done
- Create opportunities for small groups of students to work together to complete a task

##### Child Led or Naturally Occurring

- When some students want others to go along with their plan
- Watch for students helping other students complete difficult tasks or assist in cleaning up or getting ready to go

### 2. Emotions and Conflict Resolution

Standard	0	1	2	3	4	5
a. Processes, expresses, and manages feelings in socially acceptable ways.	NA	Needs frequent guidance and support to process, express, and manage feelings in socially acceptable ways.	Sometimes needs guidance and support to process, express, and manage feelings in socially acceptable ways.	Needs minimal guidance and support to process, express, and manage feelings in socially acceptable ways.	Processes, expresses, and manages feelings in socially acceptable ways with some reminders.	Processes, expresses, and manages feelings in socially acceptable ways with few reminders.



**Times, Places, and Sample Activities for Observation**

- Teacher Led or Modeled**
- Let students play group games, allowing students to make up or modify rules
  - Provide opportunities for free play on the playground
- Child Led or Naturally Occurring**
- During transition times
  - When leaving the room for other classrooms
  - After recess

<b>Standard</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
b. Resolves conflicts with others.	NA	Needs frequent guidance and support to resolve conflicts with others.	Sometimes needs guidance and support to resolve conflicts with others.	Needs minimal guidance and support to resolve conflicts with others.	Resolves conflicts with others with some reminders.	Resolves conflicts with others with few reminders.

**Times, Places, and Sample Activities for Observation**

- Teacher Led or Modeled**
- Show students how to resolve conflicts and then watch to see if they do
- Child Led or Naturally Occurring**
- When students have choice time
  - When students return from other classes or after recess
  - Let students solve their own conflicts before stepping in
  - Have several students share limited materials (e.g., blocks, crayons, scissors, pencils)
  - Observe behaviors when students are given a challenge

