

Moving-On Checklist for BOP Kindergarten Unit 9 Lesson 32

Place a checkmark on the letter, word, or number in the Progress Notes column if the child's work indicates proficiency. Circle the letter, word, or number if the child needs more practice. Skills in the shaded areas have been introduced, but mastery is not expected until first grade. Use the child's Day 4 Student Storybook reading to analyze reading progress in context. See the Student Storybook Miscue Assessment (Assessment Booklet, pg. xx) for guidance on recording miscues.

Date: <u>May 15</u> Name: <u>Latasha Moore</u>	Progress Notes (Include any prompts or assistance provided.)		
Reads CVC, CCVC, and CVCe, and Word Magic words with short and long i	Short vowel words: rip ✓ slid ✓ kid ✓		
	Long vowel words: <u>kite</u> <u>ride</u> bite ✓		
Segments and spells CVC, CVCe, and CCVCe Word Magic words with short and long i	Short vowel words: kit ✓ rip ✓ rid ✓		
	Long vowel words: <u>slide</u> ripe ✓ kite ✓		
Reads words with digraphs <u>wh</u> , <u>sh</u> , and <u>th</u> (when the digraph is identified).	thud ✓ thick ✓ <u>shop</u> <u>while</u>		
Reads high frequency words	one ✓ two ✓		
Reads numbers 0–20 in random order	¹⁴ 16 ✓ 11 ✓ 10 ✓ 14 ✓ 3 ✓ 9 ✓ 12 ✓ 8 ✓ 2 ✓ 1 ✓ 20 ✓ 15 ✓ 0 ✓ 7 ✓ ¹⁵ 19 ✓ 18 ✓ ⁴ 6 ✓ 4 ✓ 5 ✓ 13 ✓ 17 ✓		
Writes numbers 0–20 in sequential order	0 ✓ 1 ✓ 2 ✓ 3 ✓ 4 ✓ 5 ✓ 6 ✓ 7 ✓ 8 ✓ 9 ✓ ¹⁸ 10 ✓ 11 ✓ 12 ✓ 13 ✓ 14 ✓ 15 ✓ ¹⁴ 16 ✓ 17 ✓ 18 ✓ 19 ✓ 20 ✓		
Reads <i>Buzz and the Cricket</i> from the Student Storybook on Day 4. (Record number of errors from reverse.)	With minimal assistance: 0–8 errors or prompts	With moderate assistance: 9–16 errors or prompts	With significant assistance: 17 or more errors or prompts

List any other letters or numbers with which the child has difficulty and provide extra practice or reteaching.

Reading: r/w, 6/4, 5/9 Writing: 6/4, 0/8

Notes:

- Did not remember sound of "sh" even when contraction was identified.
- Needs additional practice with long vowels.
- Common reversals when reading/writing numbers.

Buzz and the Cricket

Chirp the cricket was so glad to be a fab bug!

Buzz met Chirp the cricket in the woods.

Buzz said, "Hi, what's up?"

But Chirp was quiet. *just quit sic*

Chirp was very sad.

He did not chirp and sing.

He did not jump and hop.

Buzz asked, "Why are you sad?" *hey*

Chirp said, "I am not one of the fab five bugs.

I so want to be one of the fab five like you!" *but*

Buzz said, "Oh.

But you are a fab bug. *not*

You are a good bug and you are fun!"

Chirp said, "No, I am not like you.

I do not have fuzz.

My wings do not help me fly. *rings sic*

What is good about me?" *so*

Buzz said, "One, you can chirp and sing with your wings.

And two, you can jump and hop so very high!

You are a fab bug to me!"

Chirp said, "I am a fab bug! *ham sic*

I feel like singing!

I feel like jumping!"

Notes:

- On two occasions she misread a lower sign and the sentence did not make sense, but she kept reading and did not self-correct.
- Read quotation marks well.
- Reads dialog with expression.

Total words: 159

Number of errors 7

Total words correct 152