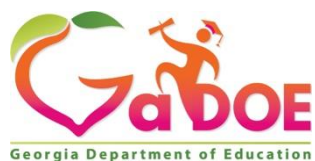


# Georgia Kindergarten Inventory of Developing Skills (GKIDS 2.0) Readiness Check

Optional Resources for 2023-2024



April 2023

## GKIDS 2.0 Readiness Check Materials

Activity	Materials
Foundations of School Success 1	<ul style="list-style-type: none"> <li>• New, unsharpened pencil</li> <li>• A blank/clean piece of paper</li> <li>• A piece of paper with random lines drawn on it in pencil</li> </ul>
Foundations of School Success 2	<ul style="list-style-type: none"> <li>• Activity which can be completed independently by student</li> </ul>
Foundations of School Success 3	<ul style="list-style-type: none"> <li>• Objects which students can observe, classify and learn about</li> </ul>
Foundations of School Success 4	<ul style="list-style-type: none"> <li>• Items for students to demonstrate fine-motor skills (e.g., pencil, scissors, beads and string)</li> </ul>
Foundations of School Success 5	N/A
Foundations of School Success 6	N/A
Foundations of School Success 7	N/A
English Language Arts 1	<ul style="list-style-type: none"> <li>• Warm-up activity to assess understanding of the concepts “same” and “different”</li> <li>• Ten letter pairs presented in the Administration Manual</li> </ul>
English Language Arts 2	<ul style="list-style-type: none"> <li>• All uppercase letters (e.g., letter cards, optional printed worksheet)</li> </ul>
English Language Arts 3	<ul style="list-style-type: none"> <li>• All lowercase letters (e.g., letter cards, optional printed worksheet)</li> </ul>
English Language Arts 4	<ul style="list-style-type: none"> <li>• Emergent level text (e.g., beginning reader)</li> </ul>
English Language Arts 5	<ul style="list-style-type: none"> <li>• Letters and/or numbers for students to copy (e.g., label, environmental print)</li> <li>• Blank paper for students to use for drawing and writing</li> <li>• Writing utensil</li> </ul>
English Language Arts 6	N/A
English Language Arts 7	N/A
English Language Arts 8	<ul style="list-style-type: none"> <li>• Blank paper for students to use for drawing and writing</li> <li>• Writing utensil</li> </ul>
Mathematics 1	N/A
Mathematics 2	Twelve to fifteen small objects (e.g., manipulatives)
Mathematics 3	<ul style="list-style-type: none"> <li>• Numerals zero through nine (e.g., number cards, optional printed worksheet)</li> </ul>
Mathematics 4	<ul style="list-style-type: none"> <li>• Assortment of small objects of at least two different sizes and colors (e.g., blocks, manipulatives, optional printed worksheet of shapes)</li> </ul>
Mathematics 5	<ul style="list-style-type: none"> <li>• Four basic shapes: circle, square, rectangle, triangle (e.g., attribute blocks or optional worksheet of shapes)</li> </ul>

																	Student Names		
																			1: Makes statements and appropriately answers question about how objects/materials can be used to solve problems.
																			2: Engages in independent activities and continues tasks over a period of time.
																			3: Uses senses to observe, classify, and learn about objects and environment.
																			4: Performs fine-motor tasks that require small-muscle strength and control.
																			5: Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.
																			6: Independently follows rules and routines.
																			7: Plays cooperatively with a few peers for a sustained period of time.

**Foundations of School Success**



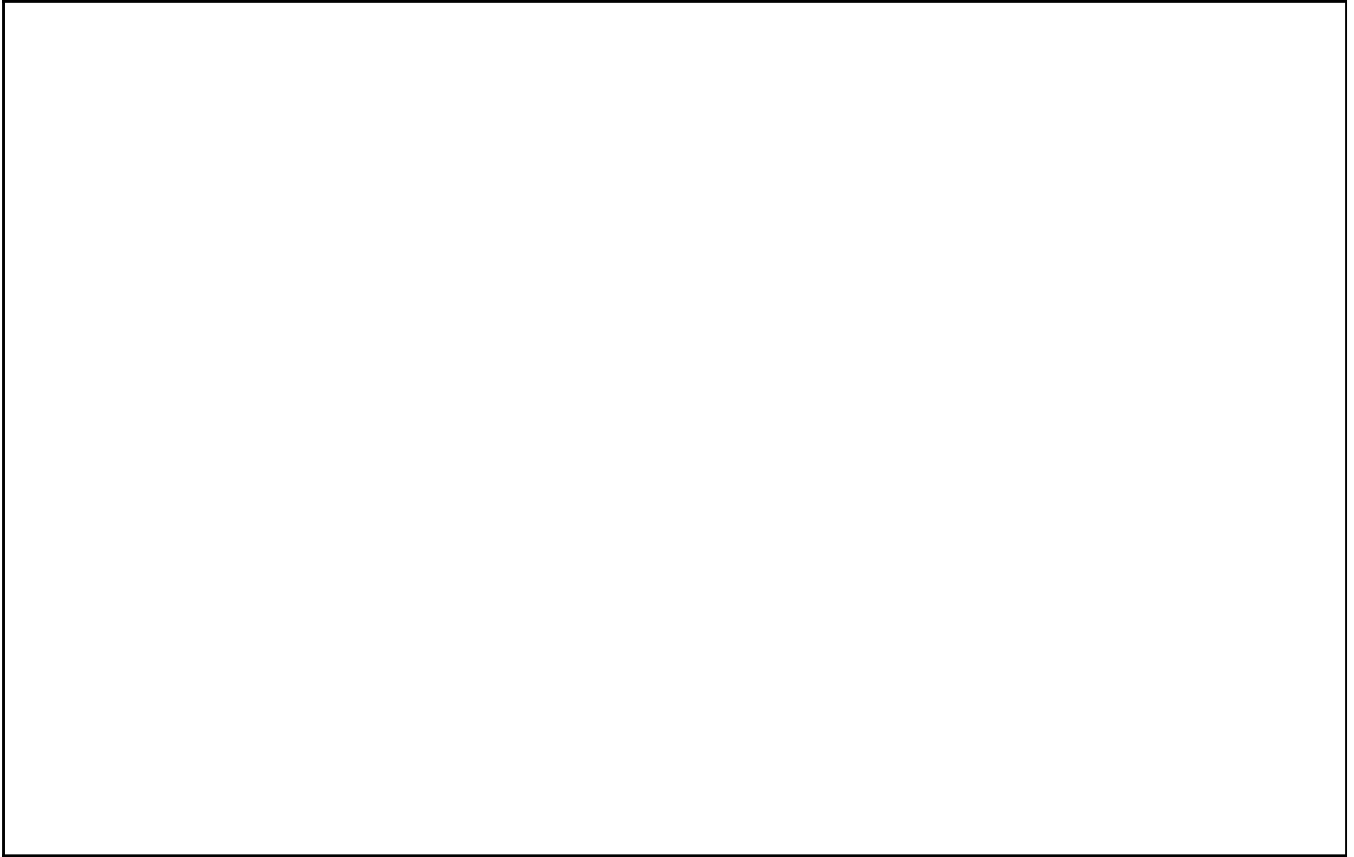


**GKIDS Readiness Check  
Student-Level Recording Sheet**

**Student Name:** \_\_\_\_\_

<b>Domain</b>	<b>Activity</b>	<b>NYD</b>	<b>EM</b>	<b>DEV</b>	<b>DEM</b>	<b>EX</b>
Foundations of School Success	1. Makes statements and appropriately answers question about how objects/materials can be used to solve problems.					----
	2. Engages in independent activities & continues tasks over a period of time.					----
	3. Uses senses to observe, classify, and learn about objects and environment.		----			----
	4. Performs fine-motor tasks that require small-muscle strength and control.		----			----
	5. Effectively uses words, sentences, and actions to communicate needs, ideas, opinions, and preferences.		----			----
	6. Independently follows rules and routines.		----			----
	7. Plays cooperatively with a few peers for a sustained period of time.		----			----
English Language Arts	1. Listens and differentiates between sounds that are the same and different.					----
	2. Recognizes and names some upper case letters of the alphabet.					
	3. Recognizes and names some lowercase letters of the alphabet.					
	4. Tracks words from left to right, top to bottom, and page to page.					----
	5. Draws pictures and copies letters and/or numbers to communicate.		----			----
	6. Listens to and follows multi-step directions.					----
	7. Uses spoken language that can be understood with ease.		----			----
	8. Uses writing tools.		----			----
Mathematics	1. Recites numbers up to 20 in sequence.					----
	2. Counts at least 10 objects using one-to-one correspondence.					
	3. Recognizes numerals.					----
	4. Sorts and classifies objects using one or more attributes or relationships.					----
	5. Recognizes and names common two-dimensional shapes.					----

**Notes:**

A large, empty rectangular box with a thin black border, intended for taking notes. It occupies the majority of the page's vertical space below the 'Notes:' header.

**English Language Arts Activity 1: Letter Sounds Recording Sheet**

<b>Student:</b>		
<b>#</b>	<b>Letter Pairs</b>	<b>Student Response</b>
1	B and T	
2	D and D	
3	P and V	
4	B and Z	
5	P and P	
6	T and Z	
7	C and C	
8	P and M	
9	B and B	
10	T and P	

<b>Student:</b>		
<b>#</b>	<b>Letter Pairs</b>	<b>Student Response</b>
1	B and T	
2	D and D	
3	P and V	
4	B and Z	
5	P and P	
6	T and Z	
7	C and C	
8	P and M	
9	B and B	
10	T and P	

<b>Student:</b>		
<b>#</b>	<b>Letter Pairs</b>	<b>Student Response</b>
1	B and T	
2	D and D	
3	P and V	
4	B and Z	
5	P and P	
6	T and Z	
7	C and C	
8	P and M	
9	B and B	
10	T and P	



D	F	U	S	J	M
Z	Q	E	L	V	N
C	H	O	R	A	W
P	X	I	G	T	Y
K	B				

Suggested Scoring the Alphabet Knowledge Task:

Circle each letter that the child names correctly and make a slash through each letter that the child did not identify or identified incorrectly. If the child incorrectly identified a letter, write what the child said next to the letter. (e.g., ~~Q~~—O). Reversals such as “B” for “D” are counted as incorrect. *Self-corrections* are counted as correct answers. Count the number of letters that the child identified correctly and record the score.

D	F	U	S	J	M
Z	Q	E	L	V	N
C	H	O	R	A	W
P	X	I	G	T	Y
K	B	Score _____/26			

D	F	U	S	J	M
Z	Q	E	L	V	N
C	H	O	R	A	W
P	X	I	G	T	Y
K	B				

Suggested Scoring the Alphabet Knowledge Task:

Circle each letter that the child names correctly and make a slash through each letter that the child did not identify or identified incorrectly. If the child incorrectly identified a letter, write what the child said next to the letter. (e.g., ~~Q~~—O). Reversals such as “B” for “D” are counted as incorrect. *Self-corrections* are counted as correct answers. Count the number of letters that the child identified correctly and record the score.

D	F	U	S	J	M
Z	Q	E	L	V	N
C	H	O	R	A	W
P	X	I	G	T	Y
K	B	Score _____/26			

**English Language Arts Activity 2: Uppercase Letter Recognition Recording Sheet**

<b>Student:</b>		
<b>#</b>	<b>Letter</b>	<b>Student Response</b>
1	A	
2	B	
3	C	
4	D	
5	E	
6	F	
7	G	
8	H	
9	I	
10	J	
11	K	
12	L	
13	M	
14	N	
15	O	
16	P	
17	Q	
18	R	
19	S	
20	T	
21	U	
22	V	
23	W	
24	X	
25	Y	
26	Z	

d	f	u	s	j	m
z	q	e	l	v	n
c	h	o	r	a	w
p	x	i	g	t	y
k	b				

Suggested Scoring the Alphabet Knowledge Task:

Circle each letter that the child names correctly and make a slash through each letter that the child did not identify or identified incorrectly. If the child incorrectly identified a letter, write what the child said next to the letter. (e.g., ~~Q~~— O). Reversals such as “B” for “D” are counted as incorrect. *Self-corrections* are counted as correct answers. Count the number of letters that the child identified correctly and record the score.

d	f	u	s	j	m
z	q	e	l	v	n
c	h	o	r	a	w
p	x	i	g	t	y
k	b	Score _____/26			

d	f	u	s	j	m
z	q	e	l	v	n
c	h	o	r	a	w
p	x	i	g	t	y
k	b				



Suggested Scoring the Alphabet Knowledge Task:

Circle each letter that the child names correctly and make a slash through each letter that the child did not identify or identified incorrectly. If the child incorrectly identified a letter, write what the child said next to the letter. (e.g., Q O). Reversals such as “B” for “D” are counted as incorrect. *Self-corrections* are counted as correct answers. Count the number of letters that the child identified correctly and record the score.

d	f	u	s	j	m
z	q	e	l	v	n
c	h	o	r	a	w
p	x	i	g	t	y
k	b	Score _____/26			

**English Language Arts Activity 3: Lowercase Letter Recognition Recording Sheet**

<b>Student:</b>		
<b>#</b>	<b>Letter</b>	<b>Student Response</b>
1	a	
2	b	
3	c	
4	d	
5	e	
6	f	
7	g	
8	h	
9	i	
10	j	
11	k	
12	l	
13	m	
14	n	
15	o	
16	p	
17	q	
18	r	
19	s	
20	t	
21	u	
22	v	
23	w	
24	x	
25	y	
26	z	

**English Language Arts Activity 4: Tracks words from left to right, top to bottom, and page to page.**

This activity requires the use of a beginning reader text. Characteristics of emergent level text include a distinct layout of print and illustrations, good spacing of words and multiple lines of text. The text should provide opportunities for students to demonstrate each of the learning targets aligned to this activity. The text may be predictable, including concepts familiar to young children with strong support provided through illustrations. It may also be helpful to reference correlation charts for leveled readers used in your classroom to determine titles that are most appropriate for students at the beginning of kindergarten.

Links to correlation charts are provided to aid the selection of appropriate emergent level texts for this activity.

<https://www.sos.wa.gov/assets/library/libraries/firsttuesdays/readingchart.pdf>

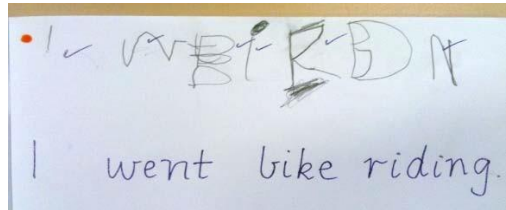
<https://www.readinga-z.com/updates/reading-a-z-correlation-chart.pdf>

**English Language Arts Activity 5: Draws pictures and copies letters and/or numbers to communicate.**

Not Yet Demonstrated



Developing



Demonstrating



Mathematics Activity 3: Number Cards

0

1

2

3

4

5

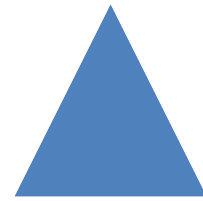
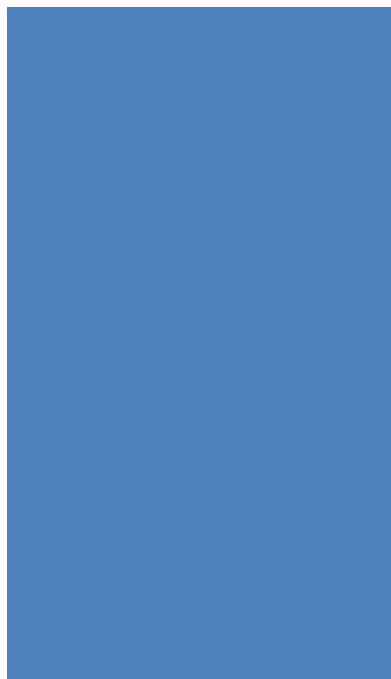
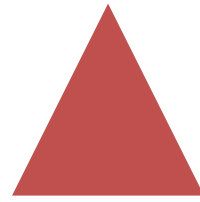
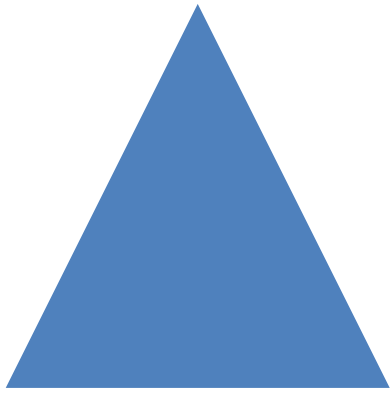
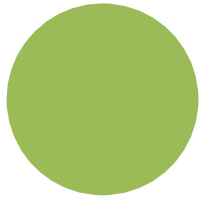
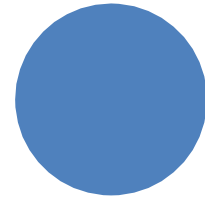
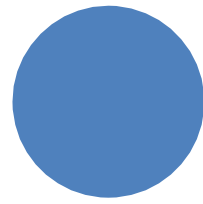
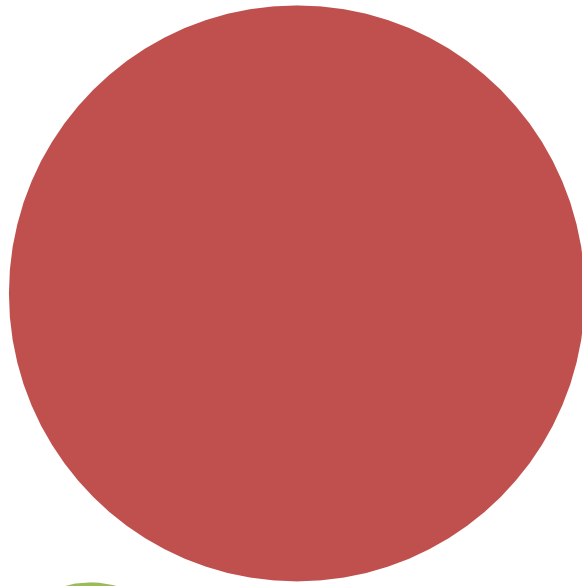
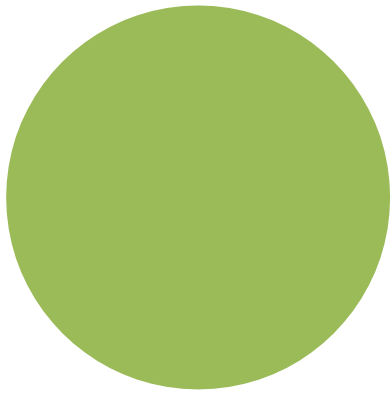
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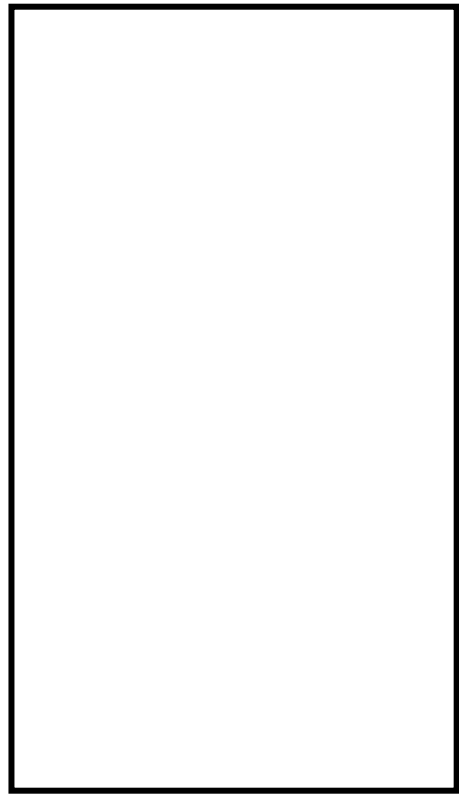
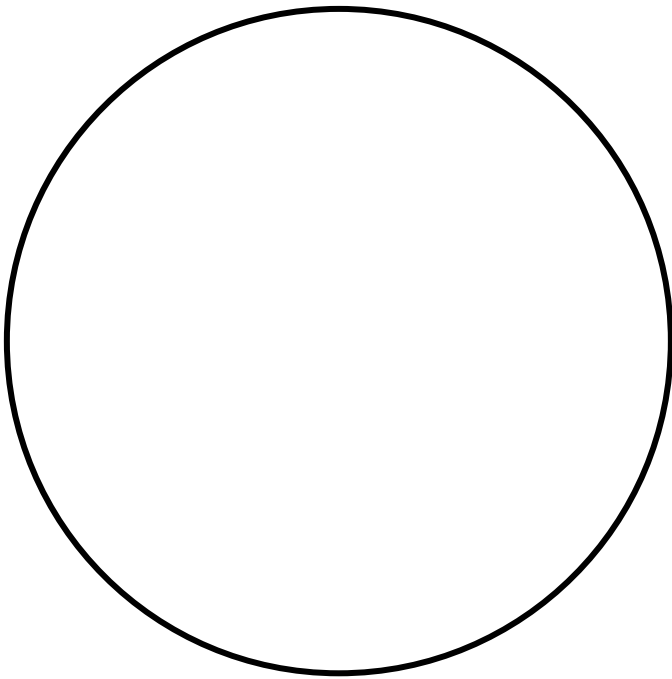
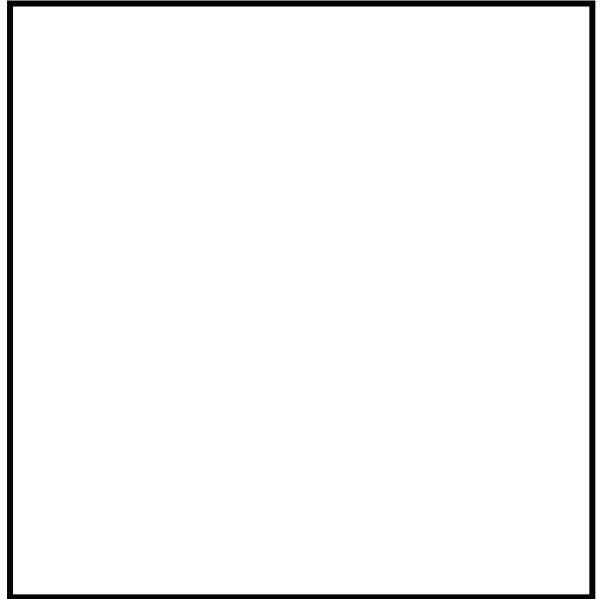
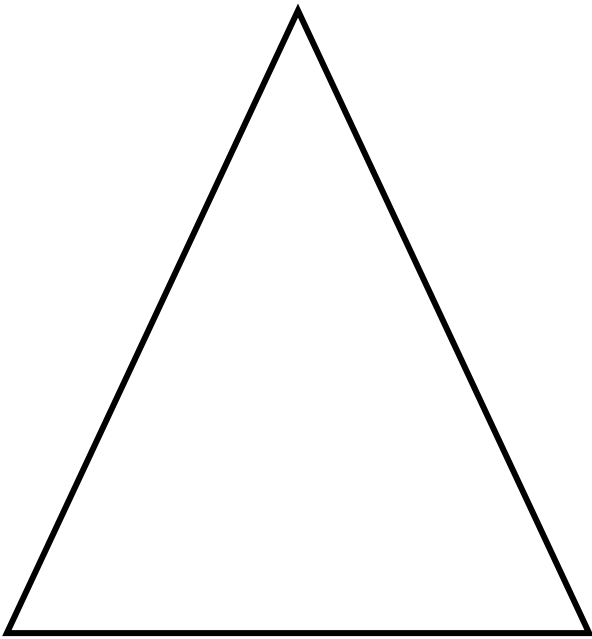
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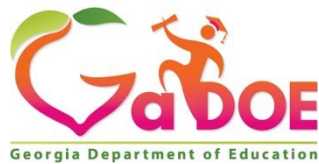
Mathematics Activity 4: Sorts and Classifies Objects



**Mathematics Activity 5: Common 2-D Shapes**







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*Educating Georgia's Future*