

Georgia Kindergarten Inventory of Developing Skills (GKIDS) 2.0

Optional Resource Guide for 2023-2024



GKIDS

GEORGIA KINDERGARTEN INVENTORY
OF DEVELOPING SKILLS



June 2023

TABLE OF CONTENTS

ENGLISH LANGUAGE ARTS.....	4
PA-1	5
PA-1	6
PA-1	7
PA-2	8
PA-2	9
PA-3	10
PA-4	11
PA-4	12
PA-5	13
PA-5	14
PA-5	15
PA-6	16
PA-7	17
PA-7	18
PHO-1 AND PHO-2.....	19
PHO-3	20
PHO-3: LARGE PRINT, SET 1	21
PHO-3: LARGE PRINT, SET 2.....	22
LARGE PRINT, SET 2.....	22
WRT-PRECURSOR.....	23
MATHEMATICS.....	24
CC-1, CC-3, WC-1	25
CC-2.....	26
CS-4, WC-1	28
WC-2.....	30
WC-3, AS-1	31
CCO-3.....	33
SPL-3	34
GRAPHIC ORGANIZERS: OVERVIEW	41
GRAPHIC ORGANIZERS: COMPARE AND CONTRAST	43
T-CHART	44
T-CHART WITH DEFINED AREAS	45
VENN DIAGRAM.....	46
VENN DIAGRAM WITH LABELS.....	47
GRAPHIC ORGANIZERS: SEQUENCE AND PROCESS.....	49
SEQUENCE	50
SEQUENCE WITH LABELS	51

SEQUENCE SUPPORTS WITH EXTRA SPACE FOR DESCRIPTIONS.....	52
SOUND BOXES	53
SOUND BOXES FOR SEGMENTING SYLLABLES	54
PROCESS.....	55



GKIDS

English Language Arts

PA-1










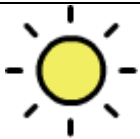





Optional Recording Sheet with Suggested Words

Student:					
Set 1			Set 2		
#	Rhyming Words	Student Response	#	Rhyming Words	Student Response
1	pig, wig, bed		1	sled, chair, bed	
2	bee, cake, tree		2	lake, cake, dog	
3	bat, skate, cat		3	bat, shoe, cat	
4	sun, frog, log		4	house, stop, mop	
5	dish, fish, bag		5	ear, bug, deer	












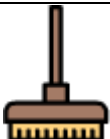



Optional Recording Sheet with Teacher-Developed Words

Student:					
Set 1			Set 2		
#	Rhyming Words	Student Response	#	Rhyming Words	Student Response
1			1		
2			2		
3			3		
4			4		
5			5		

PA-1

Set 1				
#	Words			Student Response
1	 pig	 wig	 bed	
2	 bee	 cake	 tree	
3	 bat	 skate	 cat	
4	 sun	 frog	 log	
5	 dish	 fish	 bag	

PA-1

Set 2				
#	Words			Student Response
1	 sled	 chair	 bed	
2	 lake	 cake	 dog	
3	 bat	 shoe	 cat	
4	 house	 stop	 mop	
5	 ear	 bug	 deer	

PA-2

Part A:

Optional Recording Sheet with Suggested Words

Student:					
Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1	bed		1	pan	
2	tub		2	met	
3	lip		3	hit	
4	mop		4	dog	
5	bag		5	nut	

Note: These suggested CVC words are repeated in other performance tasks to provide seamless administrations. These suggested CVC words begin with regular consonant sounds, have short vowel sounds, and do not end with /l/, /r/, or /x/ sounds.

Part A:

Optional Recording Sheet with Teacher-Developed Words

Student:					
Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1			1		
2			2		
3			3		
4			4		
5			5		

PA-2

Part B:

Optional Recording Sheet with Suggested Words

Student:					
Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1	doctor		1	teacher	
2	sunglasses		2	can	
3	lip		3	hallway	
4	outside		4	computer	
5	teacher		5	robot	

Part B:

Optional Recording Sheet with Teacher-Developed Words

Student:					
Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1			1		
2			2		
3			3		
4			4		
5			5		

PA-3

Optional Recording Sheet with Suggested Words

Student:					
Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1	bed		1	pan	
2	tub		2	met	
3	lip		3	hit	
4	mop		4	dog	
5	bag		5	nut	

Note: These suggested CVC words are repeated in other performance tasks to provide seamless administrations. These suggested CVC words begin with regular consonant sounds, have short vowel sounds, and do not end with /l/, /r/, or /x/ sounds.

Optional Recording Sheet with Teacher-Developed Words

Student:					
Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1			1		
2			2		
3			3		
4			4		
5			5		

PA-4

Part A:

Optional Recording Sheet with Suggested Words

Student:					
Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1	rag		1	bed	
2	sad		2	hog	
3	pot		3	bug	
4	tap		4	duck	
5	cub		5	jam	

Part A:

Optional Recording Sheet with Teacher-Developed Words

Student:					
Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1			1		
2			2		
3			3		
4			4		
5			5		

PA-4

Part B:

Optional Recording Sheet with Suggested Words

Student:					
Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1	bed		1	pan	
2	tub		2	met	
3	lip		3	hit	
4	mop		4	dog	
5	bag		5	nut	

Note: These suggested CVC words are repeated in other performance tasks to provide seamless administrations. These suggested CVC words begin with regular consonant sounds, have short vowel sounds, and do not end with /l/, /r/, or /x/ sounds.

Part B:

Optional Recording Sheet with Teacher-Developed Words

Student:					
Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1			1		
2			2		
3			3		
4			4		
5			5		

PA-5

Part A:

Optional Recording Sheet with Suggested Words

Student:					
Syllables to Blend			Words to Segment		
#	Syllables	Student Response	#	Words	Student Response
1	nap-kin		1	teacher	
2	ba-by		2	candy	
3	bas-ket		3	mitten	
4	com-pu-ter		4	rabbit	
5	cup-cake		5	banana	

Part A:

Optional Recording Sheet with Teacher-Developed Words

Student:					
Syllables to Blend			Words to Segment		
#	Syllables	Student Response	#	Words	Student Response
1			1		
2			2		
3			3		
4			4		
5			5		

PA-5

Part B:

Optional Recording Sheet with Suggested Words

Student:					
Set 1			Set 2		
#	Onset-Rime	Student Response	#	Onset-Rime	Student Response
1	r-ag		1	b-ed	
2	s-ad		2	h-og	
3	p-ot		3	b-ug	
4	t-ap		4	d-uck	
5	c-ub		5	j-am	

Part B:

Optional Recording Sheet with Teacher-Developed Words

Student:					
Set 1			Set 2		
#	Onset-Rime	Student Response	#	Onset-Rime	Student Response
1			1		
2			2		
3			3		
4			4		
5			5		

PA-5

Part C:

Optional Recording Sheet with Suggested Words

Student:					
Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1	bed		1	pan	
2	tub		2	met	
3	lip		3	hit	
4	mop		4	dog	
5	bag		5	nut	

Note: These suggested CVC words are repeated in other performance tasks to provide seamless administrations. These suggested CVC words begin with regular consonant sounds, have short vowel sounds, and do not end with /l/, /r/, or /x/ sounds.

Part C:

Optional Recording Sheet with Teacher-Developed Words

Student:					
Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1			1		
2			2		
3			3		
4			4		
5			5		

PA-6

Optional Recording Sheet with Suggested Words

Student:					
Set 1			Set 2		
#	Phonemes	Student Response	#	Phonemes	Student Response
1	<i>/b/, /e/, /d/</i>		1	<i>/p/, /a/, /n/</i>	
2	<i>/t/, /u/, /b/</i>		2	<i>/m/, /e/, /t/</i>	
3	<i>/l/, /i/, /p/</i>		3	<i>/h/, /i/, /t/</i>	
4	<i>/m/, /o/, /p/</i>		4	<i>/d/, /o/, /g/</i>	
5	<i>/b/, /a/, /g/</i>		5	<i>/n/, /u/, /t/</i>	

Note: These suggested CVC words are repeated in other performance tasks to provide seamless administrations. These suggested CVC words begin with regular consonant sounds, have short vowel sounds, and do not end with /l/, /r/, or /x/ sounds.

Optional Recording Sheet with Teacher-Developed Words

Student:					
Set 1			Set 2		
#	Phonemes	Student Response	#	Phonemes	Student Response
1			1		
2			2		
3			3		
4			4		
5			5		

PA-7

Part A:

Optional Recording Sheet with Suggested Words

Student:			
#	Word	Add Phoneme	Student Response
1	us	initial sound, /b/	
2	old	initial sound, /t/	
3	and	initial sound, /l/	
4	top	final sound, /s/	
5	rat	final sound, /s/	

Part A:

Optional Recording Sheet with Teacher-Developed Words

Student:			
#	Word	Add Phoneme	Student Response
1			
2			
3			
4			
5			

PA-7

Part B:

Optional Recording Sheet with Suggested Words

Student:			
#	Word	Substitute Phoneme	Student Response
1	mop	initial sound, /b/	
2	dad	initial sound, /t/	
3	hit	final sound, /p/	
4	bet	medial sound, /a/	
5	bun	medial sound, /i/	

Part B:

Optional Recording Sheet with Teacher-Developed Words

Student:			
#	Word	Substitute Phoneme	Student Response
1			
2			
3			
4			
5			

PHO-1 and PHO-2

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

PHO-3

Optional Recording Sheet with Suggested Words

Student:					
Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1	bed		1	pan	
2	tub		2	met	
3	lip		3	hit	
4	mop		4	dog	
5	bag		5	nut	

Note: These suggested CVC words are repeated in other performance tasks to provide seamless administrations. These suggested CVC words begin with regular consonants sounds, have short vowel sounds, and do not end with /l/, /r/, or /x/ sounds.

Optional Recording Sheet with Teacher-Developed Words

Student:					
Set 1			Set 2		
#	Word	Student Response	#	Word	Student Response
1			1		
2			2		
3			3		
4			4		
5			5		

PHO-3: Large Print, Set 1

bed

tub

lip

mop

bag

PHO-3: Large Print, Set 2

Large Print, Set 2

pan

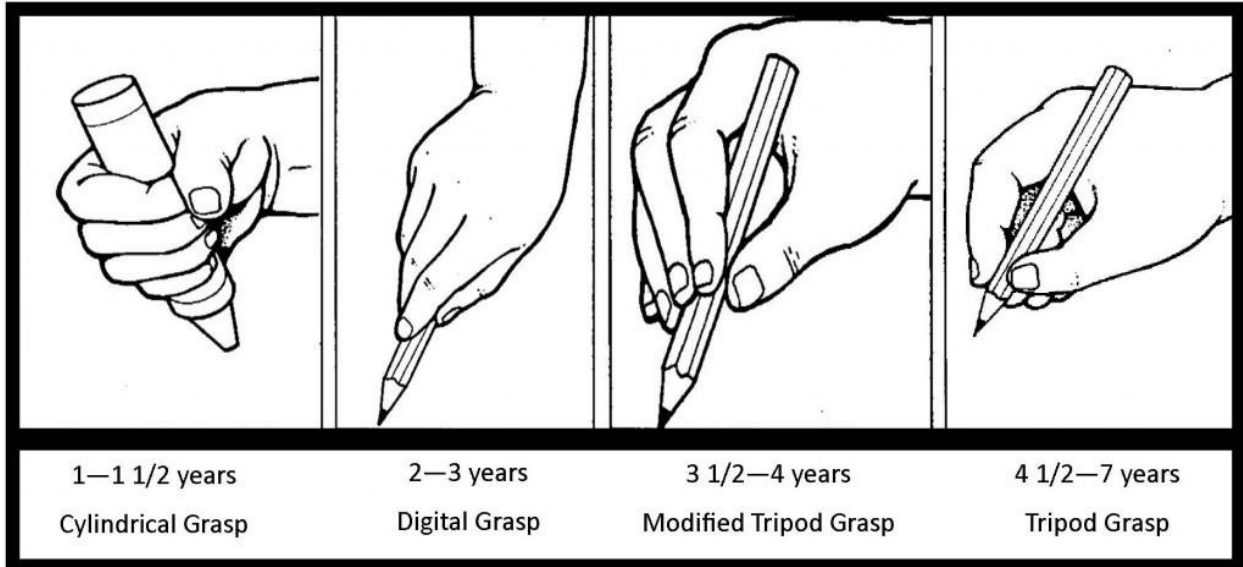
met

hit

dog

nut

WRT-PRECURSOR









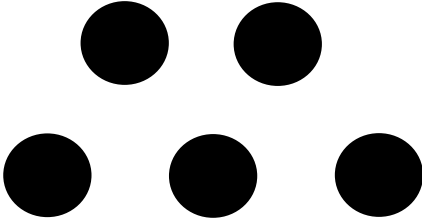
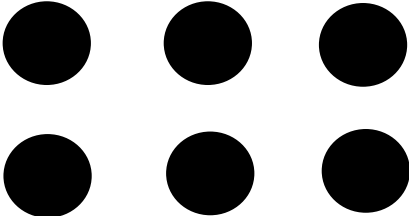
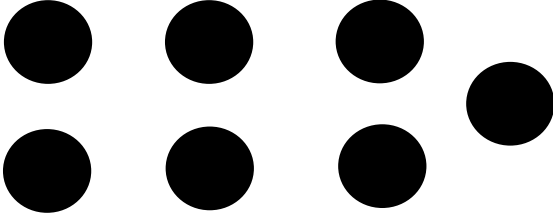
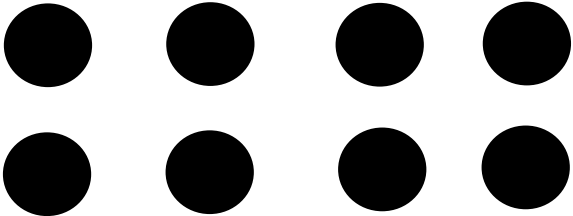
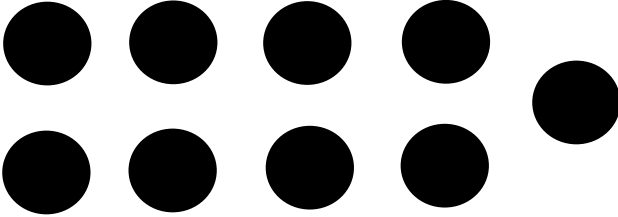
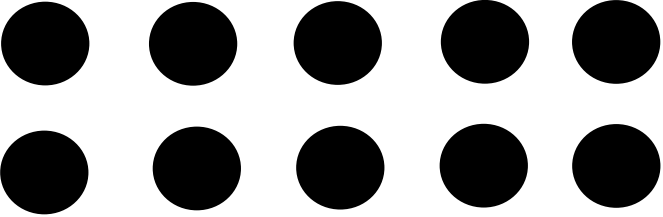
Mathematics

CC-1, CC-3, WC-1

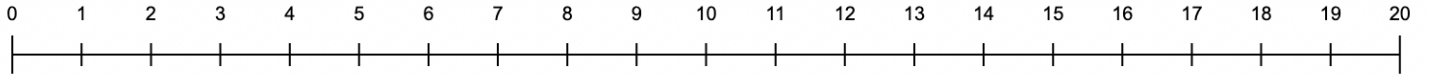
CC-2

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CS-4, WC-1



1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50
51	52	53	54	55	56	57	58	59	60
61	62	63	64	65	66	67	68	69	70
71	72	73	74	75	76	77	78	79	80
81	82	83	84	85	86	87	88	89	90
91	92	93	94	95	96	97	98	99	100

WC-2

1

2

3

4

5

6

7

8

9

10

WC-3, AS-1

11

12

13

14

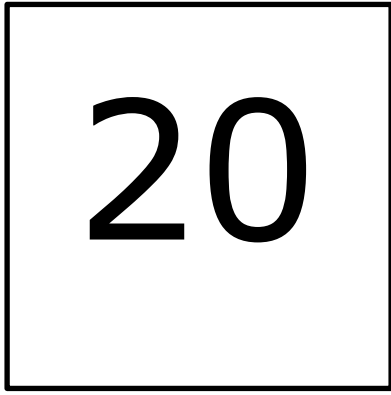
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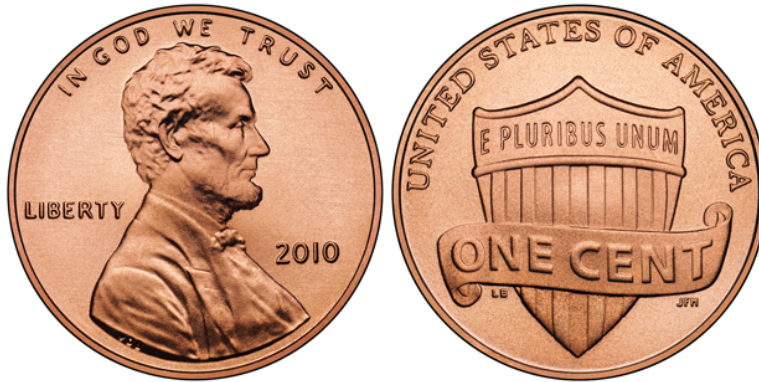
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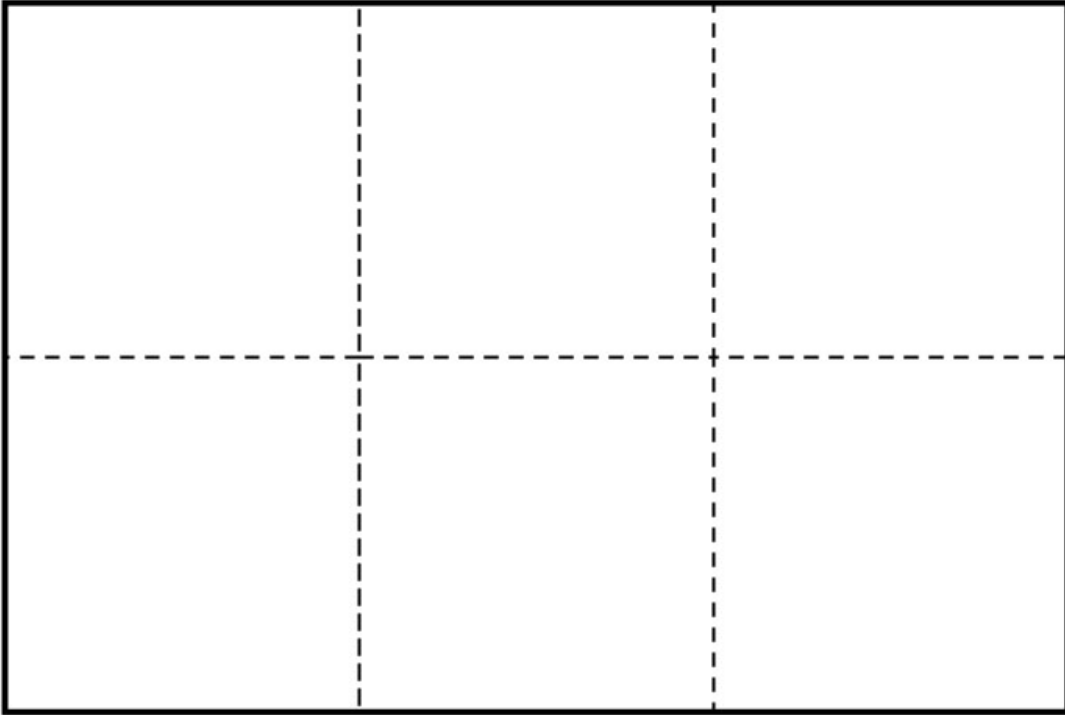
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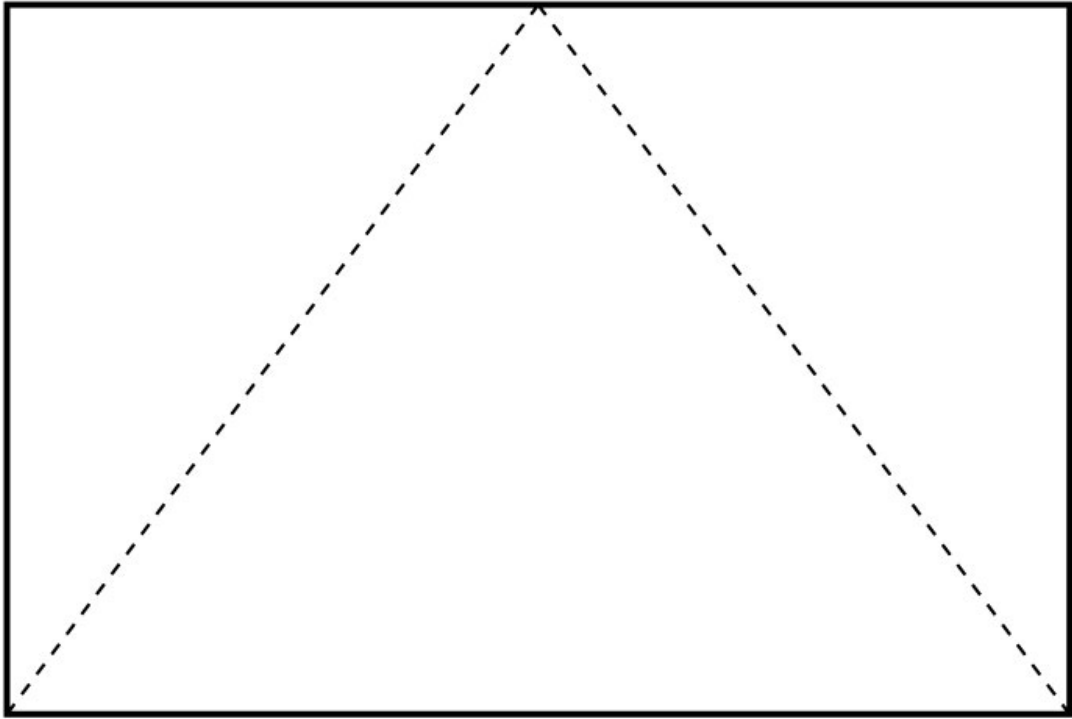


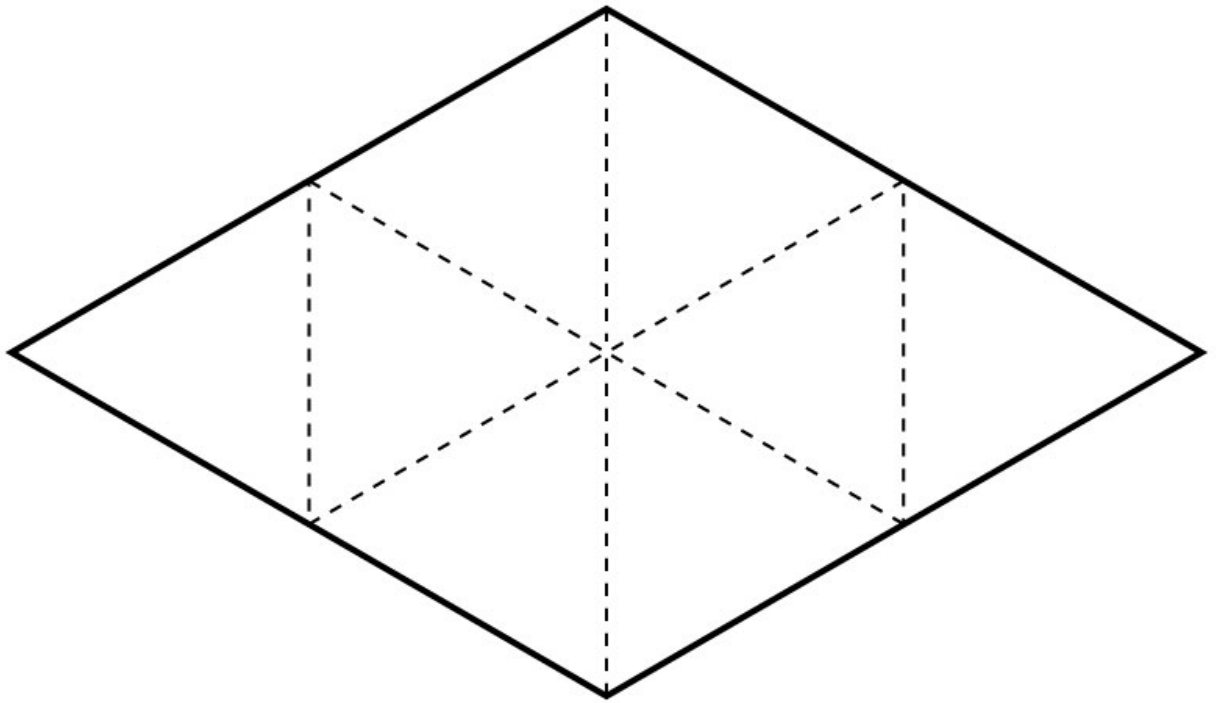
CCO-3

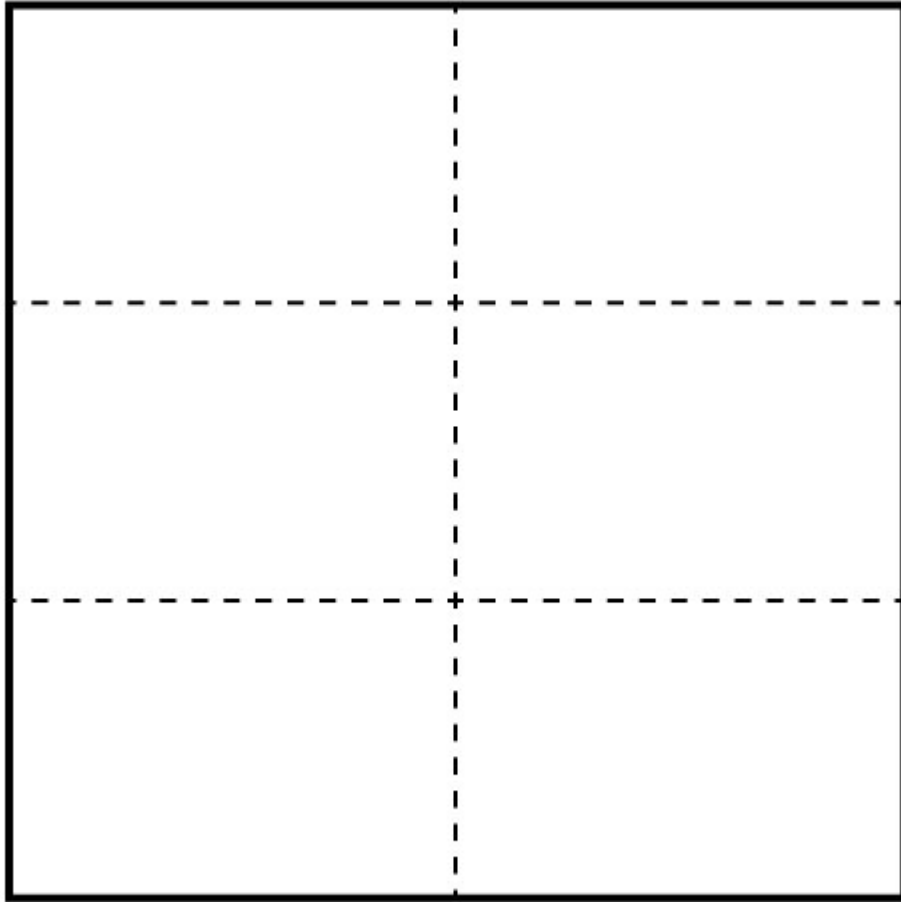


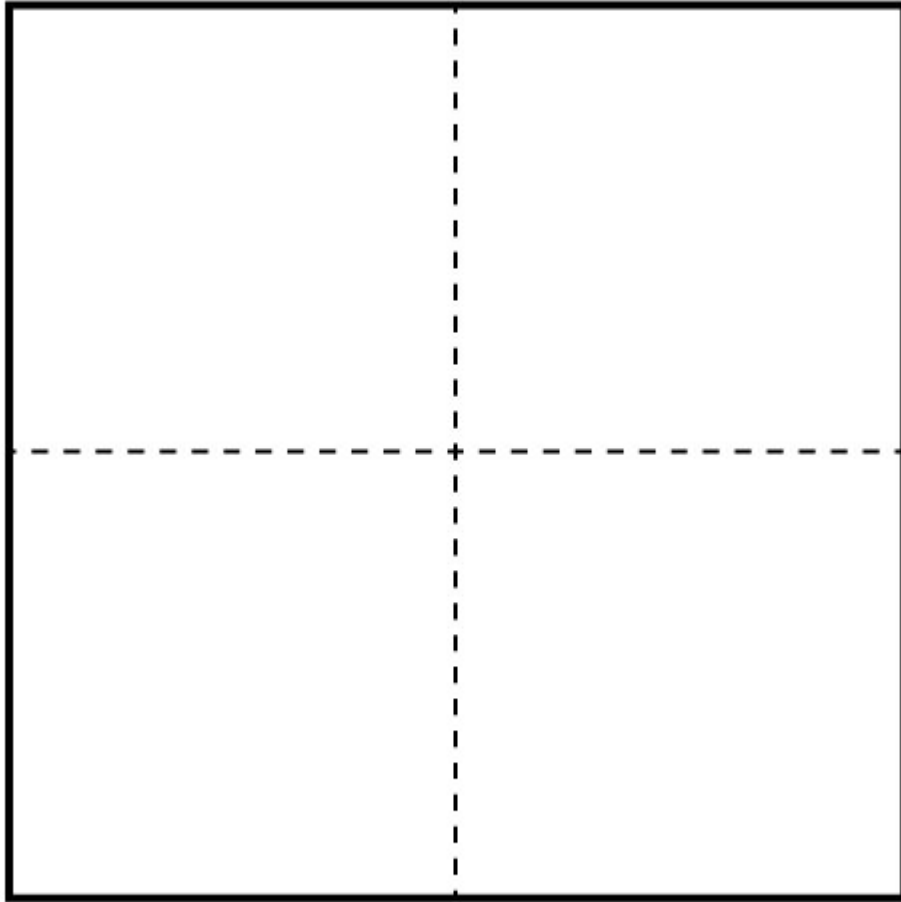
SPL-3

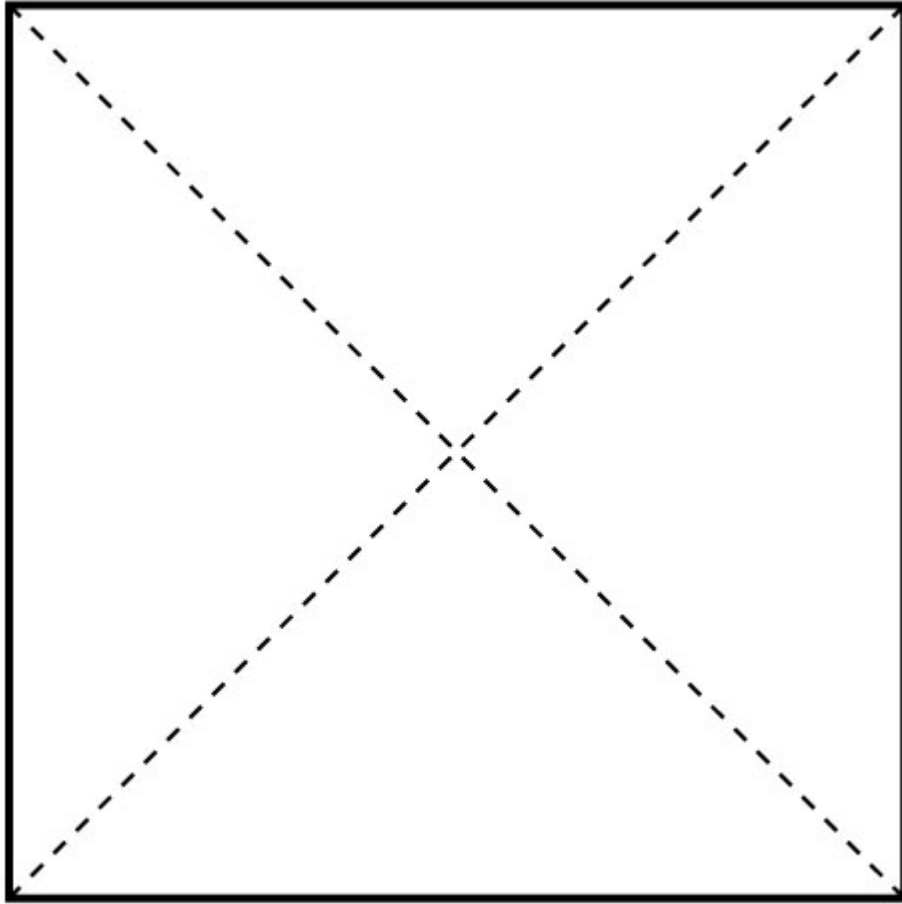


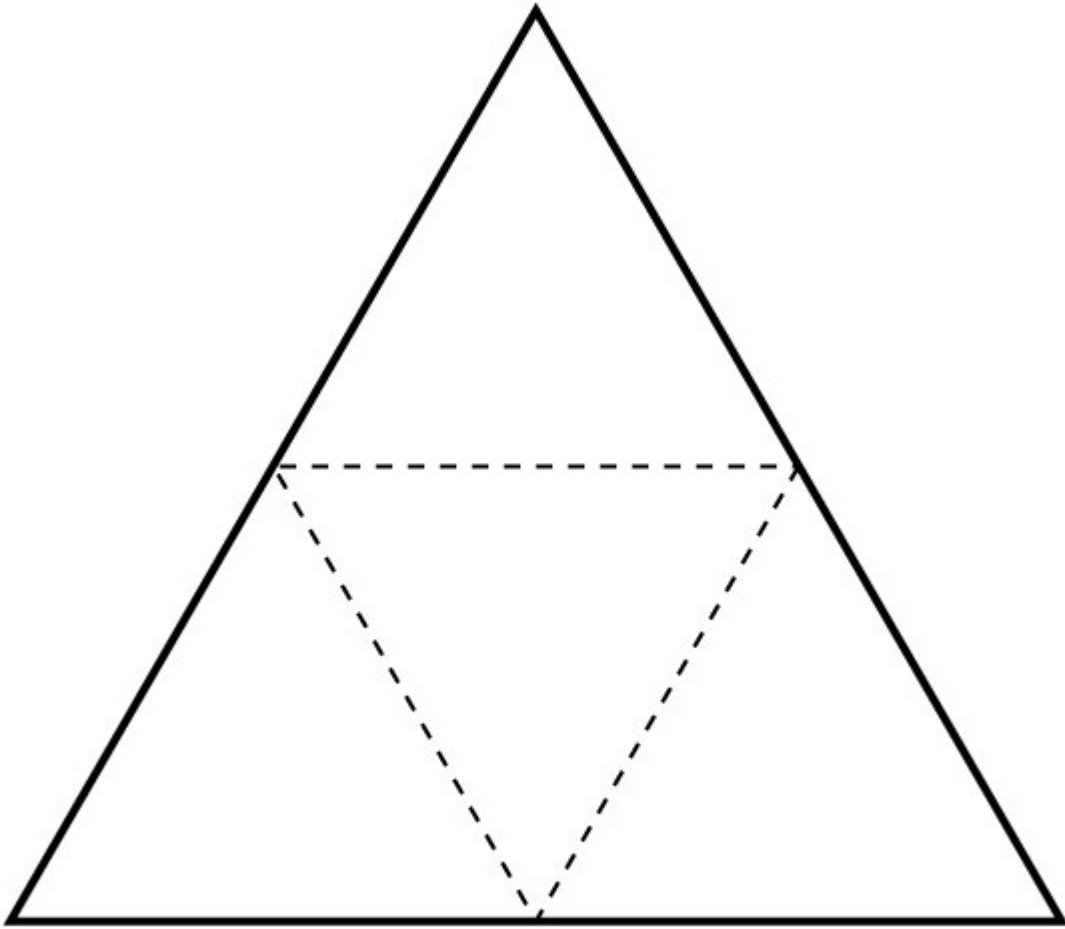














Graphic Organizers: Overview

GRAPHIC ORGANIZERS

Graphic organizers may be used with any GKIDS 2.0 Performance Task, as appropriate. Several graphic organizers are provided here as examples. However, teachers may choose to use other graphic organizers as well.

GRAPHIC ORGANIZERS FOR COMPARE/CONTRAST ACTIVITIES

Graphic organizers can be utilized for activities in which the student is asked to describe the connection between two or more items. For English language arts tasks, this includes connecting individuals, events, ideas, or pieces of information in a text, identifying basic similarities in and differences between two texts on the same topic, or comparing and contrasting the adventures and experiences of characters in familiar stories. For mathematics, these example graphic organizers can be used to categorize and identify similarities and differences in objects, such as shapes.

The T-chart represents two topics of discussion (i.e., characters in a story or different shapes). Place two topics of discussion at the top of the T-chart. The student will then sort items that represent the topics presented. The student will sort words/pictures/graphics or other items that represent each topic. Once completed by the student, the teacher can ask questions about specific details related to each topic or ask the student to identify the similarities and differences between the two topics.

The Venn Diagram can also be used to identify the similarities and differences between two topics. Place the topics of discussion at the top of each circle. The student will sort the items that represent each topic. The student will place items that represent both topics in the middle section. If necessary, the student may utilize the graphic organizers with labels. T-charts and Venn Diagrams with labels and defined areas have been provided.

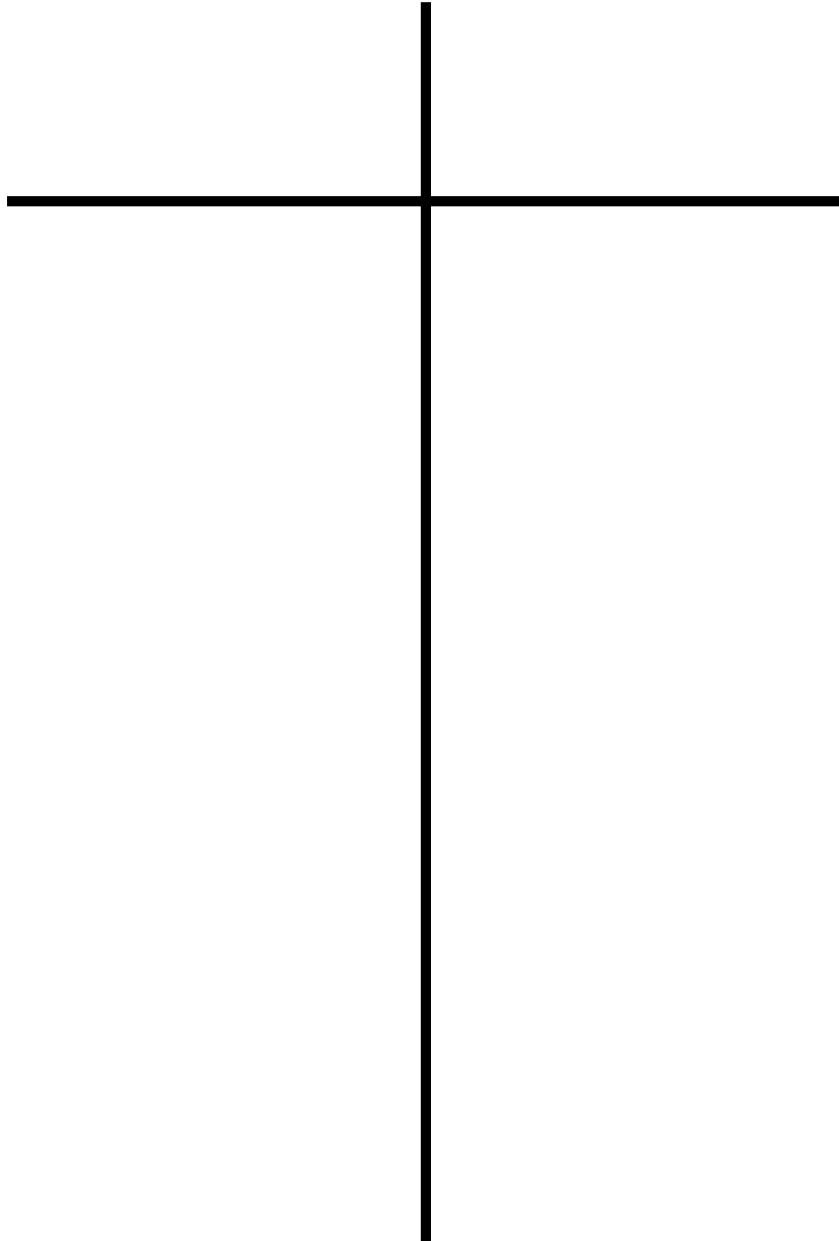
GRAPHIC ORGANIZERS FOR SEQUENCE AND PROCESS

Graphic organizers can be used in activities in which the student is asked to place events in a sequence. These graphic organizers include sequence of events, sequence with one additional detail, and describing a process. The student may use these graphic organizers to organize and answer questions about key details in a text, retell a familiar story, identify characters, settings, and major events in a story, and identify the main topic and retell key details of a text.



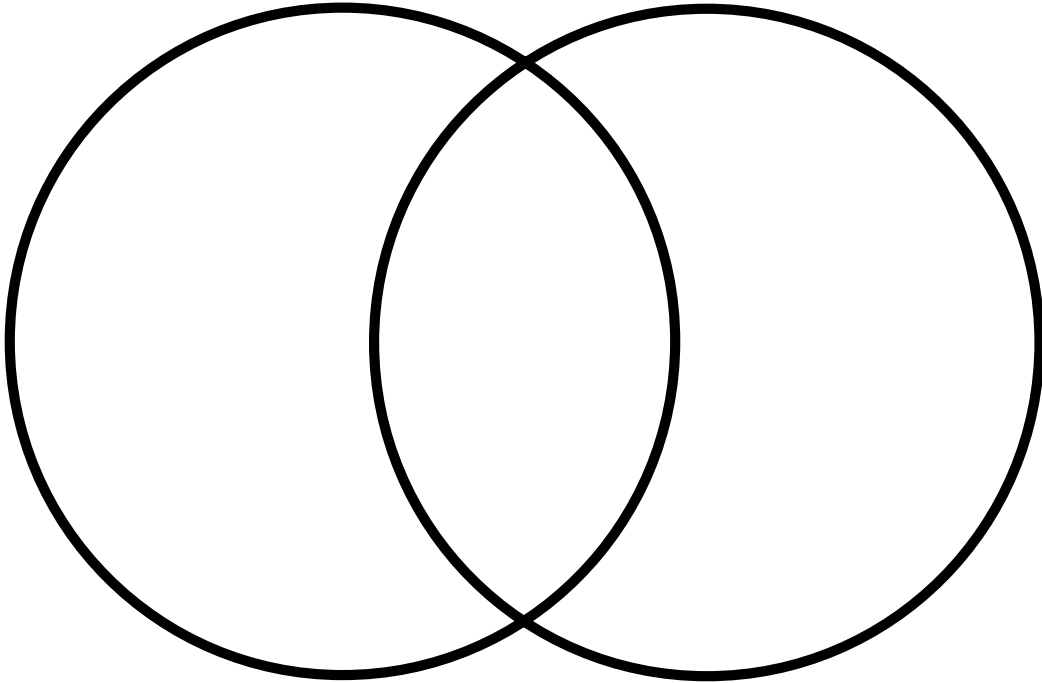
Graphic Organizers: Compare and Contrast

T-Chart

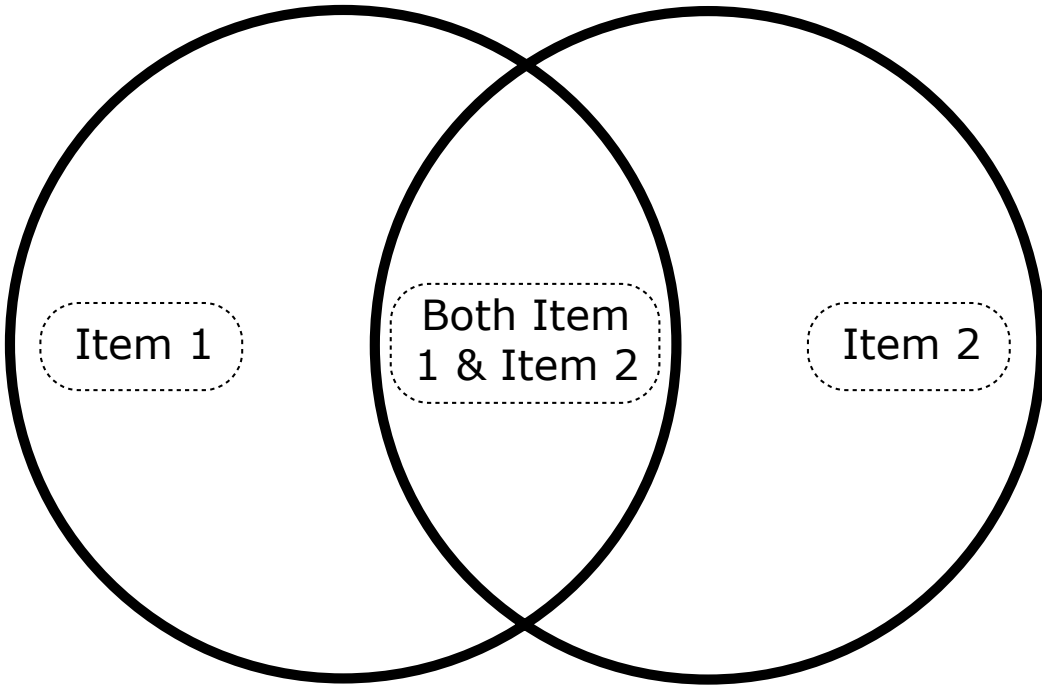


T-Chart with Defined Areas

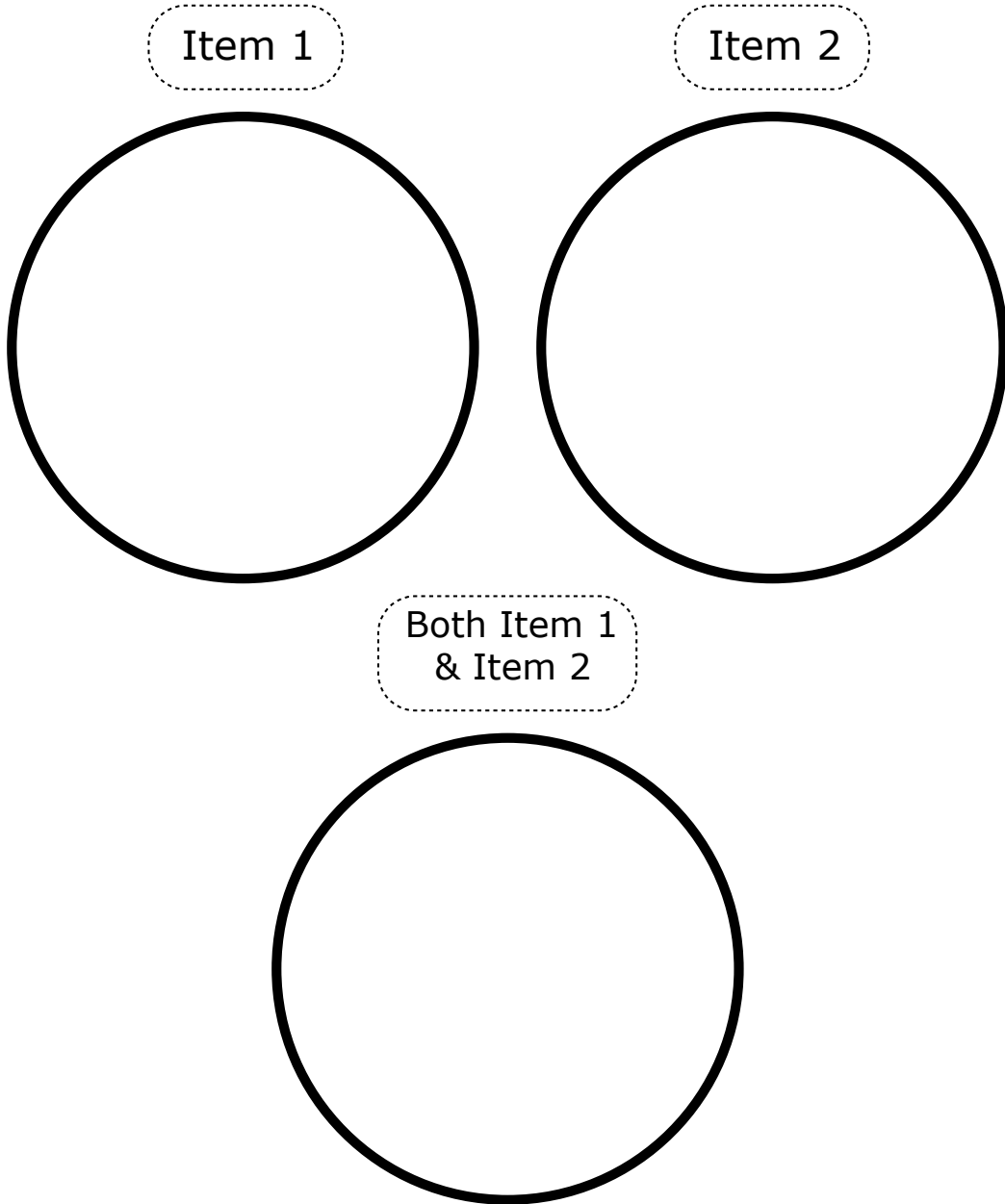
Venn Diagram



Venn Diagram with Labels



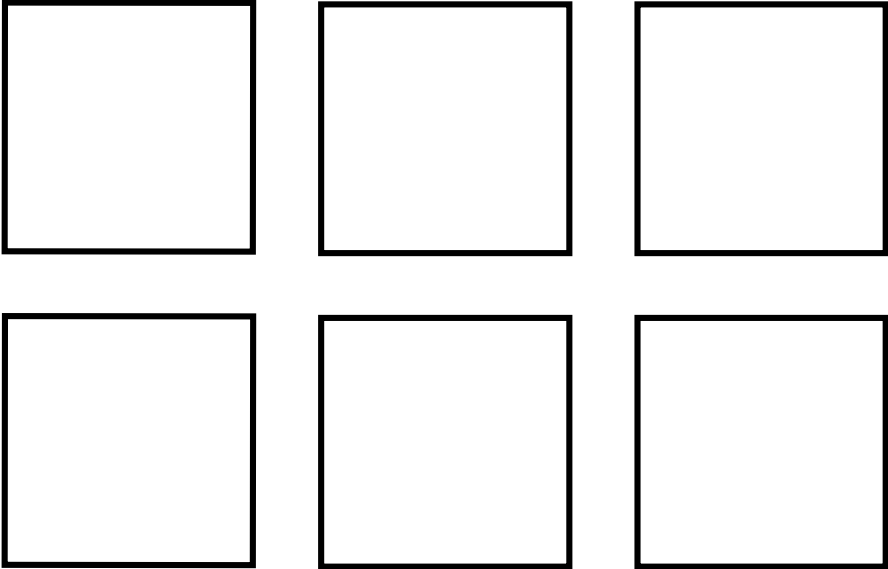
Three Circles for Compare/Contrast with Labels



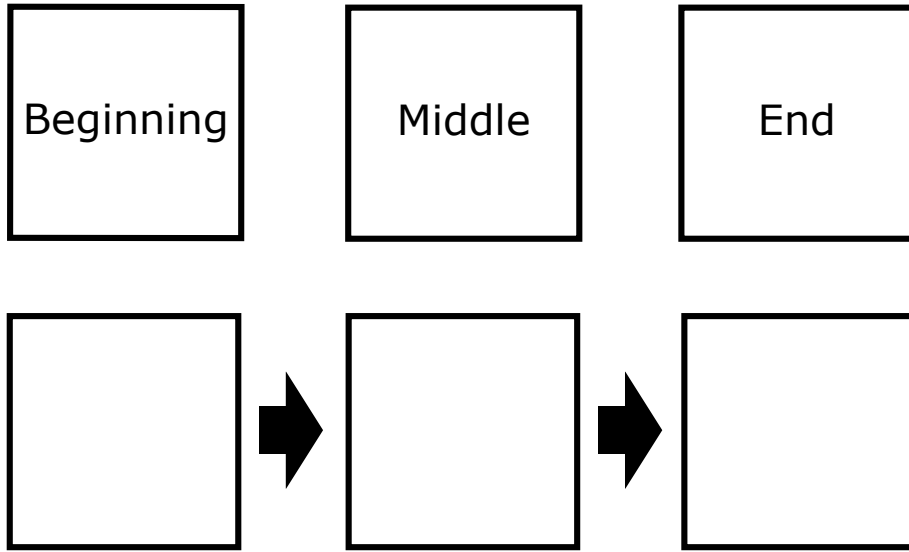


Graphic Organizers: Sequence and Process

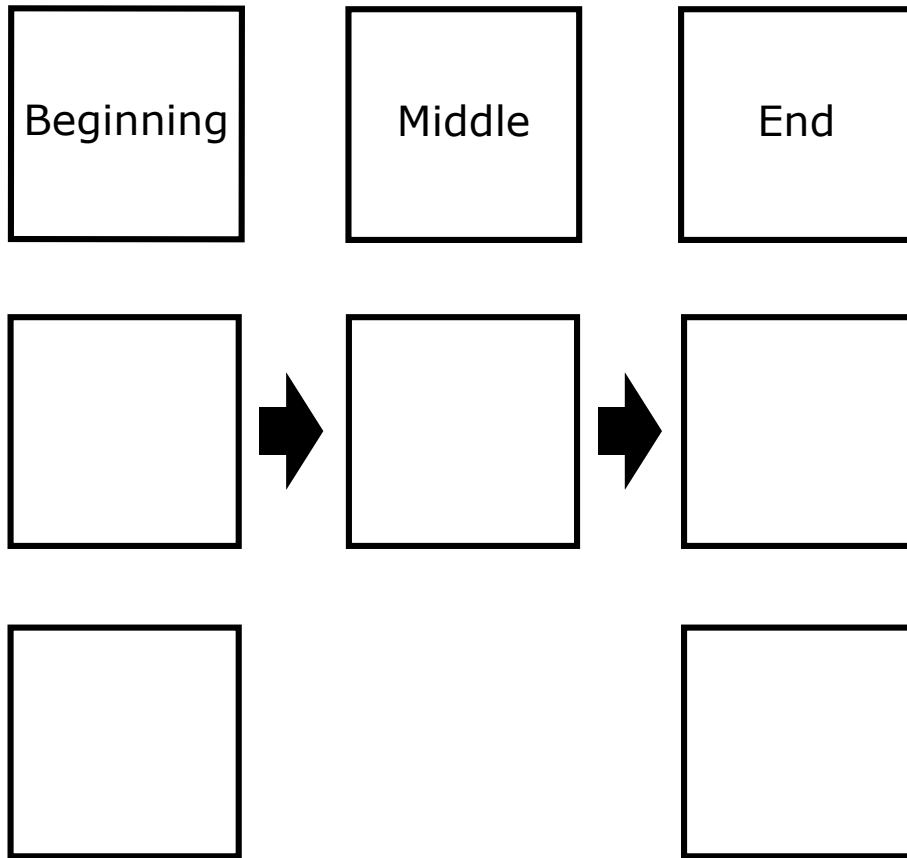
Sequence



Sequence with Labels



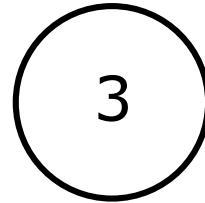
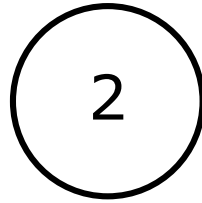
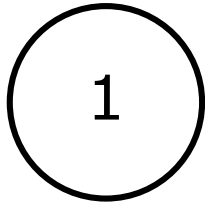
Sequence supports with extra space for Descriptions



Sound Boxes

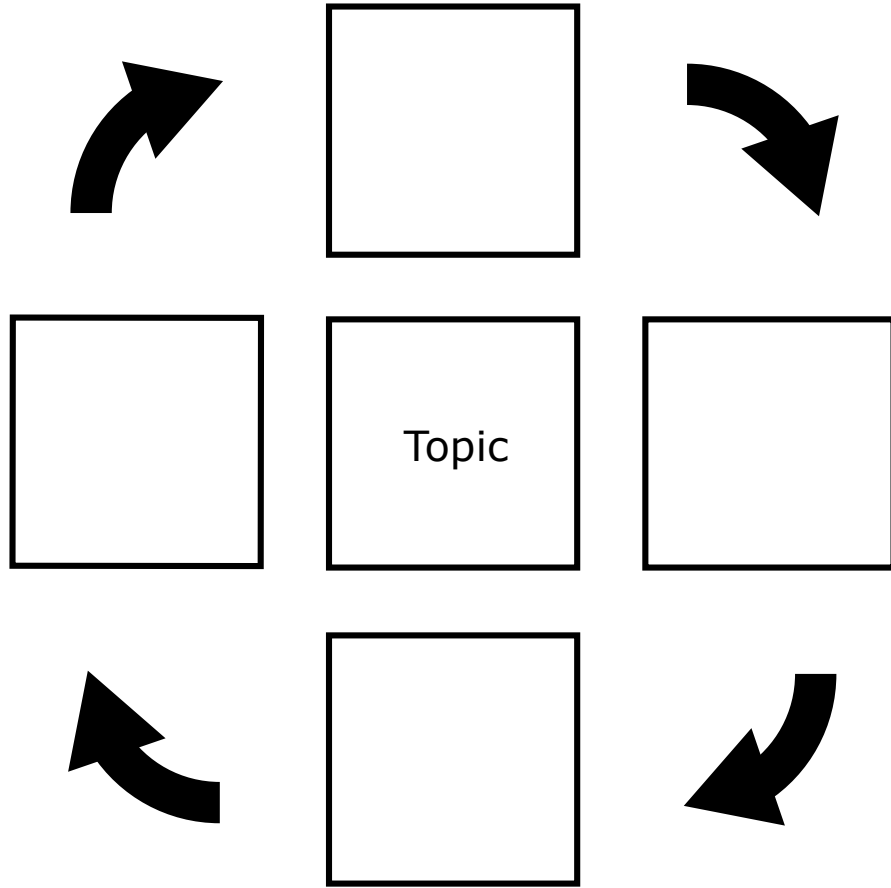
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Sound Boxes for Segmenting Syllables



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Process





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@georgiadeptofed

Richard Woods, State School Superintendent
Educating Georgia's Future