

Alaska State Standards/KGBSD Student Performance Objectives

Kindergarten

State Standards Content/Performance	Student Performance Objectives	Extended Learning Options	Assessment
<i>A. A student should be able to speak and write well for a variety of purposes and audiences</i>	<i>Listening/Viewing/ Speaking</i>	<i>Students who have acquired basic pre-reading skills prior to grade level enrollment</i>	<i>State assessment includes pre-kindergarten screening. Some optional manufactured measures are used such as VMI, STAR, Basal series measurements, Gates, Phonemic Awareness, Frye Instant Word List, and Concepts of Print. Teacher Observations are another basic assessment instruments.</i>

<p>R1.9 Express own opinions about texts.</p> <p>R1.2a Comprehend literal meaning from text.</p> <p>R1.2b Use a variety of strategies to support comprehension, including predicting, questioning, rereading, and monitoring own comprehension</p>	<p>I. Listening/Viewing</p> <p>1. Listens to and follow simple oral directions in small and large groups</p> <p>2. Listens and respond to presentations of literature by means of discussion/asking questions, retelling, performance, projects and/or collaborative activities</p> <p>3. Responds appropriately to body language, facial expressions, and tone of voice as well as other routine clues</p> <p>4. Listens attentively, courteously and appropriately in a variety of settings</p> <p>5. Listens to and begins to select important details</p> <p>6. Listens to and begins to note sequence of events to answer questions about sequence</p> <p>7. Listens to and begins to make and verify predictions and inferences including questioning and retelling</p>	<p>1. Work independently with a few written or picture directions such as at a center</p> <p>2. Demonstrates leadership in collaborative activities</p> <p>3. Assists others in developing routines</p> <p>4. Listens with a purpose and can follow-up with projects or activities</p> <p>5. Identifies main idea of a story</p> <p>6. Can recall and tell sequence of events from a story or event</p> <p>7. Compare and contrast</p>	<p>Teacher Observation</p> <p>Early Prevention of School Failure or other pre-school screening instrument to aide in identifying strengths and weaknesses</p> <p>Running Record/DRA may be used as appropriate</p>
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<p>* R1.3 Read texts aloud with expression, demonstrating knowledge of punctuation and other conventions of print.</p> <p>R1.4a Retell or dramatize a story after reading it.</p> <p>R1.4b Restate information after reading a text.</p>	<p>8. Retell a story with expression</p> <p>II. Speaking</p> <ol style="list-style-type: none"> 1. Tell stories about self 2. Expresses ideas in small and large group discussions 3. Recites poems, rhymes, jingles, verses, and finger plays 4. Communicates wants and needs 5. Speaks in complete sentences 6. Initiates conversations with peers and adults 7. Asks and responds to questions 8. Begins to differentiate between questions and statements 9. Follows implicit rules of conversation such as taking turns and staying on a topic 10. Engages in imaginative talk as in role playing 	<ol style="list-style-type: none"> 1. Adds detail to stories 2. Demonstrates command of language and advanced vocabulary 3. Demonstrates advanced memory skills 	

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<p>W1.2 Write for a specific audience, including self, other children, parents and other adults.</p>	<p>III. Language Conventions</p> <ol style="list-style-type: none"> 1. Uses pronouns and other language conventions such as I, he/she, his/her 2. Speech/articulation skills are at or near age equivalent 3. Spelling skills coincide with language development and pre-reading skills <p>IV. Handwriting/Writing</p> <ol style="list-style-type: none"> 1. Demonstrates a minimum of the first nine shapes from the VMI assessment measure 2. Differentiates letters, numbers and words visually and orally 3. Expresses ideas in pictures and print electronically or manually 4. Holds and manipulates pencils, crayons, scissors, and paintbrush with control 5. Begins to form letters properly with correct directionality 6. Dictates individual and group stories 	<ol style="list-style-type: none"> 1. Consistently uses appropriate language and vocabulary skills 2. Mastery of sound/symbol association skills for consonants, vowels and diagraphs 3. Uses spelling skills <ol style="list-style-type: none"> 1. Writes his/her first and last name 2. Writes words and or simple sentences 3. Begins to leave spaces between words 4. Can use a computer center independently for simple story writing 5. Can complete a story with multiple sentences 6. Develops a portfolio of written work 7. Publishes finished writing 	<p>Teacher observation</p> <p>Speech Pathologists assessment for referred students</p> <p>Student journals</p>

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	<ul style="list-style-type: none"> 7. Writes left to right 8. Prints first name 9. Writes letters and numbers legibly 10. Writes labels on drawings 11. Displays written work 		