

*Alaska State Standards/KGBSD Student Performance Objectives*

**Kindergarten**

<i>State Standards Content/Performance</i>	<i>Student Performance Objectives</i>	<i>Extended Learning Options</i>	<i>Assessment</i>
<p><i>B. A student should be a competent and thoughtful reader, listener, and viewer of literature, technical materials, and a variety of other information</i></p>	<p><i>Reading/Listening/Viewing</i></p>	<p><i>Students who have acquired basic pre-reading skills prior to grade level enrollment</i></p>	<p><i>State assessment includes pre-kindergarten screening. Some optional manufactured measures are used such as VMI, STAR and Basal series measures. Gates, Phonemic Awareness, Frye Instant Word List, Concepts of Print and Teacher Observations are basic assessment instruments</i></p>
<p>R1.1a Distinguish, reproduce, and manipulate the sounds in words. R1.1b Use a combination of the following to read and comprehend text:</p> <ul style="list-style-type: none"> <li>• Knowledge of phonics, alphabet, and alphabetic principle, e.g., recognition of letter shapes, letter names, letter/sound relationships, initial/final consonants, vowels, letter patterns;</li> <li>• Pictures and visual cues;</li> <li>• Sight recognition of high frequency vocabulary words;</li> <li>• Word structure, e.g., root words, prefixes, suffixes, rhyming words;</li> <li>• Language structure, e.g., word order, grammar;</li> <li>• Meaning structure, e.g., prior knowledge and context;</li> <li>• Text structure, e.g., read left to right.</li> </ul>	<p><b>I. Reading Behaviors &amp; Reading</b></p> <ol style="list-style-type: none"> <li>1. Participates in shared reading activities</li> <li>2. Identifies name in print</li> <li>3. Identifies high frequency words</li> <li>4. Tracks left to right, top to bottom, front to back, beginning to end</li> <li>5. Uses pictures to tell stories in his/her own words</li> <li>6. Identifies environmental print in familiar context</li> <li>7. Knows that print carries meaning</li> <li>8. Utilize conventions of print such as one to one correspondence, directionality, and turning pages</li> <li>9. Identifies sound symbol associations for consonants.</li> <li>10. Identifies sound symbol associations for vowels</li> <li>11. Can identify alphabet in and out of sequence</li> <li>12. Recognizes upper and lower case letters</li> </ol>	<ol style="list-style-type: none"> <li>1. Participates in shared and independent reading activities at his/her instructional and independent reading level.</li> <li>2. Manipulate sounds in words.</li> <li>3. Sorts words in a variety of ways</li> <li>4. Develops sight word vocabulary</li> <li>5. Develops reading skills</li> <li>6. Mastery of sound/symbol association skills for consonants, vowels and diagraphs</li> </ol>	

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<p>R1.10 Make connections between a text and personal experiences, experiences of others, or other texts, and locate details in the text to illustrate these connections.</p> <p>R1.5 Identify the main idea of a passage.</p> <p>R1.8 Identify and describe basic plot, main characters, and setting (time and place) in fiction.</p> <p>R17* Distinguish between common forms of text (genres):</p> <ul style="list-style-type: none"> <li>• Fiction and non-fiction,</li> <li>• Prose and poetry, and</li> <li>• Short story and drama.</li> </ul>	<p>13. Identifies words that rhyme</p> <p>14. Can sort words by beginning sounds</p> <p>15. Develop phonemic awareness skills (sound matching, initial word sounds, sound blending and segmenting)</p> <p>16. Uses vocabulary correctly in day to day conversations</p> <p>17. Learns meanings of unknown or unfamiliar words</p> <p>18. Utilizes memory and/or pictures as pre-reading activity</p> <p>19. Can make predictions from book clues, cover illustrations, and other pictures</p> <p>20. Recognizes that a story has a basic sequence of events</p> <p>21. Retells basic details, events or main ideas of familiar literature</p> <p>22. Relates prior knowledge or personal experience to literature</p> <p>23. Demonstrates comprehension of stories by asking questions to clarify, retelling in own words, and/or making illustrations</p>	<p>7. Produces rhyming words</p> <p>8. Can demonstrate mastery of multiple sounds for 26 letters of the alphabet</p>	

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<p>* Follows performance objective, but may be used for only extended learning activities at this level.</p>	<p>24. Recognizes and predicts language patterns                      25. Can predict what will come next in a pattern                       26. Uses a familiar pattern to create new text                      27. Relates new ideas to existing knowledge                      28. Can identify important Information ( i.e. gender, name, birth date, phone or bus number, address or personal or safety information)                      29. Distinguishes between fiction, and non-fiction                      30. Explores a variety of literature and media (i.e. periodicals, computer programs, listening centers)                      31. Relates new ideas to existing knowledge                      32. Recognizes sight words including safety words                      33. Has opportunities to read the writing of others</p>		