

Kindergarten

Approved May 30, 2012

English Language Arts

CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: Kindergarten	Standard #: 1
Standard: With prompting and support, ask and answer questions about key details in a text.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With prompting and support: identify key details in a text ask questions about key details answer questions about key details			

English Language Arts

CCR: Determine central ideas or themes of a text and analyze their development, summarize the key supporting details and ideas.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: Kindergarten	Standard #: 2
Standard: With prompting and support, retell familiar stories, including key details.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With prompting and support: identify key details of a story retell a familiar story including key details			

English Language Arts

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Literature	Cluster: Key Ideas and Details	Grade: Kindergarten	Standard #: 3
Standard: With prompting and support, identify characters, settings, and major events in a story.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With prompting and support: define ○ character ○ setting ○ major events identify the ○ character(s) ○ setting ○ major events of a story			

English Language Arts

CCR: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyzes how specific word choices shape meaning or tone.			
Strand: Reading Literature	Cluster: Craft and Structure	Grade: Kindergarten	Standard #: 4
Standard: Ask and answer questions about unknown words in text.			
Type: _____Knowledge <u> X </u>Reasoning _____Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify unknown words in text	Formulate a question about unknown words in text		
Recognize that a question requires an answer	Use resources/strategies to answer questions about unknown words in text		

English Language Arts

CCR: Analyze the structure of texts including how specific sentences, paragraphs and larger portions of the texts (e.g., a section, chapter, scene or stanza) relate to each other and the whole.			
Strand: Reading Literature	Cluster: Craft and Structure	Grade: K	Standard #: 5
Standard: Recognize common types of texts (e.g., storybooks, poems).			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize common types of text such as: storybooks poems			

English Language Arts

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Literature	Cluster: Craft & Structure	Grade: Kindergarten	Standard #: 6
Standard: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With prompting and support: name the author name the illustrator define what an author does define what an illustrator does			

English Language Arts

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
Strand: Reading Literature	Cluster: Integration of Knowledge and Ideas	Grade: Kindergarten	Standard #: 7
Standard: With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify Illustrations Know how to describe	With prompting and support, describe a moment in the story using the illustrations that depict it With prompting and support, describe how the illustrations and story are related as they appear		

English Language Arts

CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Strand: Reading Literature	Cluster:	Grade: Kindergarten	Standard #: 8
Standard: Not applicable to literature			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Strand: Reading Literature	Cluster: Integration of Knowledge and Ideas	Grade: Kindergarten	Standard #: 9
Standard: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize characters in familiar stories	Compare adventures and experiences		
Determine similarities and differences of adventures and experiences in familiar stories	Contrast adventures and experiences		

English Language Arts

CCR: Read and comprehend complex literary and informational texts independently and proficiently.			
Strand: Reading Literature	Cluster: Range of Reading and Level of Text Complexity	Grade: Kindergarten	Standard #: 10
Standard: Actively engage in group reading activities with purpose and understanding.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Actively engage in group reading activities: key ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text craft and structure (ask and answer questions about unknown words; identify front and back cover and title; name the author and illustrator, identify the role of each in presenting the ideas or information in a text)	Actively engage in group reading activities: key ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) craft and structure (ask and answer questions about unknown words; identify front and back cover and title; name the author the illustrator, identify the role of each in presenting the ideas or information in a text)		

<p>integration of knowledge and ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic) at appropriate text complexity (Qualitative, Quantitative, Reader and Task) as seen in standards 1-9</p> <p>Understand activities that reflect purpose and understanding of text</p>	<p>integration of knowledge and ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic) at appropriate text complexity (Qualitative, Quantitative, Reader and Task) as seen in standards 1 – 9</p> <p>Apply activities that reflect purpose and understanding of text</p>		
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CCR: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: Kindergarten	Standard #: 1
Standard: With prompting and support, ask and answer questions about key details in a text.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With prompting and support: identify key details in informational text ask questions about key details in informational text answer questions about key ideas in informational text			

CCR: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: Kindergarten	Standard #: 2
Standard: With prompting and support, identify the main topic and retell key details of a text.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With prompting and support: identify the main topic of a text identify key details of a text Retell key details of a text			

CCR: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.			
Strand: Reading Informational Text	Cluster: Key Ideas and Details	Grade: Kindergarten	Standard #: 3
Standard: With prompting and support, describe the connections between two individuals, events, ideas, or pieces of information in a text.			
Type: _____ Knowledge <input checked="" type="checkbox"/> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With prompting and support: identify key details about an individual discussed in an informational text identify details about events or ideas in a text	With prompting and support: discuss how two <ul style="list-style-type: none"> ○ individuals ○ events ○ ideas ○ pieces of information in a text connect identify a relationship between elements in informational piece		

CCR: Interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings and analyzes how specific word choices shape meaning or tone.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: Kindergarten	Standard #: 4
Standard: With prompting and support, ask and answer questions about unknown words in text.			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify unknown words in text Recognize that a question requires an answer	Formulate a question about unknown words in a text, with prompting and support Answer questions about unknown words in a text, with prompting and support		

CCR: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: Kindergarten	Standard #: 5
Standard: Identify the front cover, back cover, and title page of a book.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: front cover back cover title page			

CCR: Assess how point of view or purpose shapes the content and style of a text.			
Strand: Reading Informational Text	Cluster: Craft and Structure	Grade: Kindergarten	Standard #: 6
Standard: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Name the author Name the illustrator Define what an author does Define what an illustrator does			

CCR: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: Kindergarten	Standard #: 7
Standard: With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).			
Type: _____ Knowledge <u> </u> X Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify illustrations Identify text Define describe	With prompting and support, describe: people places things ideas that illustrations depict With prompting and support, describe the relationships between illustrations and text		

CCR: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: Kindergarten	Standard #: 8
Standard: With prompting and support, identify the reasons an author gives to support points in a text.			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify reasons the author gives to support points in the text, with prompting and support			

CCR: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.			
Strand: Reading Informational Text	Cluster: Integration of Knowledge and Ideas	Grade: Kindergarten	Standard #: 9
Standard: With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).			
Type: <u> X </u> Knowledge <u> </u> Reasoning <u> </u> Performance Skill <u> </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify basic similarities in and differences between (e.g., ○ illustrations ○ descriptions ○ procedures) two texts on the same topic			

CCR: Read and comprehend complex literary and informational texts independently and proficiently.			
Strand: Reading Informational Text	Cluster: Range of Reading and Text Complexity	Grade: Kindergarten	Standard #: 10
Standard: Actively engage in group reading activities with purpose and understanding.			
Type: _____Knowledge <u> X </u>Reasoning _____Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Actively engage in group reading activities: key Ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) craft and structure (ask and answer questions about unknown words; identify front and back cover; and title; name the author and illustrator; identify the role of each in presenting the ideas or information in a text)	Actively engage in group reading activities: key Ideas and details(ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) craft and structure (ask and answer questions about unknown words; identify front and back cover; and title; name the author and illustrator; identify the role of each in presenting the ideas or information in a text)		

<p>integration of Knowledge and Ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic) at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently</p> <p>Understand activities that reflect purpose and understanding of text</p>	<p>integration of knowledge and Ideas (describe the relationship between illustrations and the text identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic) at appropriate complexity (Qualitative, Quantitative and Reader and Task) as seen in Standards 1-9 independently and proficiently</p> <p>Apply activities that reflect purpose and understanding of text.</p>		
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CCR: n/a			
Strand: Reading Foundational Skills	Cluster: Print Concepts	Grade: Kindergarten	Standard #: 1
Standard: Demonstrate understanding of the organization and basic features of print. A. Follow words from left to right, top to bottom, and page by page. B. Recognize that spoken words are represented in written language by specific sequences of letters. C. Understand that words are separated by spaces in print. D. Recognize and name all upper- and lowercase letters of the alphabet.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that words on a page progress: from left to right and from top to bottom Recognize that : spoken words are represented in written language by specific sequences of letters recognize that words are separated by spaces in print		Follow: words from left to right words top to bottom words page by page Name all upper- and lowercase letters of the alphabet	

recognize that sentences are made up of words Recognize and name all upper- and lowercase letters of the alphabet			
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English Language Arts

CCR: n/a			
Strand: Reading Foundational Skills	Cluster: Phonological Awareness	Grade: Kindergarten	Standard #: 2
<p>Standard: Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>A. Recognize and produce rhyming words.</p> <p>B. Count, pronounce, blend and segment syllables in spoken words.</p> <p>C. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>D. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p><i>*Words, syllables, or phonemes written in /slash/ refer to their pronunciation phonology. Thus, /cvc/ is a word with three phonemes regardless of the number regardless of the number of letters in the spelling of the word).</i></p>			
Type: _____ Knowledge _____ Reasoning _____ X _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize rhyming words: short vowel sounds initial sounds ending sounds		Produce rhyming words Count syllables in spoken words Pronounce syllables in spoken words Blend syllables in spoken words	

		<p>Segment syllables in spoken words</p> <p>Blend onsets and rimes of single-syllable spoken words</p> <p>Segment onsets and rimes of single syllable spoken words</p> <p>Isolate and pronounce CVC words, to:</p> <ul style="list-style-type: none">recognizing the initial soundmedial vowel andfinal sounds <p>Add individual sounds in simple one syllable words to make new words</p> <p>Substitute individual sounds in simple one syllable words to make new words</p>	
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CCR: None			
Strand: Reading: Foundational Skills	Cluster: Phonics and Word Recognition	Grade: Kindergarten	Standard #: 3
Standard: Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g. the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Know grade level-level phonics and word analysis skills in decoding words Recognize one-to-one letter correspondence for each consonant	Apply grade level-level phonics and word analysis skills in decoding words Distinguish the differing sounds of consonants Distinguish long and short vowels sounds that have common spellings	Say the sound that corresponds to the consonant Read high-frequency sight words Read words that have a similar word pattern and identify the sounds letters that are different	

<p>Identify the five vowels with common spellings: short vowels long vowels</p> <p>Recognize high-frequency sight words</p> <p>Recognize words that are similarly spelled</p> <p>Identify the sounds of the letters that are different</p>	<p>Determine the pattern of the word</p>		
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English Language Arts

CCR: N/A			
Strand: Reading Foundational Skills	Cluster: Fluency	Grade: Kindergarten	Standard #: 4
Standard: Read emergent-reader texts with purpose and understanding.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify and understand foundational skills for Reading #1-3 Recognize that there are different purposes for reading emergent-reader texts	Apply foundational skills reflected in #1-3 Determine the purpose for reading emergent-reader texts	Read emergent-reader texts: with purpose for understanding	

English Language Arts

CCR: Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.			
Strand: Writing	Cluster: Text Types and Purposes	Grade: Kindergarten	Standard #: 1
Standard: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is ...</i>).			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u> X </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify the title of a book or topic to write about Recognize what an opinion is	Formulate an opinion about a book or topic		Write an opinion piece about a topic or a book; the piece should: demonstrate a combination of drawing, dictating, and writing include the topic or title of a book state an opinion or preference about the topic or book.

English Language Arts

CCR: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content			
Strand: Writing	Cluster: Text Types and Purposes	Grade: Kindergarten	Standard #: 2
Standard: Use a combination of drawing, dictating, and writing to compose informative/explanatory text in which they name what they are writing about and supply some information about the topic.			
Type: _____Knowledge _____Reasoning _____Performance Skill _____X_____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify an informative/explanatory text Select a topic for an informative/explanatory writing	Combine drawing, dictation, and writing to compose informational/explanatory text to supply additional information about the topic		Compose informative/explanatory text using which they: name the topic about which they are writing supply some information about the topic

English Language Arts

CCR: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.			
Strand: Writing	Cluster: Text Types & Purposes	Grade: Kindergarten	Standard #: 3
Standard: Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill <u> X </u> Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Define event Choose a single event to discuss	Distinguish between relevant and irrelevant details Sequence relevant events React to the event		Draw, dictate, and/or write a narrative piece which contains relevant details, a logical sequence of events, and a reaction

English Language Arts

CCR: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.			
Strand: Writing	Cluster: Production and Distribution in Writing	Grade: Kindergarten	Standard #: 4
Standard: (Begins in grade 3)			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.			
Strand: Writing	Cluster: Production and Distribution of Writing	Grade: Kindergarten	Standard #: 5
Standard: With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed.			
Type: _____Knowledge <input checked="" type="checkbox"/> Reasoning _____Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With guidance and support from adult, students should recognize: how to respond to questions and suggestions from peers how to add details to strengthen writing as needed	With guidance and support from adults students develop writing as needed by: responding to questions and suggestions from peers adding details to strengthen writing as needed		

English Language Arts

CCR: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.			
Strand: Writing	Cluster: Production & Distribution of Writing	Grade: Kindergarten	Standard #: 6
Standard: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With guidance and support: use basic computer skills (e.g. turn on computer, log on, use common software, basic word processing tools)	With guidance and support: choose digital tools for producing and publishing writing	With guidance and support: use technology to produce and publish writing individually and with peers	

English Language Arts

CCR: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: Kindergarten	Standard #: 7
Standard: Participate in shared research and writing projects(e.g. explore a number of books by a favorite author and express opinions about them)			
Type: _____Knowledge <u> X </u>Reasoning _____Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify sources and tools for shared research	Determine and apply appropriate sources and tools to conduct shared research Participate in shared research and writing projects		

English Language Arts

CCR: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: Kindergarten	Standard #: 8
Standard: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify: experience source	Gather information from more than one source to answer a question	With guidance and support: answer a question using information from experience answer a question using information from a provided source	

English Language Arts

CCR: Draw evidence from literary or informational texts to support analysis, reflection, and research			
Strand: Writing	Cluster: Research to Build and Present Knowledge	Grade: Kindergarten	Standard #: 9
Standard: Begins in grade 4			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes and audiences.			
Strand: Writing	Cluster: Range of Writing	Grade: Kindergarten	Standard #: 10
Standard: (Begins in grade 3)			
Type: _____ Knowledge _____ Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

English Language Arts

CCR: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.			
Strand: Language	Cluster: Conventions of Standard English	Grade: Kindergarten	Standard#: 1
Standard: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) d. Understand and use question words (interrogatives) (e.g., who, what, when, where, why and how) e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) f. Produce and expand complete sentences in shared language activities. 			
Type: _____ Knowledge _____ Reasoning _____ X Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize many of the letters of the alphabet Recognize that letters can be both upper- and lowercase Recognize nouns and verbs Recognize that nouns can be singular and plural	Demonstrate command of the conventions of grammar and usage when writing: expand sentences distinguish between upper- and lowercase letters	Demonstrate command of the conventions of grammar and usage when speaking Use regular plural nouns Form regular plural nouns orally using /s/ and /es/ Use question words in speaking	

Know the meaning of question words (interrogatives)		Use frequently occurring prepositions in speaking	
Recognize common prepositions		Speak in complete sentences	
Recognize and produce a complete sentence		Expand complete sentences	

CCR: Demonstrate command of the convention of standard English capitalization, punctuation, and spelling when writing.			
Strand: Language	Cluster: Conventions of Standard English	Grade: Kindergarten	Standard #: 2
Standard: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun I. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Apply correct capitalization, punctuation, and spelling when writing Capitalize first word in a sentence and the pronoun I Recognize and name end punctuation Match the sound and the letter for most consonant and short-vowel sounds	Distinguish the letters	Write a letter or letter combinations for most consonant and short vowel sounds (phonemes)	

Use sound-letter awareness to spell simple words phonetically			
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CCR: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.			
Strand: Language	Cluster: Knowledge and Language	Grade: Kindergarten	Standard #: 3
Standard: Begins in Grade 2			
Type: _____Knowledge _____Reasoning _____Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target

CCR: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: Kindergarten	Standard #: 4
Standard: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. <ol style="list-style-type: none"> Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. 			
Type: _____ Knowledge <u> X </u> Reasoning _____ Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that some words and phrases have multiple meanings Identify frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>)	Identify new meanings for familiar words Apply the appropriate meaning for the word within the context Apply knowledge of frequently occurring inflections and affixes to determine the meaning of a word		

	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content		
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CCR: Demonstrate understanding, of figurative language, word relationships, and nuances in word meanings.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: Kindergarten	Standard #: 5
Standard: With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g. shapes, foods) to gain sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g. note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
With guidance and support from adults: identify common objects identify categories know verb know adjectives know opposite identify real life connections distinguish shades of meaning among verbs describing the same action	With guidance and support from adults: sort common objects into categories relate verbs and adjectives to their opposites identify real life connections between words and their use distinguish ways to act out verbs	With guidance and support from adults: act out meanings of verbs	

CCR: Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.			
Strand: Language	Cluster: Vocabulary Acquisition and Use	Grade: Kindergarten	Standard #: 6
Standard: Use words and phrases acquired through conversations, reading and being read to, and responding to text.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Obtain words and phrases acquired through: conversations reading being read to responding to text	Distinguish if a word or phrase should be used when responding	Use words and phrases accurately acquired through: conversations reading being read to responding to text	

CCR: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on each others' ideas and expressing their own clearly and persuasively.			
Strand: Speaking & Listening	Cluster: Comprehension & Collaboration	Grade: Kindergarten	Standard #: 1
Standard: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify ideas from kindergarten topics and texts	Decide comments and questions appropriate to the topic of discussion	Participate in conversations about kindergarten topics and texts	
Identify agreed-upon rules for discussion	Observe if agreed-upon discussion rules are being followed	Follow agreed-upon rules for discussion	
Recognize how others listen		Listen while others are speaking	
Recognize how others move conversations along		Listen and respond to continue conversations with peers and adults	

CCR: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.			
Strand: Speaking and Listening	Cluster: Comprehension and Collaboration	Grade: Kindergarten	Standard #: 2
Standard: Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify key ideas from text read aloud or presented orally through media formats Ask and answer questions about key details read aloud or presented orally through media formats	Ask for clarification of key details that are not understood from text read aloud information presented through media	Answer questions about key details from information presented orally Ask questions about key details from information presented orally Ask for clarification if something is not understood	

CCR: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric.			
Strand: Speaking and Listening	Cluster: Comprehension and Collaboration	Grade: Kindergarten	Standard #: 3
Standard: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Recognize that asking questions is an appropriate strategy to further understanding Identify questions Identify answers Identify situations in which: help is needed information is needed clarification is necessary	Formulate appropriate questions to seek: help information clarification	Ask questions to: seek help get information clarify something that is not understood Answer questions in order to: seek help get information clarify something that is not understood	

CCR: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development and style are appropriate to task, purpose and audience.			
Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: Kindergarten	Standard #: 4
Standard: Describe familiar people, places, things and events, and with prompting and support, provide additional details.			
Type: _____Knowledge _____Reasoning <u> X </u>Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify familiar: people places things events details	Determine relevant details that describe: people place things events with prompting and support	Orally perform a clear presentation that describes: a person a place a thing an event Include relevant details, with prompting and support	

CCR: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.			
Strand: Speaking and Listening	Cluster: Presentation of Knowledge and Ideas	Grade: Kindergarten	Standard #: 5
Standard: Add drawings or other visual displays to descriptions as desired to provide additional detail.			
Type: _____Knowledge <input checked="" type="checkbox"/> Reasoning _____Performance Skill _____Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Know what visual displays are Identify details	Add drawings or visual displays to provide details to descriptions		

CCR: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.			
Strand: Speaking & Listening	Cluster: Presentation of Knowledge & Ideas	Grade: Kindergarten	Standard #: 6
Standard: Speak audibly and express thoughts, feelings, and ideas clearly.			
Type: _____ Knowledge _____ Reasoning <u> X </u> Performance Skill _____ Product			

Learning Targets

What are the knowledge, reasoning, performance skills, and products that underpin the standard?

Knowledge Target	Reasoning Target	Performance Skill Target	Product Target
Identify different voice volumes used for different situations		Speak using appropriate voice volume for situation Speak to communicate thoughts, feelings, and ideas clearly	