

OASIS Kindergarten
Check Lists of Target Based Learning Activities
English Language Arts, Math, Fine Arts, Fitness/Health
(Social Studies and Science are in separate documents on the OASIS web site.)

Learning Targets are grouped in topics, not in order of mastery.

English Language Arts
Kindergarten

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key: ■ These items are Learning Standards → These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</p>
	<p>Foundational Reading Skills Print Standards ■ Demonstrate understanding of basic print features → Follow words left to right → Recognize that spoken words are represented in sequences of letters → Understand that words are separated by spaces in print → Recognize and name all upper- and lowercase letters of the alphabet</p> <p>Phonological Awareness ■ Demonstrate understanding of spoken words, syllables and sounds → Recognize and produce rhyming words → Count, say, blend and segment syllables in spoken words → Pronounce initial, middle vowel, and final sounds (consonant-vowel-consonant patterns) → Add or change individual sounds in simple, one-syllable words to make new words</p> <p>Phonics and Word Recognition ■ Know and apply grade level phonics and decoding → Demonstrate knowledge of one-to-one letter-sound correspondence → Associate long and short vowel sounds with common spellings → Read common high-frequency words by sight → Distinguish between words spelled almost the same by identifying the sounds of letters that differ</p> <p>Fluency ■ Read grade level texts with purpose and understanding</p>
	<p>Literature Reading (Fiction) Key Ideas and Details ■ Gather key ideas and details from a variety of grade level texts → Read from a variety of fictional grade level texts → Ask and answer questions accurately → Retell familiar stories → Identify characters, settings and major events in a story</p> <p>Craft and Structure ■ Analyze the structure of texts including word meaning and author's purpose → Ask and answer questions about unknown words → Recognize common types of texts (e.g. storybooks, poems, lists) → Name the author and illustrator and describe what they do</p> <p>Integration of Knowledge and Ideas ■ Compare and contrast content from various sources on the same topic → Describe how the illustrations relate to the story → Compare and contrast adventures and experiences of characters</p>

	<p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ■ Read and comprehend grade-level literary and informational text independently → With fictional text, participate in group reading activities with purpose and understanding
	<p>Informational Reading (Non-Fiction)</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> ■ Gather key ideas and details from a variety of grade level texts → Ask and answer questions accurately → Identify main topic and important details → Describe the connection between people, events, ideas or pieces of information <p>Craft and Structure</p> <ul style="list-style-type: none"> ■ Analyze the structure of texts including word meaning and author's purpose → Ask and answer questions about unknown words in a text → Identify front cover, back cover and title page of a book → Name the author and illustrator of a text and describe each of their roles <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> ■ Compare and contrast content from various sources on the same topic → Describe how the illustrations relate to the story → Identify the reasons the author gives to support an idea → Identify similarities and differences between two texts on the same topic (e.g. illustrations, descriptions) <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> ■ Read and comprehend grade-level literary and informational text independently → With non-fiction texts, participate in group reading activities with purpose and understanding
	<p>Writing</p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> ■ With guidance and support, compose and write clearly and effectively at grade-level in a variety of forms, for a variety of purposes → Compose and write opinion pieces about a book through drawing, dictating, and writing (e.g. <i>My favorite book...</i>), naming the topic or book title → Compose and write to inform or explain through drawing, dictating, and writing, naming the topic and giving information about the topic → Compose and write about a single event or several connected events through drawing, dictating and writing, tell about event(s) in the order they happened, tell about their own reaction to what happened <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> ■ With guidance and support, plan, revise, edit, rewrite, produce final copy and publish or present written compositions → Add details to improve writing based on questions and suggestions from peers → Explore a variety of digital tools to produce and publish writing, some in collaboration with peers <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> ■ With guidance and support, research to gather information and build knowledge, and assess sources for credibility → Work with others to research and write (e.g. read several books by same author and express opinions about them) <p>Recall information from experience or gather information from sources to answer a question</p>

	<p>Speaking and Listening Comprehension and Collaboration</p> <ul style="list-style-type: none"> ■ Prepare for and participate in a range of conversations; build on others' ideas and express own clearly and accurately → Participate in conversations with peers and adults about kindergarten topics and texts, through multiple exchanges → Follow agreed upon rules for discussion (e.g. listening to others, taking turns) → Demonstrate understanding of a text (read aloud or from other media) by asking and answering questions about key details and requesting clarification if needed <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> ■ Present information and supporting evidence so that listeners understand the speakers' reasoning; use digital media and visuals as appropriate to enhance understanding → Describe and provide details about familiar people, places, things and events with prompting and support as needed → Add drawings or other visuals to descriptions to provide detail → Speak clearly and express thoughts, feelings and ideas clearly
	<p>Language Conventions of Standard English</p> <ul style="list-style-type: none"> ■ Demonstrate grade-level appropriate use of standard English grammar and usage → Print upper and lower case letters → Use plurals in conversation → Form questions → Produce complete sentences <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> ■ Develop strategies for learning the meaning of new vocabulary words and figurative language → With kindergarten reading and content, use resources (teacher, parent, dictionary) to learn the meaning of new words → Learn and use new meanings of familiar words → Use common prefixes and suffixes as clues to meaning of new words → With guidance and support, explore word relationships and nuances of meaning → Sort common objects into categories, connecting words to each category → Demonstrate understanding of common verbs and adjectives, associate with opposites → Identify real-life connections between words and use (e.g. notice something <i>colorful, bright</i>) → Notice shades of meaning among similar words (e.g. <i>march, walk, prance</i>) → Use words and phrases discovered in conversations, reading, being read to

**Mathematics
Kindergarten**

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	<p>Counting and Cardinality (K.CC)</p> <ul style="list-style-type: none"> ■ Use accurate number names and counting sequence → Count to 100 by ones and tens → Count forward starting from numbers other than 1 → Write numbers from 0 – 20 <ul style="list-style-type: none"> ■ Count and tell the number of objects → Say number names accurately when counting objects → Determine total number of objects in a group

	<ul style="list-style-type: none"> ■ Compare Numbers → Decide if one group of objects is smaller or larger than another → From written numbers, tell which represents more or less than the other
	<p>Operations and Algebraic Thinking (K.OA)</p> <ul style="list-style-type: none"> ■ Explain and demonstrate that addition is putting together, and subtraction is taking apart → Create addition and subtraction examples with objects, fingers, drawings, etc. → Write, draw or explain how to “make” numbers by using other number pairs. For example: $5=2+3$, etc. → Write, draw or explain how to “make a 10” starting with a given number.
	<p>Number and Operations in Base 10 (K.NBT)</p> <ul style="list-style-type: none"> ■ Work with numbers 11-19 to build a foundational understanding of place value → Build numbers with 10 ones and some more ones (with objects or drawings), such as 10 rocks and 3 rocks. Write the equations: $13 = 10 + 3$.
	<p>Measurement and Data (K.MD)</p> <ul style="list-style-type: none"> ■ Describe and compare measurable attributes → Use words such as length or weight to describe objects → Compare two objects with the same attribute: taller/shorter, heavier/lighter ■ Classify and count → Sort and classify objects into given categories (by colors, shapes etc.) → Count objects in each category
	<p>Geometry (G)</p> <ul style="list-style-type: none"> ■ Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes cones cylinders, spheres) → Find these shapes in the environment (indoors and outdoors) → Play guessing games “I see a...” and describe an object using shape words. → Find objects that are two-dimensional (flat) and three dimensional (solid), using the terms correctly

**Fine Arts
Kindergarten**

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	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> → Learn and use art concepts, vocabulary, skills, and techniques in dance, music, theater and visual arts → Examine, create and experience a variety of genres of various artists, cultures and times → Practice appropriate audience behaviors in a variety of arts settings and performances
	<p>Creating, Performing/Presenting and Responding:</p> <ul style="list-style-type: none"> → Use the creative process (e.g. identify audience and purpose, gather information from various sources, use elements and skills of the arts) in a creative work → Self-evaluate and improve as needed; present work in a performance or exhibition; reflect upon work and/or performance and set goals for improvement → Respond to an arts exhibit or performance; describe what was seen, felt and/or heard; analyze the use of elements and skills; interpret meaning; evaluate using evidence and aesthetic criteria

	<p>Communicate Through the Arts:</p> <ul style="list-style-type: none"> → Present ideas and express feelings through a variety of artistic genres and styles in dance, music, theater and visual arts → Create and/or perform an artwork to communicate for a given purpose in dance, music, theatre, and visual arts
	<p>Connecting the Arts to Content, Life, Cultures, Work:</p> <ul style="list-style-type: none"> → Apply art skills, concepts, and vocabulary common among and between the arts and other content areas → Share and apply how the arts impact personal and community choices → Compare and share how artistic presentations and performances reflect cultures and traditions → Identify how arts knowledge, skills and work habits are needed and used in the world of work

Health and Fitness Kindergarten

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	<p>Physical Fitness:</p> <ul style="list-style-type: none"> → Demonstrate motor and movement skills (e.g. walk, jog, run, jump, hop, leap, gallop, slide, skip, bend, twist, stretch, push, pull, turn, swing, sway, rock, balance, roll, bounce, toss, throw, catch/receive, strike, kick, punt) → Use movement concepts (e.g. personal space, pathways for moving safely, levels, direction) → Understand safety rules (e.g. freeze on signal, safe use of equipment, take break when needed, hydrate, proper clothing and shoes for physical activity) → Invite others to join a game → Recognize the body needs healthy food
	<p>Health and Safety:</p> <ul style="list-style-type: none"> → Understand feeling well and not well → Manage self-care routines (brush teeth, wash hands) → Name the five senses and functions → Understand need for exercise and good nutrition → Recognize risky situations and how to get help (e.g. unwanted touch, bullying); know when to call 911
	<p>Health and Fitness in Daily Life:</p> <ul style="list-style-type: none"> → Eat fruits and vegetables → Identify stress (e.g. worry, excitement) and how to manage it (e.g. talk to an adult) → Understand emotions in self and others (e.g. a smile or frown)
	<p>Plan for Health and Fitness:</p> <ul style="list-style-type: none"> → Plan daily activity for fitness