

**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"> <li>■ Read and comprehend grade-level literary and informational text independently</li> <li>→ With fictional text, participate in group reading activities with purpose and understanding</li> </ul>
	<p>Informational Reading (Non-Fiction)</p> <p>Key Ideas and Details</p> <ul style="list-style-type: none"> <li>■ Gather key ideas and details from a variety of grade level texts</li> <li>→ Ask and answer questions accurately</li> <li>→ Identify main topic and important details</li> <li>→ Describe the connection between people, events, ideas or pieces of information</li> </ul> <p>Craft and Structure</p> <ul style="list-style-type: none"> <li>■ Analyze the structure of texts including word meaning and author's purpose</li> <li>→ Ask and answer questions about unknown words in a text</li> <li>→ Identify front cover, back cover and title page of a book</li> <li>→ Name the author and illustrator of a text and describe each of their roles</li> </ul> <p>Integration of Knowledge and Ideas</p> <ul style="list-style-type: none"> <li>■ Compare and contrast content from various sources on the same topic</li> <li>→ Describe how the illustrations relate to the story</li> <li>→ Identify the reasons the author gives to support an idea</li> <li>→ Identify similarities and differences between two texts on the same topic (e.g. illustrations, descriptions)</li> </ul> <p>Range of Reading and Level of Text Complexity</p> <ul style="list-style-type: none"> <li>■ Read and comprehend grade-level literary and informational text independently</li> <li>→ With non-fiction texts, participate in group reading activities with purpose and understanding</li> </ul>
	<p>Writing</p> <p>Text Types and Purposes</p> <ul style="list-style-type: none"> <li>■ With guidance and support, compose and write clearly and effectively at grade-level in a variety of forms, for a variety of purposes</li> <li>→ 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</li> <li>→ Compose and write to inform or explain through drawing, dictating, and writing, naming the topic and giving information about the topic</li> <li>→ 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</li> </ul> <p>Production and Distribution of Writing</p> <ul style="list-style-type: none"> <li>■ With guidance and support, plan, revise, edit, rewrite, produce final copy and publish or present written compositions</li> <li>→ Add details to improve writing based on questions and suggestions from peers</li> <li>→ Explore a variety of digital tools to produce and publish writing, some in collaboration with peers</li> </ul> <p>Research to Build and Present Knowledge</p> <ul style="list-style-type: none"> <li>■ With guidance and support, research to gather information and build knowledge, and assess sources for credibility</li> <li>→ Work with others to research and write (e.g. read several books by same author and express opinions about them)</li> </ul> <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"> <li>■ Prepare for and participate in a range of conversations; build on others' ideas and express own clearly and accurately</li> <li>→ Participate in conversations with peers and adults about kindergarten topics and texts, through multiple exchanges</li> <li>→ Follow agreed upon rules for discussion (e.g. listening to others, taking turns)</li> <li>→ Demonstrate understanding of a text (read aloud or from other media) by asking and answering questions about key details and requesting clarification if needed</li> </ul> <p>Presentation of Knowledge and Ideas</p> <ul style="list-style-type: none"> <li>■ Present information and supporting evidence so that listeners understand the speakers' reasoning; use digital media and visuals as appropriate to enhance understanding</li> <li>→ Describe and provide details about familiar people, places, things and events with prompting and support as needed</li> <li>→ Add drawings or other visuals to descriptions to provide detail</li> <li>→ Speak clearly and express thoughts, feelings and ideas clearly</li> </ul>
	<p>Language Conventions of Standard English</p> <ul style="list-style-type: none"> <li>■ Demonstrate grade-level appropriate use of standard English grammar and usage</li> <li>→ Print upper and lower case letters</li> <li>→ Use plurals in conversation</li> <li>→ Form questions</li> <li>→ Produce complete sentences</li> </ul> <p>Vocabulary Acquisition and Use</p> <ul style="list-style-type: none"> <li>■ Develop strategies for learning the meaning of new vocabulary words and figurative language</li> <li>→ With kindergarten reading and content, use resources (teacher, parent, dictionary) to learn the meaning of new words</li> <li>→ Learn and use new meanings of familiar words</li> <li>→ Use common prefixes and suffixes as clues to meaning of new words</li> <li>→ With guidance and support, explore word relationships and nuances of meaning</li> <li>→ Sort common objects into categories, connecting words to each category</li> <li>→ Demonstrate understanding of common verbs and adjectives, associate with opposites</li> <li>→ Identify real-life connections between words and use (e.g. notice something <i>colorful, bright</i>)</li> <li>→ Notice shades of meaning among similar words (e.g. <i>march, walk, prance</i>)</li> <li>→ Use words and phrases discovered in conversations, reading, being read to</li> </ul>

**Mathematics  
Kindergarten**

<p>Use this column to track student progress toward Learning Targets and make notes.</p>	<p>Symbol Key:</p> <ul style="list-style-type: none"> <li>■ These items are Learning Standards</li> <li>→ These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</li> </ul>
	<p>Counting and Cardinality (K.CC)</p> <ul style="list-style-type: none"> <li>■ Use accurate number names and counting sequence</li> <li>→ Count to 100 by ones and tens</li> <li>→ Count forward starting from numbers other than 1</li> <li>→ Write numbers from 0 – 20</li> </ul> <ul style="list-style-type: none"> <li>■ Count and tell the number of objects</li> <li>→ Say number names accurately when counting objects</li> <li>→ Determine total number of objects in a group</li> </ul>

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

**Fine Arts  
Kindergarten**

Use this column to track student progress toward Learning Targets and make notes.	<p>Symbol Key:</p> <ul style="list-style-type: none"> <li>■ These items are Learning Standards</li> <li>→ These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</li> </ul>
	<p>Knowledge and Skills:</p> <ul style="list-style-type: none"> <li>→ Learn and use art concepts, vocabulary, skills, and techniques in dance, music, theater and visual arts</li> <li>→ Examine, create and experience a variety of genres of various artists, cultures and times</li> <li>→ Practice appropriate audience behaviors in a variety of arts settings and performances</li> </ul>
	<p>Creating, Performing/Presenting and Responding:</p> <ul style="list-style-type: none"> <li>→ 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</li> <li>→ Self-evaluate and improve as needed; present work in a performance or exhibition; reflect upon work and/or performance and set goals for improvement</li> <li>→ 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</li> </ul>

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

### Health and Fitness Kindergarten

Use this column to track student progress toward Learning Targets and make notes.	<p>Symbol Key:</p> <ul style="list-style-type: none"> <li>■ These items are Learning Standards</li> <li>→ These activities are Learning Targets and define what a student will do. Targets are reported in the 30-Day Review.</li> </ul>
	<p>Physical Fitness:</p> <ul style="list-style-type: none"> <li>→ 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)</li> <li>→ Use movement concepts (e.g. personal space, pathways for moving safely, levels, direction)</li> <li>→ Understand safety rules (e.g. freeze on signal, safe use of equipment, take break when needed, hydrate, proper clothing and shoes for physical activity)</li> <li>→ Invite others to join a game</li> <li>→ Recognize the body needs healthy food</li> </ul>
	<p>Health and Safety:</p> <ul style="list-style-type: none"> <li>→ Understand feeling well and not well</li> <li>→ Manage self-care routines (brush teeth, wash hands)</li> <li>→ Name the five senses and functions</li> <li>→ Understand need for exercise and good nutrition</li> <li>→ Recognize risky situations and how to get help (e.g. unwanted touch, bullying); know when to call 911</li> </ul>
	<p>Health and Fitness in Daily Life:</p> <ul style="list-style-type: none"> <li>→ Eat fruits and vegetables</li> <li>→ Identify stress (e.g. worry, excitement) and how to manage it (e.g. talk to an adult)</li> <li>→ Understand emotions in self and others (e.g. a smile or frown)</li> </ul>
	<p>Plan for Health and Fitness:</p> <ul style="list-style-type: none"> <li>→ Plan daily activity for fitness</li> </ul>