

KINDERGARTEN

STATE ACCOMPLISHMENTS		KNOX COUNTY GOALS & OBJECTIVES	ASSESSMENT	PRIORITY	PERFORMANCE OBJECTIVES	ACTIVITY	Scott-Foresman Manual	Kindergarten Literacy Assessment Handbook	S.M.A.R.T. Handbook	C.A.R.E. Handbook
K.1.01 Develop oral language										
	K.1.01 l	Goal 3, Objectives 1, 2		I	The learner will memorize familiar texts.	Incorporate finger plays, nursery rhymes, and other pieces of literature into daily activities. Ask students to recite pieces individually. Shy or reluctant students should be encouraged to recite with other students.	Units 1, 3, 4, 5	p. 63 pp. 99-100		
	K.1.01 h K.1.06 c	Goal 3, Objectives 1, 2, 5		I	The learner will pretend read familiar texts.	Encourage students to "read" familiar texts emergently, not verbatim, from print. SR 6: Reading Work Station SR 8: Big Books	Units 1-6			
	K.1.01 a	Goal 4, Objective 3	AH 30 Anecdotal Record	E	The learner will use vocabulary necessary to describe self.	After students have drawn pictures of themselves, have each student tell about the picture, including full name, age, and something special about the picture. ER 7: Class News Message Board	Unit 1	pp. 84-85	SM Human Figure Drawing	
	K.1.01 a	Goal 3, Objective 3		I	The learner will show evidence of expanding oral language through vocabulary growth.	After read-alouds, encourage students to participate in oral discussions of the text using the language/ vocabulary of the text.	Units 1-5	pp. 99-100	SM Environmental Print	
	K.1.01 a	Goal 4, Objectives 1, 2	AH 98 Anecdotal Record	E	The learner will identify colors and color words.	Teach the names of the colors by emphasizing one color at a time. Bulletin boards, centers, picture books, and group activities should focus on specific colors and color words.	Units 1, 2, 6		ACTL Color Word List	

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	K.1.01 a	Goal 3, Objectives 2, 3, 4		I	The learner will use words necessary to describe objects.	Have students select an object for "Show and Tell". Provide prompts to initiate verbalization. Vocabulary should include quantitative words (i.e. big, little), other adjectives and prepositions.	Unit 1, 4		SM Tactile Stimulation	
	K.1.01 b K.1.02 b	Goal 3, Objective 2 Goal 1 Objective 8	AH 114 Speaking Skills AH 91 Oral Language Behaviors	E	The learner will speak clearly, properly, and politely.	Have the students role play situations requiring polite and proper expressions. (housekeeping, block, and content area centers) IR 43: How to be a Good Speaker	Units 2, 3, 6			
	K.1.01 c	Goal 2 Objective 1		I	The learner will begin to use rules for conversation.	Through out the day, teacher model and encourages students to use proper rules of conversation. IR 45: Participate in Discussions	Units 2, 5, 6			
	K.1.01 d, h	Goal 3, Objective 4	AH 114 Speaking Skills	E	The learner will relate information orally.	During small group, have students describe the day's events, or a special activity which they participated in. ER 6: Current Events Message Board	Units 1, 3, 6	pp. 84-87		
	K.1.01 e, f, g		KLA Writing	E	The learner will describe the contents of a picture.	Display an interesting picture. Ask questions such as, "What do you see?" or "What do you think will happen next?". Continue prompting until discussion is complete. IR 44: Ask and Answer Questions	Units 2, 3, 5	p. 84		

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	K.1.01 g, i	Goal 3, Objective 3	AH 105 Retelling Form	I	The learner will dramatize and/or retell a simple story to develop narrative skills.	Encourage students to retell a personal experience or dramatize a familiar story. IR 46: Tell an Original Story	Units 3,4,6	p. 99		
K.1.02 Develop listening skills										
	K. 1.02 a, e	Goal 2 Objectives 1,2	AH 114 Listening Skills	E	The learner will listen and follow directions.	Have each student draw a picture by listening to a two step direction. IR 48: Listen to Follow Directions	Units 2,3		ACTL Auditory Commands	
	K1.02 d	Goal 6 Objectives 1, 2		C	The learner will recognize the difference between formal and informal languages.	Read text that includes different genres and multicultural diversity. Discuss similarities and differences in the dialogues and/or dialects. SR 14: Set Up the Listening Work Station SR 15: Build Background and Selection Audio	Unit 6	pp. 99-100		

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K.1.03 Demonstrate knowledge of concepts of print										
	K. 1.03 a, b	Goal 4 Objective 2		I	The learner will "read"/recognize environmental print (labels, signs, and logos).	Provide labels for common objects found in the classroom. In centers display signs, posters, and logos that support environmental awareness.	Units 1, 2, 5	pp. 67-68	ACTL Concept Cards	
	K. 1.03 c	Goal 4 Objective 1	KLA Print Concepts	E	The learner will "pretend read" from left to right, top to bottom, front to back, hold a book upright, and turn the pages.	Teacher will track the print as she/he reads text to visually reinforce left to right and top to bottom. Model how to begin reading from the front cover to the back and how to turn pages.	Unit 1	p. 61, 63		
	K. 1.03 d	Goal 4 Objective 4	KLA Writing	E	The learner will read and explain his/her own drawings.	During journal writing, ask students to draw a picture and "write" about it. Students share their work.	Unit 2	p. 61 p. 84		
	K. 1.03 e	Goal 4 Objective 8	KLA Print Concepts AH 88 Knowledge About Books	E	The learner will identify front & back covers of a book.	During <u>every</u> read-aloud or shared reading, show book cover and read the title, author, and illustrator.	Units 1, 2, 4	pp. 63, 99		

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	K. 1.03 f	Goal 4 Objective 5		KLA Letter and Sound Association (Names) AH 115 Print and Word Awareness	E	The learner will distinguish letters from words.	Provide small group or center activities where students sort letters and words using magnetic letters, overhead tiles or reading rods. SR 5: Letter and Word Cards	Unit 1	pp. 73, 74		CARE visual/word building pp. 1-8
K.1.04 Phonemic Awareness											
	K. 1.04 a	Goal 2 Objectives 1, 2		KLA Letter and Sound Association (Sounds)	E	The learner will know many one to one letter-sound correspondences.	In a small group activity, match letter sound to picture (e.g., a/apple, b/book, c/cat, etc). IR 2: Phonics Through Songs and Rhymes PH 83-85: Phonics Activities	Units 1-6	pp. 73, 74	ACTL Auditory Discrimination	CARE visual auditory pp. 1-8
	K. 1.04 b	Goal 2 Objective 3		KLA Phonemic Segmentation and Representation	E	The learner will use sound-stretching on one syllable words to identify each phoneme (cat, /c/, /a/, /t/).	Using Elkonin (sound) boxes, have student say the word slowly, stretching and segmenting the sound. Have student push tokens, one for each sound, into boxes that represent the phonemes in each word. PH 50: Sound Stretching Routines PH 77: Where, Oh Where Can My Sound Be? PH 108: Sound Boxes	Units 2, 3, 4	pp. 75, 76	ACTL Sound Blending	CARE auditory pp. 1-8

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K. 1.04 c	Goal 2 Objectives 1, 2	KLA Phonemic Segmentation and	E	The learner will use sound blending of each separately spoken phoneme to make a meaningful word (/d/, /a/, /d/ to dad).	During shared writing, teacher models sounding out words. IR 10: Recognize Phonemes in a Word	Units 1-6	pp. 75, 76	ACTL Sound Blending	CARE auditory/ word building pp. 2-8
K. 1.04 d	Goal 2 Objectives 1, 2	KLA Phonemic Segmentation and Representation	E	The learner will segment one-syllable words into individual sounds and blend the sounds into whole words.	Teacher and students build words on pocket chart using letter sounds. IR 10: Recognize Phonemes in a Word PH 108: Elkonin Boxes/Sound Boxes	Units 3,4,6	pp. 75, 76	ACTL Sound Blending	CARE auditory/ word building pp. 2-8
K.1.04 e	Goal 2 Objectives 1, 2	KLA Phonological Awareness (Rhyme)	E	Given a spoken word, the learner will produce another word that rhymes with it.	Read lively text such as Dr. Seuss books. Have students identify rhyming words and give another rhyming word. Use pictures for rhyming and word family sorts. IR 3: Rhyming PH 73: Rhyme SR 16: Phonics Songs and Rhymes Audio	Units 1-6	pp. 79-80	ACTL Rhyme Time	CARE auditory pp. 2-8
K.1.04 f	Goal 2 Objectives 1, 2	KLA Phonological Awareness (Beginning Sounds)	E	The learner will recognize words that have the same beginning/ending sounds.	Use picture sorts, word sorts, and picture memory games to develop and strengthen beginning and ending sounds. IR 9: Isolate Beginning and Ending Sounds PH 76: Matching Sounds	Units 1-6	pp. 77-79	ACTL Auditory Discrimination	CARE auditory pp. 1-8

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	K.1.04 g	Goal 2 Objectives 1, 2		C	The learner will understand words are made up of one or more syllables.	Say a word and have children clap, snap fingers, shake heads, or tap feet, to identify syllables. Reinforce skill by using familiar words, children's first names and common objects. IR 5: Syllable Blending and Segmenting PH 75: Blending and Segmenting Syllables	Units 1-6		ACTL Sound Blending CARE auditory pp. 1-8
K.1.05 Decoding Strategies									
	K.1.05 a	Goal 4 Objectives 1, 2		E	The learner will recognize the letters of the alphabet.	Provide numerous activities to assist in letter identification (e.g., children's first names, alphabet chart, ABC songs, ABC books, magnetic or sponge letters). IR 1: Alphabetic Knowledge PH 81-82: Letters	Units 1-6	pp. 73-74 p. 77	CARE visual auditory pp. 1-8
	K.1.05 b	Goal 4 Objectives 1, 2		E	The learner will begin to understand that sequence of letters in a written word represents the sequence of sounds in a spoken word.	Develop through shared writing activities, word wall, and sorts. IR 11: Sound Out Words SR 1: Set Up the Phonics Word Station SR 5: Letter and Word Cards	Units 1-6	pp.75-76	ACTL Sound Blending CARE visual auditory pp. 2-8

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	K.1.05 c, d	Goal 4 Objectives 1, 2	KLA Word Reading Word Writing Phonemic Segmentation and Representation	E	The learner will use letter-sound matches to decode simple words, and as letters change, so do the sounds. (alphabetic principle)	Build words through magnetic letters, pocket chart activities, and word sorts. IR 12: Make Words PH 80: Substituting Sounds SR 3: Write-On/Wipe-Off Boards SR 4: Flip Books	Units 1-6 pp. 73-74 p. 80	ACTL Auditory Closure	CARE visual auditory/ word building pp. 2-8
K.1.06 Read to develop fluency, expression, accuracy and confidence									
	K.1.06 a	Goal 4 Objectives 1, 2, 6	KLA Reading	E	The learner will read simple texts containing familiar letter-sound correspondences and high frequency words.	Develop through repeated readings of group writings, class books, predictable readers, charts and poems. Display writings for read-the room activity. SR 6: Independent Reading Work Station SR 9: Self-Selected Books	Units 1-4 pp. 99-100 p. 106	ACTL High Interest Word and Phrase Cards	
	K. 1.06 b, c	Goal 4 Objectives 2, 6	KLA Reading	E	The learner will recognize that intonation and volume of voice assists with meaning. The learner will read as "an emergent reader" a favorite story with fluent intonation and phrasing.	Teacher will dramatize and model reading of charts, poems, fiction and nonfiction texts. Encourage students to "read" into a tape recorder and listen to the tape for expression and volume.	Units 5-6 pp. 99-100 p. 106		

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K.1.07 Develop and extend reading vocabulary										
	K. 1.07 a, b, c	Goal 4 Objectives 3, 7, 9		I	The learner will build vocabulary by listening to and experiencing a wide range of literature and text types through shared readings and discussions.	During read-alouds and shared reading, the teacher will use a variety of literature to engage students in oral discussions.	Units 1-6	pp. 99-100		
	K.1.07 d	Goal 4 Objectives 2, 3		I	The learner will begin to utilize word families and word walls.	Utilize magnetic letters, overhead tiles, felt letters, and dry erase boards to support students in the reading/writing of words. IR 13: High Frequency Word Wall PH 121: Word Slide SR 3: Write-On/Wipe-Off Boards	Units 1-6	p. 76 p. 79	ACTL Word Families	CARE word building pp. 2-8
	K.1.07 e	Goal 4 Objectives 1, 2, 3	KLA Word Reading	E	The learner will read some high frequency words by sight.	Highlight high frequency words during: shared and interactive writing, word wall activities, guided reading, and in class books. SR 1: Set Up the Phonics Work Station SR 26: AstroWord	Units 1-6	p. 76 p. 86 pp. 100-101	ACTL High Interest Word and Phrase Cards	
	K.1.07 f	Goal 4 Objective 8		C	The learner will use a picture dictionary to determine word meaning.	Provide a picture dictionary as a source for journal writing and vocabulary building.	Units 3-5			

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K.1.08 Develop and use pre-reading strategies									
	K.1.08 a	Goal 2 Objectives 1, 4 Goal 1 Objective 8	AH 120 Listening Strategies	E	The learner will recognize a purpose for listening.	Through teacher-directed activities, students listen and follow directions, enjoy a story, get information, or solve a problem. IR 49: Listen for a Purpose	Units 2, 4		
	K.1.08 b, d,	Goal 2 Objectives 1, 2	KLA Reading	E	The learner will relate background knowledge and picture clues to derive meaning from text.	Before reading, teacher models a picture walk to preview text and activate prior knowledge. IR 73: Background Knowledge and Vocabulary SR 15: Build Background	Units 1-6 pp. 100-101 p. 107		
	K.1.08 c	Goal 2 Objective 1	KLA Reading	E	The learner will make predictions about text.	After discussing the title, author and book cover, students predict what the book is about. Predictions are recorded and checked after story is read.	Units 1-6 pp. 100-101 p. 107		

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	K.1.08 e	Goal 2 Objectives 1, 2, 3		I	The learner will participate in the creation of graphic organizers (charts, KWL, etc.).	Teacher helps students understand information being presented through the use of lists, charts, graphs, tables, illustrations, and maps in the text. IR 72: Graphic Organizers	Units 1-6	pp. 84-85	
	K.1.08 f	Goal 2, Objective 2	KLA Reading	E	The learner will connect to life experiences the information and events in text.	During read-alouds, shared and guided reading, teacher will encourage students to respond personally to the text. IR 39: Reader Response:	Units 1-6	p. 88 pp. 99-101 pp. 106-107	
K.1.09 Use active comprehension strategies to derive meaning while reading and check for understanding after reading									
	K.1.09 a, 1, 2	Goal 3 Objective 4	AH 98 Anecdotal Record	E	The learner will derive meaning from text by asking questions and participating in discussions.	Encourage students to share ideas and ask questions during shared/ interactive and guided reading. IR 44: Ask and Answer Questions	Units 1-6		

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K.1.09 a, 3	Goal 1 Objectives 2, 3	AH 98 Anecdotal Record	E	The learner will derive meaning from text by predicting what will happen as the story is shared.	As text is read, have students write or draw their predictions at key points in the story. IR 22: Predicting	Units 1-6	pp. 99-101	ACTL Listening Comprehension	
K.1.09 a, 4	Goal 1 Objectives 1, 5, 6		C	The learner will derive meaning from text by creating mental images of the story (i.e., character, setting).	Have children draw their favorite character or setting of the story and discuss.	Units 1-6			
K.1.09 b,1, 2	Goal 2 Objectives 1, 2 Goal 1 Objective 4		C	The learner will check for understanding after reading a text by retelling a story in own words and recalling two or three steps in sequence.	Using nonfiction text, have students use drawings, diagrams, or webs for representing information on a topic. IR 23: Retelling/Summarizing IR 80: Graphic Organizer	Units 1-6			
K.1.09 b, 3	Goal 1 Objectives 2, 7 Goal 2 Objective 4	KLA Reading	E	The learner will draw conclusions based on evidence in the text.	Children use a story web to record their words or pictures of a conclusion to a story. IR 28: Drawing Conclusions IR 78: Graphic Organizer	Units 3-6		ACTL Concept Cards	
K.1.09 b,4	Goal 1 Objective 3		I	The learner will use pictures to discuss main idea.	Using a big book, teacher models a picture walk, encouraging students to use the illustrations in their discussion on what the story is about.	Unit 5	pp. 99-101		

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K.1.10 Provide multiple sources of information to facilitate learning									
	K.1.10 a	Goal 7 Objective 1		I	The learner will recognize the family and community as resources for information.	Invite family and community members and programs into the classroom to discuss specific topics.			
	K.1.10 b, c	Goal 7 Objective 1	AH 120 Viewing Strategies	E	The learner will recognize sources of information such as charts, posters, computers, etc.	Display class procedures, center rules, etc. in chart or poster form for students to follow. ER 8: Daily Schedule	p. 110		
K.1.11 Develop skills to facilitate reading in a variety of content areas									
	K.1.11 a	Goal 7 Objective 1	KLA Reading	E	The learner will recognize that printed materials provide information on science, math and social studies topics/concepts.	Choose informational big books, trade books, charts or posters to read and discuss with students. Complete a KWL chart. SR 13: Informational Reading IR 86: Graphic Organizer	p. 110	ACTL Concept Cards	
	K.1.11 a, b	Goal 7 Objective 1	KLA Reading	E	The learner will use illustrations and other text features to derive meaning.	During read-alouds on informational text, teacher models how to use diagrams, pictures, or drawings to provide understanding to the reader.	pp. 99-100, p. 106		

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K.1.12 Read independently for a variety of purposes									
	K.1.12 a, b, c	Goal 7 Objective 1		C	The learner will read to gain information, for enjoyment, and to expand vocabulary.	Provide a variety of books on various topics at various levels for self-selected/independent reading. SR 6-10: Independent Reading Work Stations	Units 1-6	pp. 99-100	
K.1.13 Begin to experience various literary genre									
	K.1.13 a, b, c, d, e, f, g	Goal 2 Objectives 1, 2 Goal 6 Objective 2		I	The learner will explore a variety of books: picture, alphabet, number, rhyming, story, song, poetry, and fairy tale.	During teacher directed activities, read and discuss a variety of books. In the classroom library, provide easy access to an assortment of literary genres. AH 107: Reading Log SR 6-10: Independent Reading Work Stations	Units 1-6	p. 99	
	K.1.13 h	Goal 7 Objective 3 Goal 2 Objective 2 Goal 1 Objective 4		I	The learner will view various media genres (i.e. posters, pictures, photographs, and videos).	During read-alouds and shared readings, teacher discusses information gained by viewing posters, pictures, etc.	Units 1-6	p. 85 pp. 99-100 p. 110	ACTL Concept Cards

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K.1.14 Develop and maintain a motivation to read										
	K.1.14 a	Goal 7 Objective 1		I	The learner will visit the library and regularly check out materials.	Schedule frequent class visits to school media center. SHR 3: Using the Library	Units 1-6			
	K.1.14 b, c	Goal 7 Objective 1		I	The learner will share story books, poems, environmental print, and identify favorite stories.	Encourage peer discussion through read-alouds, shared/guided reading, listening center, literacy center and computer activities. SHR 2: Reading at Home SHR 4: Daily Literacy Routines	Units 1-6	pp. 99-110		
K.2.01 Use a variety of pre-writing strategies										
	K.2.01 a, b, c, d	Goal 5 Objective 3	AH 119 Writing Progress	E	The learner will brainstorm ideas with teacher and peers, draw pictures, construct graphic organizers, and use a variety of sources to generate ideas.	In group activities, assist children in deciding on topics and help them organize ideas. Discuss personal experiences and familiar books to help develop details. Use brainstorming and graphic organizers to record ideas/details. IR 50: The Writing Process: Prewrite IR 78: Graphic Organizer	Units 1-6			

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K.2.02 Write for variety of purposes										
	K.2.02 a, b, c	Goal 5 Objective 5		I	The learner will write to acquire and exhibit knowledge, to entertain and to inform.	Develop through interactive, shared and independent writings of daily news, class books, morning message, and journals. AH 108: Writing Log	Units 1-6	pp. 84-97		
K.2.03 Show evidence of drafting and revision with written work										
	K.2.03 a, b	Goal 5 Objectives 2, 6	KLA Writing	E	The learner will represent spoken language with illustrations, temporary, and/or conventional spelling, and simple words with teacher assistance.	Write through journals, shared, interactive and independent writing activities. Ex. Draw a picture and label or write about the picture. IR 51: The Writing Process: Draft IR 52: The Writing Process: Revise	Units 1-6		SM Figure Drawing	
	K.2.03 c, d	Goal 5 Objective 5		C	The learner will participate in teacher-led experience stories using descriptive words and details.	Encourage students to help compose text during interactive writing. Guide students to focus on descriptive words and details.	Units 1-6	pp. 84-97		

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K.2.04 Include editing before completion of finished work										
	K.2.04 a, b	Goal 5 Objectives 3, 4		C	The learner will reread writing to interpret what has been written and self-correct.	During interactive writing, teacher models think alouds as she/he edits a piece of writing. Provide students with correction tape and display a simple editing checklists to support students in the editing process . IR 53: The Writing Process: Edit	Unit 6	pp. 84-91		
K.2.05 Evaluate own and others' writing										
	K.2.05 a	Goal 5 Objective 3		C	The learner will use simple rubrics to evaluate own pictures/writings and group work.	Model for students how to use a rubric to evaluate a group story. Display the rubric and refer to it often.	Units 1-6			
	K.2.05 b	Goal 5 Objective 6		C	The learner will discuss and react to writings.	Have students show and talk about their writings. Display students' writings in the classroom and in the halls to encourage" read and write the room". IR 55: Sentences, A Story About Me	Units 1-6	pp. 91-93		

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	K.2.05 c	Goal 5 Objective 3		C	The learner will review personal collection to determine progress.	Teacher will review with individuals their journals, portfolios, writings about self, etc. and discuss their progress. SR 19: Journal Writing AH 104: Record of Child's Writing	Units 1-6	pp. 93-97	
K.2.06 Experience numerous publishing opportunities									
	K.2.06 a, b	Goal 5 Objectives 6, 7		I	The learner will compose a variety of written works and incorporate illustrations and/or photographs.	Model and provide opportunities to write and illustrate class books, picture glossaries, posters, and letter writing. Place written works in the classroom library for students to reread.	Units 1-6	pp. 84-96	
	K.2.06 c, d	Goal 5 Objectives 7, 9 Goal 7 Objective 2		C	The learner will make use of technology to publish writing and share completed work orally.	Provide opportunities for students to use computer programs (e.g., Story-book Making, Kid Pix, etc.) Have students share their writings with peers by displaying it in the room (e.g., in reading and writing centers, in the classroom library, on a bulletin board, etc.) IR 54: The Writing Process: Publish SR 22: Set Up the Technology Work Station	Units 1-6		

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K.2.07 Write narrative accounts									
	K.2.07 a, b	Goal 5 Objective 5		I	The learner will participate in the creation of experience stories by expressing thoughts, feelings, and experiences through illustrations, dictation or writing.	Teacher models through interactive writing how to express personal responses and personal narratives. IR 55: Key Features: A Story About Me	Units 1-6	pp. 84-96	
K.2.08 Write frequently across content areas									
	K.2.08 a, b, c, d	Goal 5 Objective 5	AH 117 Writing	E	The learner will participate in shared writing about social studies, science, math, art, and personal activities.	After students participate in content related discussions, the teacher will engage students in writing down their ideas through a shared writing activity. SR 20: Cross-Curricular Work Station SR 21: Connect Across the Content Areas	Units 2-6	pp. 93-95	
K.2.09 Write expressively using original ideas, reflections, and observations									
	K.2.09 a	Goal 5 Objective 4	AH 108 Writing Log	E	The learner will have a time, place, and needed materials to write.	Students participate in daily literacy center activities. SR 17: Set Up the Writing Work Station	Units 1-6	pp. 95-96	

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	K.2.09 b	Goal 5 Objective 4	KLA Writing AH 110 About My Portfolio	I	The learner will maintain, with teacher assistance, samples of writings and drawings.	Students maintain samples of writings/drawings through: journals, notebooks, portfolios, etc.	Units 1-6	p. 37	
	K.2.09 c	Goal 5 Objective 9		C	The learner will dictate stories (i.e., into tape recorder, to adult).	Students will participate in the telling/retelling of stories to a volunteer or into a tape recorder. An adult will support the student as she/he illustrates and or writes the text.	Units 1-6		
K.2.10 Write in response to literature									
	K.2.10 a	Goal 5 Objective 5		I	The learner will dictate a new ending to a story.	After reading a familiar text, encourage students to give a new ending. Teacher records student responses on chart paper.	Unit 6	pp. 91-93	
	K.2.10 b	Goal 5 Objective 5		I	The learner will use repetitive text to re-enact or retell stories.	Teacher and students use story maps to draw and label pictures to retell text. Students work with a partner to retell stories.	Units 2, 5, 6		
	K.2.10 c	Goal 5 Objective 5	AH 105 Retelling Form	E	The learner will create a drawing, picture, sign or other graphic symbols to respond to literature.	Teacher and children complete a graphic organizer to help retell the story. Children illustrate story and write words or sentences describing their picture.	Units 1-6	pp. 91-93	

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	K.2.10 d	Goal 5 Objective 5	AH 116 Reading	E	The learner will retell stories using illustrations.	Students use pictures from text to retell story.	Units 2-5			
K.2.11 Write in a variety of modes and genres										
	K.2.11 a	Goal 5 Objective 5	AH 104 Record of Child's Writing	E	The learner will illustrate and/or write in journals using temporary/conventional spelling.	Provide journals to student for daily writing activities. SR 19: Journal Writing	Units 1-4			
	K.2.11 b	Goal 5 Objective 6		C	The learner will write a friendly note using temporary/conventional spelling with teacher assistance.	During shared/interactive writing, the teacher guides and models the procedure for writing notes. Students are encouraged to write their own notes.	Units 2, 3, 4, 6	pp. 86-88 p. 93		
K.3.01 Demonstrate knowledge of standard English usage										
	K.3.01 a, b	Goal 3 Objectives 2, 3		I	The learner will use correct grammatical constructions in own speech with correct verb and verb tense.	Through daily oral language activities, teacher models correct grammar and verb tense.	Unit 6			

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K.3.02 Demonstrate knowledge of standard English mechanics										
	K.3.02 a, b	Goal 4 Objective 1		I	The learner will form legible upper and lower case letters and write from left to right and top to bottom.	During interactive writing instruction, the teacher models correct letter formation and guides students as they share the pen.	Units 1-6	p. 70	ACTL Airplane Writing	CARE Handwriting pp. 1-8
	K.3.02 c, d, e	Goal 5, Objectives 1, 8		C	The learner will use appropriate capitalization when writing names and beginning sentences and recognize ending punctuation marks for statements and questions.	As students participate in shared/ interactive writing activities, the teacher guides them in writing conventions. (e.g., Daily News, Morning Message, notes, charts).	Units 1-6	pp. 84-85 pp. 88-90		
	K.3.02 f	Goal 4, Objective 1		I	The learner will trace and reproduce letters and words correctly.	Students will use a model to trace/reproduce letters and words. (e.g., rainbow trace, letter rubbings)	Units 1-6	pp. 69-71	ACTL Rainbow Tracing	CARE Handwriting/word building pp. 1-8
K.3.03 Demonstrate knowledge of standard English spelling										
	K.3.03 a	Goal 4, Objective 1	KLA Spelling	E	The learner will attempt to spell simple words using pre-to early phonetic knowledge, sounds of the alphabet, and knowledge of letter	During center work and writing activities, students will use magnetic letters or letter tiles to spell simple 3 or 4 letter words.	Units 1-6	pp. 75-80		CARE auditory/word building pp. 2-8

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	K.3.03 b	Goal 4, Objective 1	AH 98 Anecdotal Record	E	The learner will spell own first and last name.	Using name charts and name plates as models, students will write their names on morning sign-in sheets, graphs, classbooks and class writings.	Units 1, 2, 3, 4 p. 69		
K.3.04 Demonstrate knowledge of correct sentence structure									
	K.3.04 a	Goal 3, Objectives 2, 3		I	The learner will use complete and coherent simple sentences when speaking.	Provide speaking activities for students to practice and develop sentence structure. (e.g., Daily News, responding to literature, Show and Tell)	Units 1-6		
	K.3.04 b	Goal 3, Objectives 2, 3		C	The learner will use logical words and appropriate word order to complete sentences or to respond to questions.	Provide opportunities for students own sentence to be written down. Cut sentence apart into individual words. Using a model, have student reconstruct sentence. Students read their sentence to peers.	Units 3-6		

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				Key: KLA = Kindergarten Literacy Assessment (Knox County) Scott Foresman Materials: AH = Assessment Handbook PH = Phonics Handbook ACTL = A Chance to Learn S M A R T	Classroom Routines Kit: IR = Instructional Routines ER = Environment Routines SR = Student Routines SHR = School-Home Routines				