Teacher: _____

KINDERGARTEN
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention														Student's Name
Phonemic Awareness, Word																	
Recognition and Fluency Standard																	
A. Use letter-sound correspondence knowledge																	
and structural analysis to decode words.																	
2. Identify and complete rhyming words																	
and patterns.																	
3. Distinguish the number of syllables in																	
words by using rhythmic clapping, snapping																	
or counting.																	
4. Distinguish and name all upper- and lower-																	
case letters.																	
upper- and lower-case letters.																	
5. Recognize, say and write the common																	
sounds of letters.																	
6. Distinguish letters from words by recognizing																	
that words are separated by spaces.																	
7. Hear and say the separate phonemes in words,																	
such as identifying the initial consonant																	
sound in a word, and blend phonemes to																	
say words.																	
B. Demonstrate fluent oral reading, using sight																	
words and decoding skills, varying intonation																	
and timing as appropriate for text.																	
1. Read own first and last name.																	
8. Read one-syllable and often-heard words																	
by sight.																	
9. Reread stories independently or as a group,																	
modeling patterns of changes in timing																	
voice and expression.																	

Teacher: _____

KINDERGARTEN
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Acquisition of																
Vocabulary Standard																
A. Use context clues to determine the meaning of new vocabulary.																
1. Understand new words from the context of conversations or from the use of pictures within a text.																
B. Read accurately high-frequency sight words.																
2. Recognize and understand words, signs and symbols seen in everyday life.																
3. Identify words in common categories such as color words, number words and directional words.																
C. Apply structural analysis skills to build and extend vocabulary and to determine word meaning.																
D. Know the meaning of specialized vocabulary by applying knowledge of word parts, relationships and meanings.																
E. Use resources to determine the meanings and pronunciations of unknown words.																
9. Determine the meaning of unknown words, with assistance, using a beginner's dictionary.																
Reading Process: Concepts of Print																
Comprehension Strategies and Self																
Monitoring Strategies Standard																
A. Establish a purpose for reading and use a range of reading comprehension strategies to understand literary passages and text.																

Teacher: _____

KINDERGARTEN
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Reading Process: Concepts of Print																
Comprehension Strategies and Self																
Monitoring Strategies Standard - Cont.																
4. Visualize the information in texts and dem-																
onstrate this by drawing pictures, discussing																
images in texts or writing simple descriptions.																
B. Make predictions from text clues and cite																
specific examples to support predictions.																
5. Predict what will happen next, using pictures																
and content as a guide.																
C. Draw conclusions from information in the text.																
7. Recall information from a story by sequencing																
pictures and events.																
D. Apply reading skills and strategies to																
summarize and compare and contrast information																
in text, between text and across subject areas.																
6. Compare information (e.g., recognize																
similarities) in texts with prior knowledge and																
experience.																
E. Demonstrate comprehension by responding to																
questions (e.g., literal, informational and																
evaluative).																
8. Answer literal, questions to demonstrate																
comprehension of orally read grade-																
appropriate texts.																
F. Apply and adjust self monitoring strategies to																
assess understanding of text.																
9. Monitor comprehension of independently -																
or group-read texts by asking and answering																
questions.																

Teacher: _____

KINDERGARTEN
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Reading Applications: Informational,																
Technical and Persuasive Text Standard																
A. Use text features and structures to organize content, draw conclusions and build text knowledge.																
1. Use pictures and illustrations to aid comprehension.																
B. Ask clarifying questions concerning essential elements of informational text																
C. Identify the central ideas and supporting details of informational text.																
2. Identify and discuss the sequence of events in informational text.																
3. Tell the main idea of a selection that has been read aloud.																
D. Use visual aids as sources to gain additional information from text.																
4. Identify and discuss simple maps, charts and graphs.																
E. Evaluate two- and three-step directions for proper sequencing and completeness.																
5. Follow multiple -step directions.																
Literary Text Standard																
A. Compare and contrast plot across literary works.																
1. Identify favorite books and stories.																
3. Retell or re-enact a story that has been heard.																
B. Use supporting details to identify and describe main ideas, characters and setting.																
2. Identify the characters and setting in a story.																

Teacher: _____

KINDERGARTEN
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Literary Text Standard - Cont.																
C. Recognize the defining characteristics and features of different types of literary forms and genres.																
4. Distinguish between fantasy and reality.																
5. Recognize predictable patterns in stories.																
D. Explain how an author's word choice and use of methods influence the reader.																
E. Identify the theme of a literary text.																
Writing Process Standard																
A. Generate ideas for written compositions.																
1. Generate writing ideas through discussions with others.																
2. Choose a topic for writing.																
B. Develop audience and purpose for self-selected and assigned writing tasks.																
3. Determine audience.																
C. Use organizers to clarify ideas for writing assignments.																
4. Organize and group related ideas.																
D. Use revision strategies and resources to improve ideas and content, organization, word chose and detail.																
7. Reread own writing.																
8. Use resources (e.g., a word wall) to enhance vocabulary.																
E. Edit to improve sentence fluency, grammar and usage.																

Teacher: _____

KINDERGARTEN
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Writing Process Standard - Cont.																
6. Use correct sentence structure when expressing thoughts and ideas.																
F. Apply tools to judge the quality of writing.																
G. Publish writing samples for display or sharing with others using techniques such as electronic resources and graphics.																
9. Rewrite and illustrate writing samples for display and for sharing with others.																
Writing Applications Standard																
A. Compose writings that convey a dear message and include well-chosen details.																
1. Dictate or write simple stories, using letters, words or pictures.																
2. Name or label objects or places.																
3. Write from left to right and from top to bottom.																
4. Dictate or write informal writings for various purposes.																
B. Write responses to literature that demonstrate an understanding of the literary work.																
C. Write friendly letters and invitations complete with date, salutation, body, closing and signature.																
4. Dictate or write informal writings for various purposes.																

Teacher: _____

KINDERGARTEN
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Writing Conventions Standard																
A. Print legibly using appropriate spacing.																
1. Print capital and lowercase letters, correctly																
spacing the letters.																
2. Leave spaces between words when writing.																
B. Spell grade-appropriate words correctly.																
3. Show characteristics of early letter name-																
alphabetic spelling.																
4. Use some end consonant sounds when writing.																
C. Use conventions of punctuation and																
capitalization in written work.																
5. Place punctuation marks at the end of sentences.																
D. Use grammatical structures to effectively																
communicate ideas in writing.																
Research Standard																
A. Generate questions for investigation and gather																
information from a variety of sources.																
1. Ask questions about a topic being studied or																
an area of interest.																
2. Use books or observations to gather information,																
with teacher assistance, to explain a topic or																
unit of study.																
B. Retell important details and findings.																
3. Recall information about a topic with teacher																
assistance.																
4. Share findings visually or orally.																

Teacher: _____

KINDERGARTEN
Grade Level Indicator Class Summary Sheet

School Year: _____

Pupil Performance Objectives	Assessment Type	Assessment Date	Type of Intervention													Student's Name
Communication: Oral & Visual Standard																
A. Use active listening strategies to identify the main idea and gain information from oral presentation.																
1. Listen attentively to speakers, stories, poems and songs.																
B. Connect prior experiences, insights and ideas to those of a speaker.																
2. Connect what is heard with prior knowledge and experience.																
C. Follow multi-step directions.																
3. Follow simple oral directions.																
D. Speak clearly and at an appropriate pace and volume.																
4. Speak clearly and understandably.																
E. Deliver a variety of presentations that include relevant information and a clear sense of purpose.																
5. Deliver informal descriptive or informational presentations about ideas or experiences in logical order with a beginning, middle and end.																
6. Recite short poems, songs and nursery rhymes.																