

SUBJECT AREA CONNECTION: English Language Arts **DATE:** December 8, 2014 **AUTHOR:** Jennifer Webb **CONTRIBUTORS:**

Domain: Social and Intellectual Habits		Kindergarten Content Standard
Develop a positive self-concept	Self-Awareness	<p style="background-color: #ffffcc;">Self Awareness can be supported through the following standards:</p> <ul style="list-style-type: none"> • SL.K.1-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • SL.K.4-Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. • L.K.1f Produce and expand complete sentences in shared language activities.
	Sense of self as competent and capable	<p style="background-color: #ffffcc;">Sense of self as competent and capable can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.K.1-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., My favorite book is...). • W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • W.K.3-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. • SL.K.1-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • SL.K.3-Ask and answer questions in order to seek help, get information, or clarify something that is not understood. • SL.K.5-Add drawings or other visual displays to descriptions as desired to provide additional detail. • SL.K.6-Speak audibly and express thoughts, feelings, and ideas clearly.
Develop a positive attitude toward learning	Sense of self as a learner	<p style="background-color: #ffffcc;">Sense of self as a learner can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.K.4-Ask and answer questions about unknown words in a text. • RL.K.10-Actively engage in group reading activities with purpose and understanding. • RI.K.4-With prompting and support, ask and answer questions about unknown words in a text. • RI.K.10-Actively engage in group reading activities with purpose and understanding. • W.K.5-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • W.K.6-With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • SL.K.1-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • SL.K.2-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. • SL.K.3-Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

October 2014 Draft – Standards for K-3 Social, Emotional, and Intellectual Habits

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Domain: Social and Intellectual Habits		Kindergarten Content Standard
	Curiosity and initiative	<p>Curiosity and initiative can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.K.10-Actively engage in group reading activities with purpose and understanding. • RI.K.10-Actively engage in group reading activities with purpose and understanding. • SL.K.1-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • SL.K.1a-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.) • SL.K.1b-Continue a conversation through multiple exchanges. • SL.K.2-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. • SL.K.3-Ask and answer questions in order to seek help, get information, or clarify something that is not understood. • SL.K.6-Speak audibly and express thoughts, feelings, and ideas clearly. • W.K.1-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., My favorite book is...). • W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • W.K.3-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. • W.K.7-Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). • L.K.6-Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
	Cooperation during learning experiences	<p>Cooperation during learning experiences can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.K.10-Actively engage in group reading activities with purpose and understanding. • RI.K.10-Actively engage in group reading activities with purpose and understanding. • W.K.5-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • W.K.6-With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • W.K.7-Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). • SL.K.1-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • SL.K.1a-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.) • SL.K.1b-Continue a conversation through multiple exchanges. • SL.K.6-Speak audibly and express thoughts, feelings, and ideas clearly.

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Identify and understand emotions of self and others	Identifying and Understanding Emotions	<p>Identifying and understanding emotions can be supported through the following standards:</p> <ul style="list-style-type: none"> • RLK.7-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). • W.K.1-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., My favorite book is...). • W.K.3-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. • SL.K.4-Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. • SL.K.5-Add drawings or other visual displays to descriptions as desired to provide additional detail. • SL.K.6-Speak audibly and express thoughts, feelings, and ideas clearly. • L.K.5-With guidance and support from adults, explore word relationships and nuances in word meanings.
	Empathy	<p>Empathy can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.K.9-With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. • SL.K.4-Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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Develop positive interpersonal relationships	Social Awareness and Interpersonal Skills	<p>Social Awareness and Interpersonal Skills can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.K.4-Ask and answer questions about unknown words in a text. • RI.K.10-Actively engage in group reading activities with purpose and understanding. • RI.K.4-With prompting and support, ask and answer questions about unknown words in a text. • RI.K.10-Actively engage in group reading activities with purpose and understanding. • W.K.5-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • W.K.6-With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • W.K.7-Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). • SL.K.1-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • SL.K.1a-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.) • SL.K.1b-Continue a conversation through multiple exchanges. • SL.K.2-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. • SL.K.3-Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	Responsible decision making and social problem solving	<p>Responsible decision making and social problem solving can be supported through the following standards:</p> <ul style="list-style-type: none"> • SL.K.1-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • SL.K.1a-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.)
	Conflict Resolution	<p>Conflict Resolution can be supported through the following standards:</p> <ul style="list-style-type: none"> • SL.K.1-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • SL.K.1a-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.) • SL.K.1b-Continue a conversation through multiple exchanges.

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Executive Function	Working Memory and Meta-cognition	<p>Working Memory & Meta-cognition can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.K.1-With prompting and support, ask and answer questions about key details in a text. • RL.K.2-With prompting and support, retell familiar stories, including key details. • RL.K.3-With prompting and support, identify characters, settings, and major events in a story. • RI.K.1-With prompting and support, ask and answer questions about key details in a text. • RI.K.2-With prompting and support, identify the main topic and retell key details of a text. • RF.K.3-Know and apply grade-level phonics and word analysis skills in decoding words. • RF.K.4-Read emergent-reader texts with purpose and understanding. • W.K.6-With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • SL.K.1-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • SL.K.1a-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.) • SL.K.3-Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
	Cognitive Flexibility	<p>Cognitive Flexibility can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.K.5-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • W.K.6-With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • W.K.7-Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
	Self-regulation of impulses and emotional reaction	<p>Self-regulation of impulses and emotional reaction can be supported through the following standards:</p> <ul style="list-style-type: none"> • SL.K.1a-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.)

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	Managing attention and behavior	<p>Managing attention and behavior can be supported through the following standards:</p> <ul style="list-style-type: none"> • W.K. 2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • W.K.5-With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • W.K.6-With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. • W.K.7-Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). • W.K.8-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Logic and Reasoning	Critical and analytical thinking	<p>Critical and analytical thinking can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.K.9-With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. • RI.K.9-With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • W.K.1-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., My favorite book is...). • W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • W.K.8-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • SL.K.1-Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. • SL.K.1a-Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion.) • SL.K.1b-Continue a conversation through multiple exchanges. • SL.K.4-Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. • SL.K.5-Add drawings or other visual displays to descriptions as desired to provide additional detail. • SL.K.6-Speak audibly and express thoughts, feelings, and ideas clearly.
	Applying known information to new experiences	<p>Applying known information to new experiences can be supported through the following standards:</p> <ul style="list-style-type: none"> • RL.K.3-With prompting and support, identify characters, settings, and major events in a story. • W.K.8-With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. • SL.K.4-Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

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	Reasoning and problem solving	Reasoning and problem solving can be supported through the following standards:
		<ul style="list-style-type: none"> • RL.K.7-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). • RL.K.9-With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. • RI.K.3-With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. • RI.K.6-Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. • RI.K.9-With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). • L.K.5a-Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
Symbolic Representation	Symbolic representation	Symbolic representation can be supported through the following standards:
		<ul style="list-style-type: none"> • W.K.1-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., My favorite book is...). • W.K.2-Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. • W.K.3-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.
	Pretend or symbolic play	Pretend or symbolic play can be supported through the following standards:
		N/A