

<b>Strand: Reading Literature</b>			
<b>Topics</b>	<b>Standard</b>	<b>"I can..." statements</b>	<b>Vocabulary</b>
<b>Key Ideas and Details</b>	<b>RL.K.1.</b> With prompting and support, ask and answer questions about key details in a text	When someone helps me: <ul style="list-style-type: none"> <li>I can answer questions about key details in a text.</li> <li>I can ask questions about key details in a text.</li> <li>I can share important information about a text.</li> </ul>	Complete sentences Details
	<b>RL.K.2.</b> With prompting and support, retell familiar stories, including key details.	When someone helps me: <ul style="list-style-type: none"> <li>I can retell the beginning of the story.</li> <li>I can retell the middle of the story.</li> <li>I can retell the end of the story.</li> <li>I can retell the beginning, middle, and end of the story.</li> </ul>	Beginning Middle End Retell
	<b>RL.K.3.</b> With prompting and support, identify characters, settings, and major events in a story.	When someone helps me: <ul style="list-style-type: none"> <li>I can name the characters in a story.</li> <li>I can name the settings in a story.</li> <li>I can name the important parts in a story.</li> <li>I can name the characters, settings, and important parts in a story.</li> </ul>	Characters Setting Events
<b>Craft and Structure</b>	<b>RL.K.4.</b> Ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>I can ask questions about words I don't know in a story.</li> <li>I can answer questions about words I don't know in a story.</li> </ul>	Clarification
	<b>RL.K.5.</b> Recognize common types of texts (e.g. storybooks, poem).	<ul style="list-style-type: none"> <li>I can tell when words are a poem.</li> <li>I can tell when words are a story.</li> <li>I can tell when words are a fairy tale.</li> <li>I can tell when words are a nursery rhyme.</li> </ul>	Fiction/narrative Nursery rhymes Poetry Fairy tales Fantasy
	<b>RL.K.6.</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	When someone helps me: <ul style="list-style-type: none"> <li>I can name the author and what he/she does in the story.</li> <li>I can name the illustrator and what he/she does in the story.</li> </ul>	Author Illustrator
<b>Integration of Knowledge and Ideas</b>	<b>RL.K.7.</b> 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)	When someone helps me: <ul style="list-style-type: none"> <li>I can predict what the story will be about by looking at the pictures on the front cover.</li> </ul>	Illustration Text Relationship

Kindergarten

		<ul style="list-style-type: none"> <li>• I can identify the illustrations.</li> <li>• I can describe how the illustrations help me understand the story.</li> </ul>	
	<b>RL.K.8.</b> (Not applicable to literature)		
	<b>RL.K.9.</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	When someone helps me: <ul style="list-style-type: none"> <li>• I can identify characters in the story.</li> <li>• I can tell how characters are different.</li> <li>• I can tell how characters are the same.</li> </ul>	Compare Contrast Same/alike Different
<b>Range of Reading and Level of Text Complexity</b>	<b>RL.K.10.</b> Actively engage in group reading activities with purpose and understanding.	When someone helps me: <ul style="list-style-type: none"> <li>• I can listen to a story for a particular reason.</li> <li>• I can talk about what happened in the story.</li> </ul>	Active listening Participate Engaged Fiction/narrative Fairy tales Fantasy Nursery rhyme Poetry

<b>Strand: Reading Informational Text</b>			
<b>Topics</b>	<b>Standard</b>	<b>"I can..." statements</b>	<b>Vocabulary</b>
<b>Key Ideas and Details</b>	<b>RI.K.1.</b> With prompting and support, ask and answer questions about key details in a text	When someone helps me: <ul style="list-style-type: none"> <li>I can answer questions about key details in a text.</li> <li>I can ask questions about key details in a text.</li> <li>I can share important information about a text.</li> </ul>	Question Complete sentence Key details
	<b>RI.K.2.</b> With prompting and support, identify the main topic, and retell key details.	When someone helps me: <ul style="list-style-type: none"> <li>I can tell what the text is about.</li> <li>I can tell what I learned from the text.</li> </ul>	Main idea/topic Details Retell
	<b>RI.K.3.</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	When someone helps me: <ul style="list-style-type: none"> <li>I can tell how two people are alike/connected.</li> <li>I can tell how two events are alike/connected.</li> <li>I can tell how two ideas are alike/connected.</li> <li>I can tell how two facts are alike/connected.</li> </ul>	Cause and effect Comparison Connection
<b>Craft and Structure</b>	<b>RI.K.4.</b> With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>I can ask questions about words I don't know.</li> <li>I can use picture clues to help with words I don't know.</li> <li>I can answer questions y teacher asks me about words I don't know.</li> </ul>	Clarification
	<b>RI.K.5.</b> Identify front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> <li>I can find/point to the front cover of the book.</li> <li>I can find/point to the back cover of the book.</li> <li>I can find/point to the title page</li> </ul>	Title page Front cover Back cover
	<b>RI.K.6.</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	When someone helps me: <ul style="list-style-type: none"> <li>I can name the author and what he/she does in the book/text.</li> <li>I can name the illustrator and what he/she does in the book/text.</li> </ul>	Author-text Illustrator- picture/illustration Photographer/photograph
<b>Integration of Knowledge and Ideas</b>	<b>RI.K.7.</b> With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what moment person, place, thing, or idea in the text an illustration depicts).	When someone helps me: <ul style="list-style-type: none"> <li>I can predict what the story will be about by looking at the pictures.</li> </ul>	Text Illustration/photograph relationship

Kindergarten

		<ul style="list-style-type: none"> <li>• I can point to the illustrations in the text.</li> <li>• I can describe how the illustrations help me understand the text.</li> </ul>	
	<b>RI.K.8.</b> With prompting and support, identify the reasons an author gives to support points in a text.	<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can tell what the author wants me to know.</li> <li>• I can tell how the words the author used helped me understand.</li> </ul>	Reasons Text
	<b>RI.K.9.</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can compare texts and say why they are the same.</li> <li>• I can compare texts and say why they are different.</li> </ul>	Compare/contrast Different/alike Similar
<b>Range of Reading and Level of Text Complexity</b>	<b>RI.K.10.</b> Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>• I can listen to a text and tell what happened.</li> <li>• I can listen to a text for a particular reason.</li> </ul>	Reading for meaning Setting a purpose Non-fiction/informational text

<b>Strand: Reading Foundational Skills</b>			
<b>Topics</b>	<b>Standard</b>	<b>“I can...” statements</b>	<b>Vocabulary</b>
<b>Print Concepts</b>	<p><b>RF.K.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p><b>a.</b> Follow words from left to right, top to bottom, and page by page.</p> <p><b>b.</b> Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p><b>c.</b> Understand that words are separated by spaces in print.</p> <p><b>d.</b> Recognize and name all upper- and lowercase letters of the alphabet.</p>	<ul style="list-style-type: none"> <li>• I can follow words left to right in a book.</li> <li>• I can show spaces between words in a book.</li> <li>• I can show and name all letters of the alphabet in a book.</li> <li>• I can follow words top to bottom and know when to turn the page in a book.</li> <li>• I can show words I say in a book.</li> </ul>	Tracking Letters
<b>Phonological Awareness</b>	<p><b>RF.K.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p><b>a.</b> Recognize and produce rhyming words.</p> <p><b>b.</b> Count, pronounce, blend, and segment syllables in spoken words.</p> <p><b>c.</b> Blend and segment onsets and rimes of single-syllable spoken words.</p> <p><b>d.</b> Isolate and pronounce the initial, medial, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.<sup>1</sup> (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p><b>e.</b> Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p> <p>Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.</p>	<ul style="list-style-type: none"> <li>• I can hear and say rhyming words.</li> <li>• I can take words apart and blend them together in many different ways.</li> <li>• I can add sounds to make new words.</li> <li>• I can change sounds to make new words.</li> <li>• I can count sounds in a word.</li> </ul>	Tracking Blend Syllable Consonant Vowel Beginning sound Ending sound Sound/phoneme
<b>Phonics and Word Recognition</b>	<p><b>RF.K.3.</b> Know and apply grade level phonics and word analysis skills and decoding words.</p>	<ul style="list-style-type: none"> <li>• I can say the sounds in words.</li> <li>• I can say the long and short sounds for the five vowels.</li> </ul>	Letter Sound Word

Kindergarten

	<p><b>a.</b> Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p><b>b.</b> Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.</p> <p><b>c.</b> Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p><b>d.</b> Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	<ul style="list-style-type: none"> <li>• I can read high-frequency words.</li> <li>• I can look at words and see how they are the same or different.</li> </ul>	<p>Consonant Long vowel Short vowel Sight words</p>
<p><b>Fluency</b></p>	<p><b>RF.K.4.</b> Read emergent-reader texts with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• I can think about what I read.</li> <li>• I can tell why I read different kinds of books.</li> <li>• I can understand what I read.</li> </ul>	<p>Accurately Smoothly With expression Strategy use Reading for meaning Setting a purpose</p>

<b>Strand: Writing</b>			
<b>Topics</b>	<b>Standard</b>	<b>“I can...” statements</b>	<b>Vocabulary</b>
<b>Text Types and Purposes</b>	<b>W.K.1.</b> 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., <i>My favorite book is...</i> ).	<ul style="list-style-type: none"> <li>I can draw a picture about the book I read or heard.</li> <li>I can write about the book I read or heard.</li> <li>I can write what my teacher says (dictation).</li> </ul>	opinion
	<b>W.K.2.</b> 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.	<ul style="list-style-type: none"> <li>I can draw a picture about the information book I read or heard.</li> <li>I can write about the information my teacher says (dictation).</li> </ul>	Non-fiction/informational text Explanatory Topic
	<b>W.K.3.</b> 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.	<ul style="list-style-type: none"> <li>I can draw pictures to show the order things happened in the book I read or heard.</li> <li>I can write about the order of things that happened in a book I read or heard.</li> <li>I can write about what my teacher says in the order it was said (dictation).</li> <li>I can write how I feel about an event I experienced.</li> </ul>	Personal narrative Sequence of events
<b>Production and Distribution of Writing</b>	<b>W.K.4.</b> (Begins in grade 3)		
	<b>W.K.5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	When someone helps me: <ul style="list-style-type: none"> <li>I can add details to my writing with help from my teacher and classmates.</li> </ul>	Revise Edit Details
	<b>W.K.6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, in collaboration with peers.	When someone helps me: <ul style="list-style-type: none"> <li>I can use digital tools to help to write a story.</li> </ul>	Publish Produce
<b>Research to Build and Present Knowledge</b>	<b>W.K.7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	<ul style="list-style-type: none"> <li>I can investigate things I am interested in, with others.</li> <li>I can write about things I learn.</li> </ul>	Research Opinions Fact
	<b>W.K.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	When someone helps me: <ul style="list-style-type: none"> <li>I can answer questions in my writing.</li> <li>I can find answers to my questions in many different ways.</li> </ul>	Recall Sources Background knowledge
	<b>W.K.9.</b> (Begins in grade 4)		
<b>Range of Writing</b>	<b>W.K.10.</b> (Begins in grade 3)		

<b>Strand: Speaking and Listening</b>			
<b>Topics</b>	<b>Standard</b>	<b>“I can...” statements</b>	<b>Vocabulary</b>
<b>Comprehension and Collaboration</b>	<b>SL.K.1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics</i> and <i>texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others, taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.	<ul style="list-style-type: none"> <li>I can take turns speaking.</li> <li>I can take turns listening.</li> </ul>	Complete sentence Turn-taking Listening to speaker Eye contact Think-pair-share
	<b>SL.K.2.</b> 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.	<ul style="list-style-type: none"> <li>I can ask questions about what I see.</li> <li>I can ask questions about what I hear.</li> <li>I can answer questions about what I read.</li> <li>I can answer questions about what I hear.</li> </ul>	Complete sentence Clarification Ask questions Answer questions
	<b>SL.K.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>I can ask questions.</li> <li>I can answer questions.</li> </ul>	Ask questions Answer questions Complete sentence Clarification
<b>Presentation of Knowledge and Ideas</b>	<b>SL.K.4.</b> Describe familiar people, places, things, and events and with prompting and support, provide additional detail.	<ul style="list-style-type: none"> <li>I can tell about something I know.</li> <li>I can add details about something I know.</li> </ul>	Describe Details Events Familiar
	<b>SL.K.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> <li>I can make my pictures match what I say.</li> </ul>	Illustration Visual display Provide Additional
	<b>SL.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> <li>I can speak so others hear me.</li> <li>I can tell my thoughts clearly.</li> <li>I can tell my feelings clearly.</li> <li>I can tell my ideas clearly.</li> </ul>	Audibly Express Complete sentences Appropriate volume



<b>Strand: Language</b>			
<b>Topics</b>	<b>Standard</b>	<b>"I can..." statements</b>	<b>Vocabulary</b>
<b>Conventions of Standard English</b>	<p><b>L.K.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. form regular plural nouns orally by adding /s/ or /es/ (e.g. dog, dogs, wish, wishes).</p>	<ul style="list-style-type: none"> <li>• I can write all my upper-case letters.</li> <li>• I can write all my lower-case letters.</li> <li>• I can tell about people in my writing and speaking.</li> <li>• I can tell about places in my writing or speaking.</li> <li>• I can tell about things in my writing and speaking.</li> <li>• I can use action words in my writing or speaking.</li> <li>• I can add /s/ or /es/ to show more than one when writing.</li> <li>• I can add /s/ to show more than one when speaking.</li> <li>• I can add words to a sentence to make it clearer.</li> </ul>	<p>Uppercase/lowercase</p> <p>Plural</p> <p>Naming words</p> <p>Action words</p> <p>Complete sentences</p> <p>Question words</p>
	<p><b>L.K.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short vowel sounds (phonemes)</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	<ul style="list-style-type: none"> <li>• I can ask questions about what I see.</li> <li>• I can ask questions about what I hear.</li> <li>• I can answer questions about what I read.</li> <li>• I can answer questions about what I hear.</li> </ul>	<p>Capitalization</p> <p>Punctuation</p> <p>Period</p> <p>Question mark</p> <p>Exclamation mark/point</p> <p>Phonetic spelling</p>
	<b>L.K.3.</b> (begins in grade 2)		
<b>Vocabulary Acquisition and Use</b>	<p><b>L.K.4.</b> Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing "duck" is a bird and learning the verb "to duck")</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of the unknown word.</p>	<ul style="list-style-type: none"> <li>• I can tell more than one meaning for a word.</li> <li>• I can figure out what words mean.</li> </ul>	<p>Clarification</p> <p>Word endings (suffix)</p> <p>Word beginnings (prefix)</p>
	<p><b>L.K.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories</p>	<p>When someone helps me:</p> <ul style="list-style-type: none"> <li>• I can sort objects into categories.</li> <li>• I can say an action word and the opposite.</li> </ul>	<p>Categorize</p> <p>Opposites/antonyms</p> <p>Synonyms</p> <p>Action words/verbs</p>

Kindergarten

	<p>represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.</p>	<ul style="list-style-type: none"> <li>• I can say a describing word and the opposite.</li> <li>• I can identify differences between words that mean almost the same thing.</li> </ul>	
	<p><b>L.K.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<ul style="list-style-type: none"> <li>• I can speak so others hear me.</li> <li>• I can tell my thoughts clearly.</li> <li>• I can tell my feelings clearly.</li> <li>• I can tell my ideas clearly.</li> </ul>	<p>Audibly Express Complete sentences Appropriate volume</p>