

## ELA KINDERGARTEN I CANS

### Reading Literature

#### Key Ideas and Details

RL.K.1. With prompting and support, I can ask and answer questions about key details in a text.

RL.K.2. With prompting and support, I can retell familiar stories, including key details.

RL.K.3. With prompting and support, I can identify characters, settings, and major events in a story.

#### Craft and Structure

RL.K.4. I can ask and answer questions about unknown words in a text.

RL.K.5. I can recognize common types of texts (e.g., storybooks, poems).

RL.K.6. With prompting and support, I can name the author and illustrator of a story and define the role of each in telling the story.

#### Integration of Knowledge and Ideas

RL.K.7. With prompting and support, I can describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

RL.K.8. (Not applicable to literature)

RL.K.9. With prompting and support, I can compare and contrast the adventures and experiences of characters in familiar stories.

#### Range of Reading and Level of Text Complexity

RL.K.10. I can actively engage in group reading activities with purpose and understanding.

## Reading Informational Text

### Key Ideas and Details

RI.K.1. With prompting and support, I can ask and answer questions about key details in a text.

RI.K.2. With prompting and support, I can identify the main topic and retell key details of a text.

RI.K.3. With prompting and support, I can describe the connection between two individuals, events, ideas, or pieces of information in a text.

#### Craft and Structure

RI.K.4. With prompting and support, I can ask and answer questions about unknown words in a text.

RI.K.5. I can identify the front cover, back cover, and title page of a book.

RI.K.6. I can name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

#### Integration of Knowledge and Ideas

RI.K.7. With prompting and support, I can describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RI.K.8. With prompting and support, I can identify the reasons an author gives to support points in a text.

RI.K.9. With prompting and support, I can identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

## Range of Reading and Level of Text Complexity

RI.K.10. I can actively engage in group reading activities with purpose and understanding.

## Reading Foundational Skills

### Print Concepts

RF.K.1. I can demonstrate understanding of the organization and basic features of print.

- I can follow words from left to right, top to bottom, and page by page.
- I can recognize that spoken words are represented in written language by specific sequences of letters.
- I can understand that words are separated by spaces in print.
- I can recognize and name all upper- and lowercase letters of the alphabet.

### Phonological Awareness

RF.K.2. I can demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- I can recognize and produce rhyming words.
- I can count, pronounce, blend, and segment syllables in spoken words.
- I can blend and segment onsets and rimes of single-syllable spoken words.
- I can isolate and pronounce the initial, medial vowel, 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/.)
- I can add or substitute individual

sounds (phonemes) in simple, one-syllable words to make new words.

## Phonics and Word Recognition

RF.K.3. I know and can apply grade-level phonics and word analysis skills in decoding words.

- I can demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.
- I can associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- I can read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).
- I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.

## Fluency

RF.K.4. I can read emergent-reader texts with purpose and understanding.

## Writing

### Text Types and Purposes

W.K.1. I can 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. I can 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. I can 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.

### Production and Distribution of Writing

W.K.5. With guidance and support from adults, I can respond to questions and suggestions from peers and add details to strengthen writing as needed.

W.K.6. With guidance and support from adults, I can explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

### Research to Build and Present Knowledge

W.K.7. I can 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, I can recall information from experiences or gather information from provided sources to

answer a question.

## Listening and Speaking

### Comprehension and Collaboration

SL.K.1. I can participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

- I can follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- I can continue a conversation through multiple exchanges.

SL.K.2. I can 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. I can ask and answer questions in order to seek help, get information, or clarify something that is not understood.

### Presentation of Knowledge and Ideas

SL.K.4. I can describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

SL.K.5. I can add drawings or other visual displays to descriptions as desired to provide additional detail.

SL.K.6. I can speak audibly and express thoughts, feelings, and ideas clearly.

## Language

### Conventions of Standard English

L.K.1. I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- I can print many upper- and lowercase letters.
- I can use frequently occurring nouns and verbs.
- I can form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
- I can understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
- I can use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).
- I can produce and expand complete sentences in shared language activities.

L.K.2. I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- I can capitalize the first word in a sentence and the pronoun *I*.
- I can recognize and name end punctuation.
- I can write a letter or letters for most consonant and short-vowel sounds (phonemes).
- I can spell simple words phonetically, drawing on knowledge of sound-letter relationships.

L.K.4. I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

- I can identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*).
- I can use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

L.K.5. With guidance and support from adults, I can explore word relationships and nuances in word meanings.

- I can sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- I can demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- I can identify real-life connections between words and their use (e.g., note places at school that are colorful).
- I can distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.

L.K.6. I can use words and phrases acquired through conversations, reading and being read to, and responding to texts.