| **Strand: Reading Literature** | | |
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| **Cluster: Key Ideas and Details** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.RL.1 – With prompting and support, ask and answer questions about key details in a text. | 1. With prompting and support:  * Identify key details in a text * Ask questions about key details * Answer questions about key details. (K) | 1. a. I can tell what’s important in a story with help.   b. I can ask questions about a story.  c. I can answer questions about a story. (K) |
| K.RL.2 – With prompting and support, retell familiar stories, including key details. | 1. With prompting and support:  * Identify key details of a story * Retell a familiar story including key details. (K) | 1. I can retell a story and tell the important parts with help. (K) |
| K.RL.3 – With prompting and support, identify characters, settings, and major events in a story. | 1. With prompting and support, define:  * Character * Setting * Major Events (K)  1. Identify the  * Character(s) * Setting * Major Events   of a story. (K) | 1. a. I can tell what character means with help.   b. I can tell what a setting means with help.  c. I can tell what important events mean with help. (K)   1. a. I can name the characters in a story with help.   b. I can name the setting of a story with help.  c. I can name the important events in a story with help. (K) |

| **Strand: Reading Literature** | | |
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| **Cluster: Craft and Structure** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| 2.RL.4 – Ask and answer questions about unknown words in text. | 1. Identify unknown words in text. (K) 2. Recognize that a question requires an answer. (K) 3. Formulate a question about unknown words in text. (R) 4. Use resources/strategies to answer questions about unknown words in text. (R) | 1. I can tell words that I don’t know in a story (K) 2. I can ask about words I don’t know in a story. (K) 3. I can ask a question about words I don’t know in a story. (R) 4. I can use different clues to figure out words I don’t know in a story. (R) |
| 2.RL.5 – Recognize common types of texts (e.g., storybooks, poems). | 1. Recognize common types of text such as:  * Storybooks * Poems, etc. (K) | 1. I can identify a \_\_\_\_\_\_\_\_\_. (story, poem, play/drama). (K) |
| 2.RL.6 – With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. | 1. With prompting and support:  * Name the author * Name the illustrator * Define what an author does * Define what an illustrator does. (K) | 1. a. I can name the author with help.   b. I can name the illustrator with help.  c. I can tell what an author does with help.  d. I can tell what an illustrator does with help. (K) |

| **Strand: Reading Literature** | | |
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| **Cluster: Integration of Knowledge and Ideas** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.RL.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). | 1. Identify illustrations. (K) 2. Know how to describe. (K) 3. With prompting and support, describe a moment in the story using the illustrations that depict it. (R) 4. With prompting and support, describe how the illustrations and story are related as they appear. (R) | 1. I can find pictures/illustrations in a story. (K) 2. I can tell about the pictures/illustrations in a story. (K) 3. I can, with help, use pictures/illustrations to tell about what’s happening in a story. (R) 4. I can, with help, tell how the pictures/illustrations and the story go together. (R) |
| K.RL.9 – With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | 1. Recognize characters in familiar stories. (K) 2. Determine similarities and differences of adventures and experiences in familiar stories. (K) 3. Compare adventures and experiences. (R) 4. Contrast adventures and experiences. (R) | 1. I can identify characters in stories I know. (K) 2. I can, with help, tell how things that happen to characters in stories I know are the same and different. (K) 3. I can, with help, tell how things that happen to characters in stories I know are the same and different. (R) |

| **Strand: Reading Literature** | | |
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| **Cluster: Range of Reading and Level of Text Complexity** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.RL.10 – Actively engage in group reading activities with purpose and understanding. | 1. Actively engage in group reading activities:  * Key ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) * Craft and Structure (ask and answer questions about unknown words; identify front and back cover and title; name the author and illustrator, identify the role of each in presenting the ideas or information in a text) * Integration of knowledge and ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic) at appropriate text complexity (Qualitative, Quantitative, Reader and Task) as seen in standards 1-9. * Understand activities that reflect purpose and understanding of text. (K)  1. Actively engage in group reading activities:  * Key ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) * Craft and Structure (ask and answer questions about unknown words; identify front and back cover and title; name the author and illustrator, identify the role of each in presenting the ideas or information in a text) * Integration of knowledge and ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic) at appropriate text complexity (Qualitative, Quantitative, Reader and Task) as seen in standards 1-9. * Apply activities that reflect purpose and understanding of text. (R) | 1. I can understand what it means to be a good reader. (K) 2. I can take part in activities that will help me be a better reader. (R) |

| **Strand: Reading Informational Text** | | |
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| **Cluster: Key Ideas and Details** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.RIT.1 – With prompting and support, ask and answer questions about key details in a text. | 1. With prompting and support:  * Identify key details in informational text * Ask questions about key details in informational text * Answer questions about key ideas in informational text. (K) | 1. a. I can, with help, tell what’s important in informational text.   b. I can ask questions about informational text.  C. I can answer questions about informational text. (K) |
| K.RIT.2 – With prompting and support, identify the main topic and retell key details of a text. | 1. With prompting and support:  * Identify the main topic of a text * Identify key details of a text. (K)  1. Retell key details of a text. (K) | 1. a. I can, with help, tell what the text is mostly about.   b. I can, with help, tell what the important parts of text are. (K)   1. I can retell the most important parts of a text. (K) |
| K.RIT.3 – With prompting and support, describe connections between two individuals, events, ideas, or pieces of information in a text. | 1. With prompting and support:  * Identify key details about an individual discussed in an informational text * Identify details about events or ideas in a text. (K)  1. With prompting and support:  * Discuss how two * Individuals * Events * Ideas * Pieces of information   in a text connect. (R) | 1. a. I can, with help, name the important things about a person in the text.   b. I can, with help, name important things in the text. (K)   1. I can, with help, tell how two \_\_\_\_\_\_\_\_\_ (people, things that happened, facts) go together in a text. (R) |

| **Strand: Reading Informational Text** | | |
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| **Cluster: Craft and Structure** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.RIT.4 – With prompting and support, ask and answer questions about unknown words in text. | 1. Identify unknown words in text. (K) 2. Recognize that a question requires an answer. (K) 3. Formulate a question about unknown words in a text, with prompting and support. (R) 4. Answer questions about unknown words in a text with prompting and support. (R) | 1. I can tell words that I don’t know in a text. (K) 2. I can ask about words I don’t know in a text. (K) 3. I can, with help, ask a question about words I don’t know in a text. (R) 4. I can, with help, answer questions about words I don’t know in a text. (R) |
| K.RIT.5 – Identify the front cover, back cover, and title page of a book. | 1. Identify  * Front cover * Back cover * Title page (K) | 1. a. I can identify the front cover of a book.   b. I can identify the back cover of a book.  c. I can identify the title page of a book. (K) |
| K.RIT.6 – Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | 1. Name the author. (K) 2. Name the illustrator. (K) 3. Define what an author does. (K) 4. Define what an illustrator does. (K) | 1. I can name the author of a text. (K) 2. I can name the illustrator of a test. (K) 3. I can tell what an author does. (K) 4. I can tell what an illustrator does. (K) |

| **Strand: Reading Informational Text** | | |
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| **Cluster: Integration of Knowledge and Ideas** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.RIT.7 – With prompting and support, 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). | 1. Identify illustrations. (K) 2. Identify text. (K) 3. Define describe. (K) 4. With prompting and support, describe: people, places, things, ideas that illustrations depict. (R) 5. With prompting and support, describe relationships between illustrations and text. (R) | 1. I can identify pictures/illustrations in a text. (K) 2. I can identify text. (K) 3. I can tell what describe means. (K) 4. I can, with help, use pictures/illustrations in a text to tell about people, places, things, and ideas. (R) 5. I can, with help, tell how the picture/illustrations and text go together. (R) |
| K.RIT.8 – With prompting and support, identify the reasons an author gives to support points in a text. | 1. Identify reasons the author gives to support points in the text, with prompting and support. (K) | 1. I can, with help, identify why the author wrote the points in the text.   \*This does not mean “author’s purpose” (R) |
| K.RIT.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). | 1. Identify  * Basic similarities in and * Differences between (e.g., * Illustrations * Descriptions * Procedures)   Two texts on the same topic. (K) | 1. I can, with help, tell how the \_\_\_\_\_\_\_\_\_\_\_ (illustrations, descriptions, procedures) are alike and different between two texts on the same topic. (R) |

| **Strand: Reading Informational Text** | | | | |
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| **Cluster: Range of Reading and Level of Text Complexity** | | | | |
| **Standard** | **Teacher Targets** | | | **I Can Statements** |
| K.RIT.10 – Actively engage in group reading activities with purpose and understanding. | 1. Actively engage in group reading activities:  * Key ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) * Craft and Structure (ask and answer questions about unknown words; identify front and back cover; and title; name the author and illustrator; identify the role of each in presenting the ideas or information in a text) * Integration of knowledge and Ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic) * At appropriate complexity (Qualitative, Quantitative, and Reader and Task) as seen in Standards 1-9 independently and proficiently. (K)  1. Understand activities that reflect purpose and understanding of text. (K) 2. Actively engage in group reading activities:  * Key ideas and details (ask and answer questions about details, identify the main topic, and retell key details, describe connections in text) * Craft and Structure (ask and answer questions about unknown words; identify front and back cover; and title; name the author and illustrator; identify the role of each in presenting the ideas or information in a text) * Integration of knowledge and Ideas (describe the relationship between illustrations and the text, identify the reasons an author gives to support points, identify basic similarities in and differences between two texts on the same topic) * At appropriate complexity (Qualitative, Quantitative, and Reader and Task) as seen in Standards 1-9 independently and proficiently. (R)  1. Apply activities that reflect purpose and understanding of text. (R) | | | 1. I can understand what it means to be a good reader. (K) 2. I can take part in activities that will help me be a better reader. (R) |
| **Strand: Reading Foundational Skills** | | | | |
| **Cluster: Print Concepts** | | | | |
| **Standard** | | **Teacher Targets** | **I Can Statements** | |
| K.RFS.1 – Demonstrate understanding of the organization and basic features of print.  A. Follow words from left to right, top to bottom, and page by page.  B. Recognize that spoken words are represented in written language by specific sequences of letters.  C. Understand that words are separated by spaces in print.  D. Recognize and name all upper- and lowercase letters of the alphabet. | | 1. Recognize that words on a page progress:  * From left to right * From top to bottom. (K)  1. Recognize that:  * Spoken words are represented in written language by specific sequences of letters * Words are separated by spaces in print * Sentences are made up of words. (K)  1. Recognize and name all upper- and lowercase letters of the alphabet. (K) 2. Follow:  * Words from left to right * Words from top to bottom * Words page by page (PS)  1. Name all upper- and lowercase letters of the alphabet. (PS) | 1. I can show that words on a page go from left to right and from top to bottom. (K) 2. a. I can tell that letters can be put together to make words.   b. I can tell that words are separated by spaces.  c. I can tell that sentences are made up of words.  d. I can recognize all upper- and lowercase letters. (K)   1. a. I can track words from left to right.   b. I can track words from top to bottom.  c. I can track words page to page. (PS)   1. I can name all upper- and lowercase letters. (PS) | |

| **Strand: Reading Foundational Skills** | | |
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| **Cluster: Phonological Awareness** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.RFS.2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).  A. Recognize and produce rhyming words.  B. Count, pronounce, blend, and segment syllables in spoken words.  C. Blend and segment onsets and rhymes of single-syllable spoken words.  D. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. \*(This does not include CVC’s ending with /l/, /r/, or /x/.)  E. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.  \*Words, syllables, or phonemes written in /slash/ refer to their pronunciation phonology. Thus, /cvc/ is a word with three phonemes regardless of the number or letters in the spelling of the word. | 1. Recognize rhyming words:  * Short vowel * Sounds initial * Sounds * Ending sounds (K)  1. Produce rhyming words. (PS) 2. Count syllables in spoken words. (PS) 3. Pronounce syllables in spoken words. (PS) 4. Blend syllables in spoken words. (PS) 5. Segment syllables in spoken words. (PS) 6. Blend onsets and rimes of single-syllable spoken words. (PS) 7. Segment onset and rimes of single syllable spoken words. (PS) 8. Isolate and pronounce CVC words, to:  * Recognize the initial sound * Medial vowel * Final sounds. (PS)  1. Add individual sounds in simple one syllable words to make new words. (PS) 2. Substitute individual sounds in simple one syllable words to make new words. (PS) | 1. a. I can tell when two words rhyme.   b. I can when two words have the same short vowel sound.  c. I can tell when two words have the same beginning sound.  d. I can tell when two words have the same ending sound. (K)   1. I can think of and say rhyming words. (PS) 2. I can count syllables in words that are said aloud. (PS) 3. I can say the syllable sin words that are said aloud. (PS) 4. I can put syllables together to make a word. (PS) 5. I can say each syllable in a word I hear. (PS) 6. I can put a beginning sound with a words family to make short words. (PS) 7. I can the beginning sound off of short words. (PS) 8. I can tell the \_\_\_\_\_\_\_\_ (beginning, middle, and ending) sound of short words. (PS) 9. I can add a sound to make a new word. (PS) 10. I can change sounds in a word to make a new word. (PS) |
| **Strand: Reading Foundational Skills** | | |
| **Cluster: Phonics and Word Recognition** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.RFS.3 – Know and apply grade-level phonics and word analysis skills in decoding words.  A. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.  B. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.  C. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).  D. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | 1. Know grade level-level phonics and word analysis skills in decoding words. (K) 2. Recognize one-to-one letter correspondence for each consonant. (K) 3. Identify the five vowels with common spellings: short vowels, long vowels. (K) 4. Recognize high-frequency sight words. (K) 5. Recognize words that are similarly spelled. (K) 6. Identify the sounds of the letters that are different. (K) 7. Apply grade level-level phonics and words analysis skills in decoding words. (R) 8. Distinguish the differing sounds of consonants. (R) 9. Distinguish long and short vowel sounds that have common spellings. (R) 10. Determine the pattern of the word. (R) 11. Say the sound that corresponds to the consonant. (PS) 12. Read high-frequency sight words. (PS) 13. Read words that have a similar word pattern and identify  * Sounds * Letters   that are different. (PS) | 1. I can use letter sounds to read words. (K) 2. I can recognize the sound that each consonant makes. (K) 3. a. I can name the five vowels.   b. I can recognize short and long vowel spellings (silent e, two vowels go walking, etc.) (K)   1. I can recognize sight words. (K) 2. I can recognize words that are spelled almost alike. (K) 3. I can identify the sounds of the letters that are different in two words that are spelled almost the same. (K) 4. I can use rules about letters and sounds to read words. (R) 5. I can her differences in consonant sounds. (R) 6. I can hear the differences in Long vowel and short vowel sounds. (R) 7. I can tell the pattern of a word (cvc, cvce, cvcc). (R) 8. I can say the sound of each consonant. (PS) 9. I can read sight words. (PS) 10. I can read words that are almost alike and tell the sounds or letters that are different. (PS) |
| **Strand: Reading Foundational Skills** | | |
| **Cluster: Fluency** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.RFS.4 - Read emergent-reader texts with purpose and understanding. | 1. Identify and understand foundational skills for Reading #1-3. (K) 2. Recognize that there are different purposes for reading emergent-reader texts. (K) 3. Apply foundational skills reflected in #1-3. (R) 4. Determine the purpose for reading emergent-reader texts. (R) 5. Read emergent-reader texts:  * With purpose * For understanding. (PS) | 1. I can tell why reading is important. (K) 2. I can tell my reason for reading. (R) 3. I can read books for fun and to learn new things. (PS) |

| **Strand: Writing** | | |
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| **Cluster: Text Type and Purposes** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.W.1 – Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or 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…….) | 1. Identify the title of a book or topic to write about. (K) 2. Recognize what an opinion is. (K) 3. Formulate an opinion about a book or topic. (R) 4. Write an opinion piece about a topic or book; the piece should:  * Demonstrate a combination of drawing, dictating, and writing * Include the topic or title of a book * State an opinion or preference about the topic or book. (P) | 1. I can tell you what an opinion is. (K) 2. I can name the title of a book or topic to write about. (K) 3. I can make an opinion about a book or a topic. (R) 4. I can write an opinion piece about a topic or a book:  * I will use pictures and writing * I will write the topic or title of a book * I will give an opinion about the topic or book. (P) |
| K.W.2 – Use a combination of drawing, dictating, and writing to compose informative/explanatory test in which they name what they are writing about and supply some information about the topic. | 1. Identify an informative/explanatory text. (K) 2. Select a topic for an informative/explanatory text. (K) 3. Combine drawing, dictation, and writing to compose informational/explanatory text to supply additional information about the topic. (R) 4. Compose informative/explanatory text using which they:  * Name the topic about which they are writing * Supply some information about the topic. (P) | 1. I can tell that books are written for different reasons. (K) 2. I can tell that nonfiction books teach and/or explain facts. (K) 3. I can choose a topic to explain or inform. (K) 4. I can give more facts about the book/topic. (R) 5. I can write a piece to inform about/explain \_\_\_\_\_\_\_ (topic). (P) 6. I can give facts to inform/explain the topic. (P) |
| **Strand: Writing** | | |
| **Cluster: Text Types and Purposes** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.W.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. | 1. Define event. (K) 2. Choose a single event to discuss. (K) 3. Distinguish between relevant and irrelevant details. (R) 4. Sequence relevant events. (R) 5. React to the event.(R) 6. Draw, dictate, and/or write a narrative piece which contains relevant details, a logical sequence of events, and a reaction. (P) | 1. I can tell what an event is. (K) 2. I can talk about an event (something that happened). (K) 3. I can tell the important details about an event. (R) 4. I can put the details in order. (R) 5. I can tell how I felt about the event. (R) 6. I can write a story about something that happened:  * Giving important details in order * Telling how I felt. (P) |

\*K.W.4 begins in grade 3.

| **Strand: Writing** | | |
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| **Cluster: Production and Distribution of Writing** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.W.5 – With guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed. | 1. With guidance and support from adults, students should recognize:  * How to respond to questions and suggestions from peers * How to add details to strengthen writing as needed. (K)  1. With guidance and support from adults, students develop writing as needed by:  * Responding to questions and suggestions from peers * Adding details to strengthen writing as needed. (R) | 1. I can answer questions. (K) 2. I can use ideas from my peers. (K) 3. I can add details. (K) 4. I can write answers to questions. (R) 5. I can write using ideas from my peers. (R) 6. I can write using details. (R) |
| K.W.6 – With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | 1. With guidance and support:  * Use basic computer skills (e.g., turn on computer, log on, use common software, basic word processing tools). (K)  1. With guidance and support:  * Choose digital tools for producing and publishing writing. (R)  1. With guidance and support:  * Use technology to produce and publish writing individually and with peers. (PS) | 1. I can turn on a computer. (K) 2. I can log on to a computer. (K) 3. I can use common software. (K) 4. I can type letters and words on a computer. (K) 5. I can choose technology for writing. (R) 6. I can use technology to write, alone or with peers. (PS) |

| **Strand: Writing** | | |
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| **Cluster: Research to Build and Present Knowledge** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.W.7 – Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | 1. Identify sources and tools for shared research. (K) 2. Determine and apply appropriate sources and tools to conduct shared research. (R) 3. Participate in shared research projects. (R) | 1. I can tell places to find information. (K) 2. I can do research with my class. (R) 3. I can participate in research and writing projects. (R) |
| K.W.8 – With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | 1. Identify:  * Experience * Source (K)  1. Gather information from more than one source to answer a question. (R) 2. With guidance and support:  * Answer a question using information from an experience * Answer a question using information from a provided source. (PS) | 1. I can give information from a source. (K) 2. I can give information from an experience. (K) 3. I can get information from different sources to answer a question. (R) 4. I can answer a question bases on my experience. (PS) 5. I can answer a question based on a source. (PS) |

\*K.W.9 begins in grade 4

\*K.W.10 begins in grade 3

| **Strand: Speaking and Listening** | | |
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| **Cluster: Comprehension and Collaboration** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.SL.1 – Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  b. Continue a conversation through multiple exchanges. | 1. Identify ideas from kindergarten topics and texts. (K) 2. Identify agreed-upon rules for discussion. (K) 3. Recognize how others listen. (K) 4. Recognize how others move conversations along. (K) 5. Decide comments and questions appropriate to the topic of discussion. (K) 6. Observe if agreed upon discussion rules are being followed. (K) 7. Decide comments and questions appropriate to the topic of discussion. (R) 8. Observe if agreed-upon discussion rules are being followed. (R) 9. Participate in conversations about kindergarten topics and texts. (PS) 10. Follow agreed-upon rules for discussion. (PS) 11. Listen while others are speaking. (PS) 12. Listen and respond to, and continue conversations with peers and adults. (PS) | 1. I can identify ideas from kindergarten topics and texts. (K) 2. I can identify agreed-upon rules for discussion. (K) 3. I can recognize how others listen. (K) 4. I can recognize how others move conversations along. (K) 5. I can decide if comments and questions are appropriate to the topic of discussion. (K) 6. I can observe if agreed-upon discussion rules are being followed. (K) 7. I can decide if comments and questions are appropriate to the topic of discussion. (R) 8. Observe if agreed-upon discussion rules are being followed. (R) 9. I can listen to the comments of others and share my own ideas. (PS) 10. I can follow the agreed-upon rules for discussion. (PS) |

| **Strand: Speaking and Listening** | | |
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| **Cluster: Comprehension and Collaboration** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.SL.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. | 1. Identify key ideas from text read aloud or presented orally through media formats. (K) 2. Ask and answer questions about key details read aloud or presented orally through media formats. (K) 3. Ask for clarification of key details that are not understood from text read aloud information presented through media. (R) 4. Answer questions about key details from information presented orally. (PS) 5. Ask questions about key details from information presented orally. (PS) 6. Ask for clarification if something is not understood. (PS) | 1. I can identify key ideas from text read aloud or presented orally through media. (K) 2. I can ask and answer questions about key ideas from text read aloud or presented orally though media. (K) 3. I can ask for clarification of key details from text presented in multiple ways. (R) 4. I can ask questions about key details or information presented in multiple ways. (PS) 5. I can answer questions about key details presented in multiple ways. (PS) 6. I can ask for clarification if I do not understand something. (PS) |

| **Strand: Speaking and Listening** | | |
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| **Cluster: Comprehension and Collaboration** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.SL.3 | 1. Recognize that asking questions is an appropriate strategy to further understanding. (K) 2. Identify questions. (K) 3. Identify answers. (K) 4. Identify situations in which:  * Help is needed * Information is needed * Clarification is necessary. (K)  1. Formulate appropriate questions to seek:  * Help * Information * Clarification. (R)  1. Ask questions to:  * Seek help * Get information * Clarify something that is not understood. (PS)  1. Answer question in order to:  * Seek help * Get information   Clarify something that is not understood. (PS) | 1. I can recognize that asking questions is an appropriate strategy to further understanding. (K) 2. I can identify questions. (K) 3. I can identify answers. (K) 4. I can identify when I do not understand something. (K) 5. I can ask appropriate questions to seek help, get information or clarification. (R) 6. I can ask questions that help me get information or make something clear. (PS) 7. I can answer questions that help me get information or make something clear. (PS) |

| **Strand: Speaking and Listening** | | |
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| **Cluster: Presentation of Knowledge and Ideas** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K. SL. 4 – Describe familiar people, places, things and events, and with prompting and support, provide additional details. | 1. Identify familiar:  * People * Places * Things * Events * Details (K)  1. Determine relevant details that describe:  * People * Place * Things * Events   With prompting and support. (R)   1. Orally perform a clear presentation that describes:  * A person * A place * A thing * An event   Include relevant details, with prompting  and support. (PS) | 1. I can identify familiar people, places, things, and events. (K) 2. I can determine important details that describe people, places, things and events with prompting and support. (R) 3. I can use details to describe familiar people, places, things and events. (PS) |
| K.SL.5 – Add drawings or other visual displays to descriptions as desired to provide additional detail. | 1. Know what visual displays are. (K) 2. Identify details. (K) 3. Add drawings or visual displays to provide details to descriptions. (R) | 1. I know what visual displays are. (K) 2. I can identify details. (K) 3. I can add drawings or visual displays (e.g., photos, collages, paintings) to add details to my presentation. (R) |

| **Strand: Speaking and Listening** | | |
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| **Cluster: Presentation of Knowledge and Ideas** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.SL.6 – Speak audibly and express thought, feeling, and ideas clearly. | 1. Identify different voice volumes used for different situations. (K) 2. Speak using appropriate voice volume for the situation. (PS) 3. Speak to communicate thoughts, feeling, and ideas clearly. (PS) | 1. I can identify different voice volumes used for different situations. (K) 2. I can speak in a voice that others can hear and understand. (PS) 3. I can share my thoughts, feelings, and ideas clearly when I speak. (PS) |

| **Strand: Language** | | | | |
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| **Cluster: Conventions of Standard English** | | | | |
| **Standard** | **Teacher Targets** | | **I Can Statements** | |
| K. L. 1 – Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  a. Print many upper- and lowercase letters.  b. Use frequently occurring nouns and verbs.  c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).  d. Understand and use question words (interrogatives) (e.g., who, what, when, where, why, and how).  e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).  f. Produce and expand complete sentences in shared language activities. | 1. Recognize many of the letters of the alphabet. (K) 2. Recognize that letters can be both upper- and lowercase. (K) 3. Recognize nouns and verbs. (K) 4. Recognize that nouns and verbs can be singular and plural. (K) 5. Know the meaning of question words (interrogatives). (K) 6. Recognize common prepositions. (K) 7. Recognize and produce a complete sentence. (K) 8. Demonstrate command of the conventions of grammar and usage when writing:  * Expand sentences * Distinguish between upper- and lowercase letters. (R)  1. Demonstrate command of the conventions of grammar and usage when speaking. (PS) 2. Use regular plural nouns. (PS) 3. Form regular plural nouns orally using /s/ and /es/. (PS) 4. Use question words in speaking. (PS) 5. Use frequently occurring prepositions in speaking. (PS) 6. Speak in complete sentences. (PS) 7. Expand complete sentences. (PS) | | 1. I can recognize the letters of the alphabet. (K) 2. I can recognize that letters can be both upper- and lowercase. (K) 3. I can recognize nouns and verbs. (K) 4. I can recognize that nouns can be singular and plural. (K) 5. I can answer “W” questions. (K) 6. I can recognize common prepositions. (K) 7. I can recognize and say sentence. (K) 8. I can use correct grammar when writing:  * Sentences * Upper- and lowercase letters. (R)  1. I can use correct grammar when speaking. (PS) 2. I can use plural nouns when I write. (PS) 3. I can use plural nouns when I speak. (PS) 4. I can use question words when I speak. (PS) 5. I can use prepositions when I speak. (PS) 6. I can speak in complete sentences. (PS) 7. I can add details to sentences. (PS) | |
| **Strand: Language** | | | | |
| **Cluster: Conventions of Standard English** | | | | |
| **Standard** | | **Teacher Targets** | | **I Can Statements** |
| K.L.2 – Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a. Capitalize the first word in a sentence and the pronoun I.  b. Recognize and name punctuation  c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).  d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | | 1. Apply correct capitalization, punctuation, and spelling when writing. (K) 2. Capitalize the first word in a sentence and the pronoun I. (K) 3. Recognize and name punctuation. (K) 4. Match the sound and the letter for most consonant and short-vowel sounds. (K) 5. Use sound-letter awareness to spell simple words phonetically. (K) 6. Distinguish the letters. (R) 7. Write a letter or letter combinations for most consonant and short vowel sounds. (PS) | | 1. I can use correct capitalizations, punctuation, and spelling when writing. (K) 2. I can capitalize the first word in a sentence. (K) 3. I can capitalize the pronoun, “I”. (K) 4. I can match the sounds and the letter for all consonant and short-vowel sounds. (K) 5. I can spell words (phonetically). (K) 6. I can identify all the letters. (R) 7. I can write the letter to match each consonant and short vowel sounds. (PS) 8. I can write letters for some combinations of sounds. (PS) |

\*K.L.3 begins in grade 2

| **Strand: Language** | | |
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| **Cluster: Vocabulary and Acquisition Use** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.L.4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.  a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).  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 an unknown word. | 1. Recognize that some words and phrases have multiple meanings. (K) 2. Identify frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less). (K) 3. Identify new meanings for familiar words. (R) 4. Apply the appropriate meaning for the word within the context. (R) 5. Apply knowledge of frequently occurring inflections and affixes to determine the meaning of a word. (R) 6. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. (R) | 1. I can recognize that some words have more than one meaning. (K) 2. I can identify the root word. (K) 3. I can identify prefixes and suffixes. (K) 4. I can use different meaning for a word. (R) 5. I can tell what a word means based on the sentence. (R) 6. I can use the tense, suffix, or prefix to know the meaning of a word. (R) |

| **Strand: Language** | | |
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| **Cluster: Vocabulary Acquisition and Use** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.L.5 – With guidance and support from adults, explore word relationships and nuances in word meanings.  a. Sort common objects into categories (e.g., shapes, foods) to gain sense of the concepts the categories represent.  b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.  c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).  d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings. | 1. With guidance and support from adults:  * Identify common objects * Identify categories; know verb, know adjectives, know opposite * Identify real life connections * Distinguish shades of meaning among verbs describing the same action. (K)  1. With guidance and support from adults:  * Sort common objects into categories * Relate verbs and adjectives to their opposites * Identify real life connections between words and their use * Distinguish ways to act out verbs. (R)  1. With guidance and support from adults act out meaning of verbs. (PS) | 1. I can identify common objects. (K) 2. I can identify antonyms. (K) 3. I can connect words to real life. (K) 4. I can use different verbs to describe the similar actions. (K) 5. I can sort common objects into categories. (R) 6. I can match verb and adjectives to their opposites. (R) 7. I can give real life examples of verbs with similar meanings. (R) 8. I can act the meanings of verbs. (PS) |

| **Strand: Language** | | |
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| **Cluster: Vocabulary Acquisition and Use** | | |
| **Standard** | **Teacher Targets** | **I Can Statements** |
| K.L.6 - Use words and phrases acquired through conversations, reading and being read to, and responding to text. | 1. Obtain words and phrases acquired through:  * Conversations * Reading * Being read to * Responding to text. (K)  1. Distinguish is a word or phrase should be used when responding. 2. Use words and phrases accurately acquired through:  * Conversations * Reading * Being read to * Responding to text. (PS) | 1. I can learn new words and phrases from:  * Conversations * Reading * Being read to * Discussing what I read. (K)  1. I can answer with the correct word or phrase. (R) 2. I can use words and phrases correctly that I have learned from:  * Conversations * Reading * Being read to * Discussing what I read. (PS) |