

| | | 9-weeks | | | | |
|---|---|---------|---|---|---|------------------------|
| Standard/Strand: Reading Literature | "I can..." statements" | 1 | 2 | 3 | 4 | Vocabulary |
| RL.K.1 With prompting and support, ask and answer questions about key details in a text | When someone helps me: | | | | | Complete sentences |
| | I can answer questions about key details in a text. | | | | | Details |
| | I can ask questions about key details in a text. | | | | | |
| | I can share important information about a text. | | | | | |
| RL.K.1a. Make predictions to determine main idea | I can make a prediction about what will happen next in the story. | | | | | Prediction |
| | I can make a prediction about how a story will end. | | | | | Main Idea |
| RL.K.2 With prompting and support, retell familiar stories, including key details. | When someone helps me: | | | | | |
| | I can retell the beginning of the story. | | | | | Beginning |
| | I can retell the middle of the story. | | | | | Middle |
| | I can retell the end of the story. | | | | | End |
| RL.K.3 With prompting and support, identify characters, settings, and major events in a story. | I can retell the beginning, middle, and end of the story. | | | | | Retell |
| | When someone helps me: | | | | | |
| | I can name the characters in a story. | | | | | Character |
| | I can name the setting in a story. | | | | | Setting |
| RL.K.4 Ask and answer questions about unknown words in a text. | I can name the important parts in a story. | | | | | Event |
| | I can name the characters, settings, and important parts in a story. | | | | | |
| | I can ask questions about words I don't know in a story. | | | | | Clarification |
| | I can answer questions about words I don't know in a story. | | | | | |
| RL.K.5 Recognize common types of texts (e.g. storybooks, poem). | I can tell when words are a poem. | | | | | Fiction/narrative |
| | I can tell when words are a story. | | | | | Nursery rhymes |
| | I can tell when words are a fairy tale. | | | | | Poetry |
| | I can tell when words are a nursery rhyme. | | | | | Fairy tales Fantasy |
| RL.K.6 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: | | | | | Author |
| | I can name the author and what he/she does. | | | | | Illustrator |
| | I can name the illustrator and what he/she does. | | | | | |
| 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). | When someone helps me: | | | | | Illustration |
| | I can tell what a story will be about by looking at the pictures on the front cover and the pictures in the book. | | | | | Text Relationship |
| | | | | | | |
| RL.K.8 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | When someone helps me: | | | | | Character |
| | I can tell how two characters are alike in stories. | | | | | Alike/ Compare |
| | I can tell how two characters are different in stories. | | | | | Different/ Contrast |
| | I can tell how characters are alike and different in stories. | | | | | Story |
| RL.K.9 Actively engage in group reading activities with purpose and understanding. [RL.K.10] | I can share in fiction reading activities. | | | | | Fiction |

| Standard/Strand: Reading Informational Text | "I can..." statements" | 1 | 2 | 3 | 4 | Vocabulary |
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| RI.K.10 With prompting and support, ask and answer questions about key details in a text. | When someone helps me: | | | | | Question |
| | I can ask questions after listening to nonfiction. | | | | | Nonfiction |
| | I can answer questions after listening to nonfiction. | | | | | Details |
| RI.K.11 With prompting and support, identify the main topic and retell key details of a text. | When someone helps me: | | | | | Topic |
| | I can tell the main topic in a nonfiction book. | | | | | |
| | I can tell details from a nonfiction book. | | | | | |
| RI.K.12 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | When someone helps me: | | | | | Connected |
| | I can tell how people in a book are connected. | | | | | Events |
| | I can tell how events in a book are connected. | | | | | Ideas |
| RI.K.13 With prompting and support, ask and answer questions about unknown words in a text. [RI.K.4] | I can tell how ideas in a book are connected. | | | | | Unknown |
| | When someone helps me: | | | | | Questions |
| | I can ask questions about new words in nonfiction. | | | | | Answer |
| | I can answer questions about new words in nonfiction. | | | | | |

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| RI.K.14 Identify the front cover, back cover, and title page of a book. | I can find the front cover of a book. | | | | | Front |
| | I can find the back cover of a book. | | | | | Back |
| | I can find the title page of a book. | | | | | Title Page |
| RI.K.15 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. | I can name the author of a book and can tell about his/her job. | | | | | Author |
| | I can name the illustrator of a book and can tell about his/her job. | | | | | Illustrator Job |
| | When someone helps me: | | | | | Pictures/ Illustrations |
| RI.K.16. With prompting and support, describe the illustrations in a text and identify the details in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts). | I can use the pictures to help me understand a book. | | | | | Pictures |
| | I can use the words to help me understand a book. | | | | | Words/ Text |
| | When someone helps me: | | | | | Reasons |
| RI.K.17 With prompting and support, identify the reasons an author gives to support points in a text. | I can find the reasons an author gives to support the ideas in a nonfiction book. | | | | | Support |
| | When someone helps me: | | | | | |
| RI.K.18 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). | I can tell how two nonfiction books about the same topic are alike. | | | | | Alike/Similar |
| | I can tell how two nonfiction books about the same topic are different. | | | | | Different |
| | When someone helps me: | | | | | |
| RI.K.19 Actively engage in group reading activities with purpose and understanding. | I can share in nonfiction reading activities. | | | | | Nonfiction |
| Standards/Strands: Foundational Skills | "I can..." statements" | 1 | 2 | 3 | 4 | Vocabulary |
| RF.K.20 Demonstrate understanding of the organization and basic features of print. | | | | | | |
| RF.K.20a. Follow words from left to right, top to bottom, and page by page. | I can follow words from left to right, top to bottom, and page to page. | | | | | Left, Right, Top, Bottom |
| RF.K.20b Recognize that spoken words are represented in written language by specific sequences of letters. | I can tell that letters make up words. | | | | | Letters |
| RF.K.20c. Understand that words are separated by spaces in print. | I can understand that words are separated by spaces. | | | | | Separated |
| RF.K.20d Recognize and name all uppercase and lowercase letters of the alphabet. | I can recognize all uppercase letters. | | | | | Uppercase |
| | I can recognize all lowercase letters. | | | | | Lowercase |
| | I can name all uppercase letters. | | | | | |
| | I can name all lowercase letters. | | | | | |
| RF.K.21. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). | | | | | | |
| RF.K.21a Recognize and produce rhyming words. | I can recognize rhyming words. | | | | | Rhyme |
| | I can make rhyming words. | | | | | |

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| RF.K.21b Count, pronounce, blend, and segment syllables in spoken words. | I can count syllables in spoken words. | | | | | Syllable |
| | I can blend syllables in spoken words. | | | | | Blend |
| | I can divide spoken words into syllables. | | | | | Divide |
| RF.K.21c Blend and segment onsets and rimes of single-syllable spoken words. | I can identify word families (onset and rimes). | | | | | Onset/ Rime Blend/Segment |
| | When someone helps me: | | | | | |
| RF.K.21d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. | I can find and say the first sound in a word. | | | | | First/Last/Middle |
| | I can find and say the last sound in a word. | | | | | Initial/Final |
| | I can find and say the middle vowel sound in a word. | | | | | Consonant/Vowel |
| | When someone helps me: | | | | | Phoneme |
| RF.K.22e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | I can make new words by changing the beginning sound. | | | | | Beginning |
| | I can make new words by changing the ending sound. | | | | | Ending |
| | I can make new words by changing the middle sound. | | | | | Middle |
| RF.K.22 Know and apply grade-level phonics and word analysis skills in decoding words. | | | | | | |
| RF.K.22a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. | I can say the sound of each consonant. | | | | | Consonant |

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| RF.K.22b Associate the long and short sounds with common spellings (graphemes) for the five major vowels. | I can identify the short vowel sounds. | | | | | Short Vowel |
| | I can identify the long vowel sounds. | | | | | Long Vowel |
| RF.K.22c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). | I can read sight words. | | | | | Sight Words |
| RF.K.22d Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | I can identify the word family. (-an, -am...) | | | | | Word Family |
| RF.K.23 Read emergent-reader texts with purpose and understanding. | I can read. | | | | | |
| | I can answer questions about what I read. | | | | | |
| Standards/Strands: Writing | "I can..." statements" | 1 | 2 | 3 | 4 | Vocabulary |
| W.K.24 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>). | I can dictate, draw, and write my opinion about a story. | | | | | Dictate, Opinion |
| W.K.25 Use a combination of drawing, dictating, and writing to compose informative or explanatory texts in which they name what they are writing about and supply some information about the topic. | I can dictate, draw, and write to explain. | | | | | Dictate, Explain |
| W.K.26 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. | I can dictate, draw, and write to tell a story. | | | | | Dictate, Narrate |
| W.K.27 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, I can add details to my writing. | | | | | Details |
| W.K.28. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | When someone helps me, I can use technology to write. | | | | | Technology |
| W.K.29 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | I can help my class research and write. | | | | | Research |

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| W.K.30 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | I can remember what I have been taught to answer a question. | | | | | |
| Standards/Strand: Speaking and Listening | "I can..." statements" | 1 | 2 | 3 | 4 | Vocabulary |
| SL.K.31 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | I can participate in group discussions. | | | | | |
| SL.K.31a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). | I can follow speaking and listening rules. | | | | | |
| SL.K.31b Continue a conversation through multiple exchanges. | I can participate in a discussion about a topic. | | | | | Topic |
| SL.K.32 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details | I can ask questions about a text if I need help. | | | | | Ask Questions |
| | I can answer questions about a text. | | | | | Answer Questions |
| SL.K.33 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | I can ask questions if I need help. | | | | | |
| | I can answer questions. | | | | | |
| SL.K.34 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | I can tell about people, places, and things. | | | | | Describe |
| | I can add details when someone helps me. | | | | | Details |
| SL.K.35 Add drawings or other visual displays to descriptions as desired to provide additional detail. | I can use drawings and add details. | | | | | |
| SL.K.36 Speak audibly and express thoughts, feelings, and ideas clearly. | I can speak clearly to tell my ideas and feelings. | | | | | |
| Standards/Strands: Language | "I can..." statements" | 1 | 2 | 3 | 4 | Vocabulary |

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| L.K.37 Begin to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. | | | | | |
| L.K.37a. Print many uppercase and lowercase letters. | I can write the capital letters. | | | | Capital Lowercase |
| | I can write the lowercase letters. | | | | |
| L.K.37b Use frequently occurring nouns and verbs. | I can use nouns. | | | | Nouns Verbs |
| | I can use verbs. | | | | |
| L.K.37c Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). | I can make nouns plural (orally). | | | | Plural |
| L.K.37d Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). | I can use question words (who, what, when, where, why) | | | | |
| L.K.37e Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). | I can recognize prepositions (to, from, in, out, on, off, for, of by, with, etc.) | | | | Preposition |
| | I can use the correct preposition to communicate (orally). | | | | |
| L.K.37f Produce and expand complete sentences in shared language activities. | I can speak in complete sentences. | | | | |
| L.K.38 Begin to demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. | | | | | |
| L.K.38a Capitalize the first word in a sentence and the pronoun <i>I</i> . | I can capitalize the first word of a sentence. | | | | Capitalize |
| | I can capitalize the word <i>I</i> . | | | | |
| L.K.38b Recognize and name end punctuation. | I can identify a period. | | | | Period Question Mark |
| | I can identify a question mark. | | | | |
| L.K.38c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). | I can write a letter for each sound. | | | | |
| L.K.38d Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | I can spell simple words. | | | | |
| L.K.39 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. | I can recognize unknown words | | | | |

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| | I can identify words with more than one meaning. | | | | |
| L.K.39a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>). | I can identify that words can have more than one meaning. | | | | |
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| L.K.39b Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word. | I can tell how adding <u>un-</u> and <u>re-</u> change the meaning of a word. | | | | |
| | I can tell how adding <u>-ed</u> and <u>-ing</u> change the meaning of a word. | | | | |
| L.K.40 With guidance and support from adults, explore word relationships and nuances in word meanings. | When someone helps me: | | | | |
| L.K.40a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. | I can use words with more than one meaning. | | | | Sort |
| | I can sort. | | | | |
| L.K.40b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). | I can identify a verb. | | | | Verb Adjective Opposite |
| | I can identify an adjective. | | | | |
| | I can identify opposites. | | | | |
| L.K.40c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). | I can make connections between words and their meanings. | | | | |
| L.K.40d Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. | I can act out the meaning of verbs. | | | | |
| L.K.41. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | I can talk about a text. | | | | |