

Standards & "I Can..." Statements - KINDERGARTEN

ELA	Standard	"I Can..."	Academic Vocab
Reading: Literature			
	K.RL.1. With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> ➤ With help, I can ask questions about what happened in a story. ➤ With help, I can answer questions about what happened in a story. 	
	K.RL.2. With prompting and support, retell familiar stories, including key details.	<ul style="list-style-type: none"> ➤ With help, I can retell a story using pictures. 	
	K.RL.3. With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> ➤ With help, I can say the names of characters in the story. ➤ With help, I can tell the setting of the story. ➤ With help, I can tell what happened in the story. 	
	K.RL.4. Ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> ➤ I can ask questions about unknown words in a story. ➤ I can answer questions about unknown words in a story. 	
	K.RL.5. Recognize common types of texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> ➤ I can identify different kinds of stories. 	
	K.RL.6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<ul style="list-style-type: none"> ➤ With help, I can name the author and tell what he or she does. ➤ With help, I can name the illustrator and tell what he or she does. 	
	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	<ul style="list-style-type: none"> ➤ With help, I can retell the story using illustrations/pictures. 	

illustration depicts).		
K.RL.8. (Not applicable to literature)		
K.RL.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> ➤ With help, I can tell things that happened to characters in a story that are the same from another story. ➤ With help, I can tell things that happened to characters in a story that are different from another story. 	
K.RL.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ➤ I can be part of group reading activities. 	
Reading: Informational Text		
K.RI.1. With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> ➤ With help, I can ask questions about what happened in a story. ➤ With help, I can answer questions about what happened in a story. 	
K.RI.2. With prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> ➤ With help, I can retell a story using pictures. ➤ With help, I can tell the main topic of a text. 	
K.RI.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	<ul style="list-style-type: none"> ➤ With help, I can tell how two things are alike in a text. 	
K.RI.4. With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> ➤ With help, I can ask questions about unknown words in a story. ➤ With help, I can answer questions about unknown words in a story. 	
K.RI.5. Identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> ➤ I can tell parts of a book. 	
K.RI.6. Name the author and illustrator of a text and	<ul style="list-style-type: none"> ➤ I can name the author of a book. 	

define the role of each in presenting the ideas or information in a text.	<ul style="list-style-type: none"> ➤ I can tell what an author does. ➤ I can name the illustrator of a book. ➤ I can tell what an illustrator does. 	
K.RI.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).	<ul style="list-style-type: none"> ➤ With help, I can tell how illustrations/pictures and words in the text are related. 	
K.RI.8. With prompting and support, identify the reasons an author gives to support points in a text.	<ul style="list-style-type: none"> ➤ With help, I can tell why an author writes a text. 	
K.RI.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).	<ul style="list-style-type: none"> ➤ With help, I can tell things in a text that are the same from another text. ➤ With help, I can tell things in a text that are different from another text. 	
K.RI.10. Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> ➤ I can be part of group reading activities. 	
Reading: Foundational Skills		
K.RF.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.	<ul style="list-style-type: none"> ➤ I can show how to read a book. (left-right; top-bottom; page-to-page) ➤ I can find a word in a text. ➤ I can find the beginning and the ending of words in a sentence. ➤ I can see and say all of the letters in the alphabet. 	
K.RF.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 rimes of single-syllable spoken	<ul style="list-style-type: none"> ➤ I can find rhyming words in a text. I can rhyme. ➤ I can clap out the beats of a word. I can count out the beats in a word. ➤ I can say all the sounds in a word. ➤ I can tap out words. 	

<p>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 CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> ➤ I can make new words for a word family. 	
<p>K.RF.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 sounds 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.</p>	<ul style="list-style-type: none"> ➤ I can say all the letter sounds. ➤ I can say both sounds for vowels. ➤ I can read my (blank) words. [sight word list(s)] ➤ I can find the sounds that are different in a word. 	
<p>K.RF.4. Read emergent-reader texts with purpose and understanding.</p>	<ul style="list-style-type: none"> ➤ I can read a text and talk about it. 	
Writing		
<p>K.W.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 . . .).</p>	<ul style="list-style-type: none"> ➤ I can write and draw about a book/topic. ➤ I can tell why I like or dislike a book/topic. 	
<p>K.W.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.</p>	<ul style="list-style-type: none"> ➤ I can write and draw about a nonfiction topic. 	
<p>K.W.3. Use a combination of drawing, dictating, and</p>	<ul style="list-style-type: none"> ➤ I can write and draw about the beginning, 	

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.	middle, and end of a given story.	
K.W.4. (Begins in grade 3)		
K.W.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	➤ With help, I can add detail to my writing.	
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.	➤ With help, I can type a sentence on the computer.	
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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).	➤ I can write about my favorite author.	
K.W.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	➤ With help, I can use resources to answer questions.	
K.W.9. (Begins in grade 4)		
K.W.10. (Begins in grade 3)		
Speaking & Listening		
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	<ul style="list-style-type: none"> ➤ I can listen to others, share their ideas (about books, etc., depending on subjects). ➤ I can take turns sharing my ideas. 	

to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.		
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.	<ul style="list-style-type: none"> ➤ I can ask and answer questions. ➤ I can ask questions if I don't understand the book. ➤ I can give details. 	
K.SL.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> ➤ I can ask and answer questions to help me understand. ➤ I can ask and answer questions to help me know more. 	
K.SL.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> ➤ I can tell about (describe) people. ➤ I can tell about places. ➤ I can give details about things. ➤ I can give details about events. 	
K.SL.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> ➤ I can draw or build a model to match what I heard (auditory). ➤ I can draw a picture to match what I am talking about. ➤ I can draw and add details to my pictures. 	
K.SL.6. Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> ➤ I can speak in a complete sentence. ➤ I can speak so others hear me. 	
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 /s/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring	<ul style="list-style-type: none"> ➤ I can write upper- and lowercase letters. ➤ I can use nouns and verbs. ➤ I can make plural nouns. ➤ I can make questions. ➤ I can use prepositions. ➤ I can make longer sentences. 	

<p>prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.</p>		
<p>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 end 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.</p>	<ul style="list-style-type: none"> ➤ I can put a capital letter at the beginning of a sentence. ➤ I can tell the name of the end punctuation. ➤ I can write letter sounds. ➤ I can spell words by the way they sound. 	
<p>K.L.3. (Begins in grade 2)</p>		
<p>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.</p>	<ul style="list-style-type: none"> ➤ I can tell new meanings for words I already know. ➤ I can use prefixes or suffixes to figure out new words. 	
<p>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 a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 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.</p>	<ul style="list-style-type: none"> ➤ With help, I can sort objects into groups. ➤ With help, I can identify opposites. ➤ With help, I can connect words to real-life things. ➤ With help, I can use different words that mean the same thing. 	

	K.L.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	➤ I can use words I hear or read.	
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SOCIAL STUDIES	Standard	"I Can..."	Academic Vocab
Strand: History			
	K.H.1. Time can be measured.	➤ I can use words to explain the order of events (yesterday, today, tomorrow, long ago).	
	K.H.2. Personal history can be shared through stories and pictures.	➤ I can tell about my life through stories and pictures.	
	K.H.3. Heritage is reflected through the arts, customs, traditions, family celebrations and language.	➤ I can talk about family traditions and customs.	
	K.H.4. Nations are represented by symbols and practices. Symbols and practices of the United States include the American flag, Pledge of Allegiance and the National Anthem.	➤ I can recognize and name United States symbols and practices (flag, Pledge of Allegiance, National Anthem).	
Strand: Geography			
	K.G.5. Terms related to direction and distance, as well as symbols and landmarks, can be used to talk about the relative location of familiar places.	➤ I can describe the location of an object (up, down, over, under, behind, in front of, front, back, here, there).	
	K.G.6. Models and maps represent places.	➤ I can create a model or map of a real place.	
	K.G.7. Humans depend on and impact the physical environment in order to supply food, clothing and shelter.	➤ I can identify natural resources I use each day.	

<p>K.G.8. Individuals are unique but share common characteristics of multiple groups.</p>	<ul style="list-style-type: none"> ➤ I can identify ways that people are the same and different. 	
<p>Strand: Government</p>		
<p>K.Gov.9. Individuals have shared responsibilities toward the achievement of common goals in homes, schools, and communities.</p>	<ul style="list-style-type: none"> ➤ I can identify my responsibilities at home and school. ➤ I can describe how people work together for a common goal. 	
<p>K.Gov.10. The purpose of rules and authority figures is to provide order, security and safety in the home, school and community.</p>	<ul style="list-style-type: none"> ➤ I can explain why we have rules at home, in school and in the community. ➤ I can identify authority figures in my life. 	
<p>Strand: Economic</p>		
<p>K.E.11. People have many wants and make decisions to satisfy those wants. These decisions impact others.</p>	<ul style="list-style-type: none"> ➤ I can identify wants and needs. ➤ I can make decisions on how to get what I want. 	
<p>K.E.12. Goods are objects that can satisfy people’s wants. Services are actions that can satisfy people’s wants.</p>	<ul style="list-style-type: none"> ➤ I can identify goods and services. 	

MATH	Standard	"I Can..."	Academic Vocab
	K.CC.A.1. Count to 100 by ones and by tens.	➤ I can count to 100.	
	K.CC.A.1. Count to 100 by ones and by tens.	➤ I can count by tens to 100.	
	K.CC.A.2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	➤ I can count from any number.	
	K.CC.A.3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).	➤ I can write numbers.	
	K.CC.B.4.A. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.	➤ I can touch and count correctly.	
	K.CC.B.4.B. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.	➤ I can tell how many are in a group.	
	K.CC.B.4.C. Understand that each successive number name refers to a quantity that is one larger.	➤ I can count one more.	
	K.CC.B.5. Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.	➤ I can count things in a group. ➤ I can make a group when given a number.	
	K.CC.C.6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and	➤ I can tell if groups have more, less, or equal amounts.	

counting strategies.		
K.CC.C.7. Compare two numbers between 1 and 10 presented as written numerals.	➤ I can compare two numbers.	
K.OA.A.1. Represent addition and subtraction with objects, fingers, mental images, drawings ¹ , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	➤ I can draw to add.	
K.OA.A.2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.	➤ I can draw to subtract.	
K.OA.A.3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	➤ I can make groups in different ways.	
K.OA.A.4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.	➤ I can make 10 in different ways	
K.OA.A.5. Fluently add and subtract within 5.	<ul style="list-style-type: none"> ➤ I can add quickly. ➤ I can subtract quickly. 	
K.NBT.A.1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.	<ul style="list-style-type: none"> ➤ I can show a number as a group of 10 + _____ more. ➤ I can use objects to put together tens and one. ➤ I can use objects to take apart tens and ones. ➤ I can draw tens and ones. ➤ I can write a number sentence/equation. 	

<p>K.MD.A.1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p>	<ul style="list-style-type: none"> ➤ I can tell if something is long or short. ➤ I can tell if something is heavy or light. 	
<p>K.MD.A.2. Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i></p>	<ul style="list-style-type: none"> ➤ I can tell which of two things is longer or shorter. ➤ I can tell which of two things is heavier or lighter. 	
<p>K.MD.B.3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	<ul style="list-style-type: none"> ➤ I can sort things into groups. ➤ I can count how many in each group. 	
<p>K.G.A.1. Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i>.</p>	<ul style="list-style-type: none"> ➤ I can find things around me that look like a _____ . (triangle, rectangle, circles, and square). ➤ I can tell if something is above, below, beside, in front of, behind, and next to something else. 	
<p>K.G.A.2. Correctly name shapes regardless of their orientations or overall size.</p>	<ul style="list-style-type: none"> ➤ I can name shapes. 	
<p>K.G.A.3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</p>	<ul style="list-style-type: none"> ➤ I can tell that a flat shape is two-dimensional (2D). ➤ I can tell that a solid shape is three-dimensional (3D). 	
<p>K.G.B.4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p>	<ul style="list-style-type: none"> ➤ I can compare two and three dimensional shapes. ➤ I can tell how many sides and corners are on each shape. 	

	K.G.B.5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.	<ul style="list-style-type: none"> ➤ I can draw shapes. ➤ I can build shapes. 	
	K.G.B.6. Compose simple shapes to form larger shapes. <i>For example, "Can you join these two triangles with full sides touching to make a rectangle?"</i>	<ul style="list-style-type: none"> ➤ I can put shapes together to make bigger shapes. 	

SCIENCE	Standard	"I Can..."	Academic Vocab
	K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object.	<ul style="list-style-type: none"> ➤ I can compare how pushing and pulling on an object makes it move. ➤ I can talk about how moving the object in different directions changes the way that it moves. ➤ I can talk about how pushing or pulling an object softer or harder changes the way that it moves. 	
	K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull.	<ul style="list-style-type: none"> ➤ I can show different ways to change the speed or direction of an object with a push or pull. ➤ I can tell you if what I did to make the object move worked correctly or not. 	
	K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.	<ul style="list-style-type: none"> ➤ I can compare the differences between soil, sand, rocks, and water that have been in the sunlight, and soil, sand, rocks, and water that have not been in the sunlight. ➤ I can talk about the comparisons that I have made. 	
	K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area	<ul style="list-style-type: none"> ➤ I can create structures that will shield areas from the warmth of the sun. ➤ I can talk about why I think they will work. 	

	<p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive</p>	<ul style="list-style-type: none"> ➤ I can compare the similar things that plants need to survive. ➤ I can compare similar things that animals need to survive. ➤ I can talk about what plants and animals need to survive 	
	<p>K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time</p>	<ul style="list-style-type: none"> ➤ I can observe the weather and tell you if it is sunny, cloudy, rainy, warm, or cold. ➤ I can keep track of how the weather changes at different times of the day. ➤ I can keep track of how the weather changes during the month. ➤ I can talk about what I have observed. 	
	<p>K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.</p>	<ul style="list-style-type: none"> ➤ I can observe how plants and animals can change their environments to meet their needs. ➤ I can form ideas about how plants and animals can change their environments to meet their needs. ➤ I can give reasons for my ideas. 	
	<p>K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p>	<ul style="list-style-type: none"> ➤ I can show how the needs of different plants and animals change where they can live. 	
	<p>K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.</p>	<ul style="list-style-type: none"> ➤ I can ask questions to learn more about the weather. ➤ I can tell why knowing about the weather is important. ➤ I can give examples of how to prepare for and respond to bad weather where I live. 	
	<p>K-ESS3-3. Communicate solutions that will reduce the</p>	<ul style="list-style-type: none"> ➤ I can talk about ways that humans can change 	

	<p>impact of humans on the land, water, air, and/or other living things in the local environment.</p>	<p>the way that they live so that they do not hurt the land, water, air, and/or other living things in the world.</p>	
	<p>K-2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.</p>	<ul style="list-style-type: none"> ➤ I can find out about simple problems that people that I know want to change and figure out how to solve them. ➤ I can talk about how the problem can be fixed. ➤ I can talk about the solution that I have created and why it will help to solve the problem. 	
	<p>K-2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>	<ul style="list-style-type: none"> ➤ I can create a drawing that shows how the shape of an object makes it work the way it is supposed to work. 	
	<p>K-2-ETS1-3. Analyze data from tests of two objects designed to solve the same problem to compare the strengths and weaknesses of how each performs</p>	<ul style="list-style-type: none"> ➤ I can compare two objects that were made to solve the same problem and talk about the strengths and weakness of both objects 	