

Domain: Reading Literature (RL)

Cluster: Key Ideas and Details				
Standard 1: With prompting and support, ask and answer questions about key details in a text.				
	Q1	Q2	Q3	Q4
I can ask and answer questions about a book.			X	X
Standard 2: With prompting and support, retell familiar stories, including key details.				
	Q1	Q2	Q3	Q4
I can retell a story using key details.		X		
Standard 3: With prompting and support, identify characters, settings, and major events in a story.				
	Q1	Q2	Q3	Q4
I can identify the characters in a story.	X			
I can identify the setting in a story.	X			
I can identify characters, settings and major events (sequence) in a story.		X		

Cluster: Craft and Structure				
Standard 4: Ask and answer questions about unknown words in a text.				
	Q1	Q2	Q3	Q4
I can ask and answer questions about new words in a book.		X		
Standard 5: Recognize common types of texts (e.g., storybooks, poems).				
	Q1	Q2	Q3	Q4
I can recognize common types of texts (e.g., poems, literature, informational).				X
Standard 6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.				
	Q1	Q2	Q3	Q4
I can name the author and illustrator and tell the job of each.		X		

Cluster: Integration of Knowledge and Ideas				
Standard 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).				
	Q1	Q2	Q3	Q4
I can use pictures to describe what is happening in the story.	X			
Standard 9: With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.				
	Q1	Q2	Q3	Q4
I can make connections in books.			X	
I can compare adventures and experiences of characters in familiar stories.				X

Cluster: Range of Reading and Level of Text Complexity				
Standard 10: Actively engage in group reading activities with purpose and understanding.				
	Q1	Q2	Q3	Q4
I can be active in my reading group with purpose and understanding while reading fictional stories.			X	

Domain: Reading Informational Text (RI)

Cluster: Key Ideas and Details				
Standard 1: With prompting and support, ask and answer questions about key details in a text.				
	Q1	Q2	Q3	Q4
I can ask and answer questions about key details in a nonfiction text.			X	
Standard 2: With prompting and support, identify the main topic and retell key details of a text.				
	Q1	Q2	Q3	Q4
I can identify the main topics and details in a nonfiction text.		X		
I can identify the main topic and tell about key details in a nonfiction text.			X	
Standard 3: With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.				
	Q1	Q2	Q3	Q4
I can tell what I learned about a person in a nonfiction text.		X		
I can tell about what I learned about a topic from a nonfiction text.		X		
I can talk about the connections I make in nonfiction text.		X		

Cluster: Craft and Structure				
Standard 4: With prompting and support, ask and answer questions about unknown words in a text.				
	Q1	Q2	Q3	Q4
I can ask and answer questions about new words in a text.		X		
Standard 5: Identify the front cover, back cover, and title page of a book.				
	Q1	Q2	Q3	Q4
I can identify the front cover, back cover and title page of a book of a nonfiction text.	X			
Standard 6: Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.				
	Q1	Q2	Q3	Q4
I can name the author and illustrator and tell what job they do in the book.		X		

Cluster: Integration of Knowledge and Ideas				
Standard 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).				
	Q1	Q2	Q3	Q4
I can I can use illustrations to help understand a nonfiction book.		X		
Standard 8: With prompting and support, identify the reasons an author gives to support points in a text.				
	Q1	Q2	Q3	Q4
I can find the reasons an author supports his points in a text.				X
Standard 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).				
	Q1	Q2	Q3	Q4
I can tell similarities and differences between two books on the same topic				X

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Cluster: Range of Reading and Level of Text Complexity				
RI.K.10 Standard 10: Actively engage in group reading activities with purpose and understanding.				
	Q1	Q2	Q3	Q4
I can participate with understanding and purpose in my reading group when reading a nonfiction text.				X

Domain: Reading Foundational Skills (RF)

Cluster: Print Concepts				
Standard 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.				
	Q1	Q2	Q3	Q4
I can follow words in books from top to bottom, left to right and page by page.	X			
I understand that words are separated by spaces.	X			
I know the names of letters.	X			
I can recognize that spoken words can be represented as words.		X		
I can recognize and name all upper and lowercase letters of the alphabet.		X		
I can understand the organization and basic features of print (front and back cover, title, title page, author, author's job, illustrator, illustrator's job, and what is a word).				X

Cluster: Phonological Awareness				
Standard 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 words				
d) Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. ¹ (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.				
	Q1	Q2	Q3	Q4
I can recognize rhymes.	X			
I understand that spoken words have sounds and syllables.	X			
I can recognize and make rhyming words.		X		
I can count and divide words into syllables.		X		
I can blend and divide onsets and rimes of single-syllable words.			X	
I can find and say the initial, middle vowel and last sound in simple words.			X	
I can blend and spell simple three letter words.				X
I can change a consonant, or a vowel sound to make new words.				X

Cluster: Phonics and Word Recognition				
Standard 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 sound or many of the most frequent sounds for each consonant.				
b) Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.				
c) Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>)				
d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.				
	Q1	Q2	Q3	Q4
I can name the sounds each consonant makes.	X	X	X	X
I can use phonic skills to decode, read and spell words.		X	X	X
I can match the most common sound for each consonant.		X	X	X
I can read common high-frequency (sight) words.		X	X	X
I can blend and divide onsets and rimes of single-syllable words.			X	X
I can change a consonant or vowel sound to make new words.			X	X

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I can use both long and short sounds of vowels.			X	X
I can read my sight words.		X	X	X

Cluster: Fluency				
Standard 4: Read emergent-reader texts with purpose and understanding.				
	Q1	Q2	Q3	Q4
I can read emergent readers with purpose and understanding.				X

Domain: Writing

Cluster: Text Type and Purposes				
Standard 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., <i>My favorite book is...</i>).				
	Q1	Q2	Q3	Q4
I can write, draw and tell my opinions about a book.		X		
Standard 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.				
	Q1	Q2	Q3	Q4
I can write, draw and to tell my opinion about a topic and give information about the topic to support my opinion.			X	
Standard 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.				
	Q1	Q2	Q3	Q4
I can write a series of events and my reaction to them.			X	

Cluster: Production and Distribution of Writing				
Standard 4: Begins in grade 3				
	Q1	Q2	Q3	Q4
Standard 5: With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.				
	Q1	Q2	Q3	Q4
I can respond to questions and suggestions from peers and add details to strengthen writing as needed.		X	X	X
Standard 6: With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.				
	Q1	Q2	Q3	Q4
I can explore a variety of digital tools to write and publish writing including working with my peers.				X

Cluster: Research to Build and Present Knowledge				
Standard 7: Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).				
	Q1	Q2	Q3	Q4
I can research and write about a topic with my class.				X
Standard 8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.				
	Q1	Q2	Q3	Q4
With help, I can gather information to answer questions with my class.				X

Domain: Speaking and Listening

Cluster: Comprehension and Collaboration				
Standard 1: Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> 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.				
	Q1	Q2	Q3	Q4
I can listen attentively.	X			
I can participate in conversations with peers.		X		
I can follow agreed upon rules for discussions.		X		
I can listen and respond to continued conversations with peers and my teachers.				X
Standard 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.				
	Q1	Q2	Q3	Q4
I can ask and answer questions about things that have been read to me or presented orally to me.			X	
Standard 3: Ask and answer questions in order to seek help, get information, or clarify something that is not understood.				
	Q1	Q2	Q3	Q4
I can ask when I do not understand something.			X	

Cluster: Presentation of Knowledge and Ideas				
Standard 4: Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.				
	Q1	Q2	Q3	Q4
I can tell about people, places and things with help.			X	
Standard 5: Add drawings or other visual displays to descriptions as desired to provide additional detail.				
	Q1	Q2	Q3	Q4
I can use drawings to add details to help describe something.			X	
Standard 6: Speak audibly and express thoughts, feelings, and ideas clearly.				
	Q1	Q2	Q3	Q4
I can speak clearly to express my thoughts.			X	

Domain: Language

Cluster: Convention of Standard English				
Standard 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.				
<ul style="list-style-type: none"> 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., <i>dog, dogs; wish, wishes</i>). d) Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e) Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f) Produce and expand complete sentences in shared language activities. 				
	Q1	Q2	Q3	Q4
I can print many uppercase and lowercase letters, and others can read them. (a)			X	
I can use nouns and verbs to write and speak in complete sentences. (b)			X	
I can say regular plural nouns.(c)			X	
I can use common prepositions in my writing. (to, from, in, out, on, off, or, of, by, with) (e)			X	
I can make complete sentences with my class. (f)			X	
I can speak and expand complete sentences.			X	
I understand and use question words when writing and speaking: who, what, when, where, why and how.				X
Standard 2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.				
<ul style="list-style-type: none"> a) Capitalize the first word in a sentence and the pronoun. 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. 				
	Q1	Q2	Q3	Q4
I can capitalize the first word in a sentence. (a)			X	
I can capitalize the word "I." (a)			X	
I can recognize the names of end punctuation marks. (? . !) (b)			X	
I can write a letter or letters for most consonant sounds. (c)			X	
I can write a letter or letters for most short vowel sounds. (c)			X	
I can use what I know about phonics to write words. (d)			X	
Cluster: Vocabulary Acquisition and Use				
Standard 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content				
<ul style="list-style-type: none"> a) Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). b) 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. 				
	Q1	Q2	Q3	Q4
I can identify new meanings for familiar words and apply them accurately.		X		
I can tell the meaning of words that have more than one meaning.				X
I can use the most frequently occurring inflections and affixes (ed, s, re, un, pre, ful, less) as a clue to the meaning of an unknown word.				X
Standard 5: With guidance and support from adults, explore word relationships and nuances in word meanings				
<ul style="list-style-type: none"> a) Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories 				

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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.

	Q1	Q2	Q3	Q4
I can sort objects into categories.	X			
I can understand opposites.	X			
I can identify real life connections between words.		X		
I can act out the shades of meaning of words. (ex: walk, prance, strut, skip)				X
Standard 6: Use words and phrases acquired through conversations, reading and being read to, and responding to texts.				
	Q1	Q2	Q3	Q4
I can use words and phrases that I have heard or read when I am talking about a book.			X	