

Kindergarten Language Arts and Reading				
LANGUAGE ARTS - Report Card Skills				Reporting Period
MS = Meets end- of-year Standard, AP = Approaching end of year standard, DN = Does not meet, * not yet introduced				
	1	2	3	4
Foundational Reading Skills				
I can develop oral language through listening, speaking, and discussion (K.1)				
K.1(A) listen actively and ask questions to understand information and answer questions				
K.1(B) restate and follow oral directions that involve a short, related sequence of actions				
K.1(C) share information and ideas by speaking audibly and clearly using the conventions of language				
K.1(D) work collaboratively with others by following agreed-upon rules for discussion, including taking turns				
K.1(E) develop social communication such as introducing himself/herself, using common greetings, and expressing needs and wants				
I can use sounds and spelling patterns to decode and spell written language (K.2)				
K.2(A) (i) identify and produce a series of rhyming words				
K.2(A) (ii) recognize spoken alliteration				
K.2(A) (iii) identify the individual words in a spoken sentence				
K.2(A) (iv) identify syllables in spoken words				
K.2(A) (v) blend syllables to form multisyllabic words				
K.2(A) (vi) segment multisyllabic words into syllables				
K.2(A) (vii) blend spoken onsets and rimes to form simple words				
K.2(A) (viii) blend spoken phonemes to form one-syllable words				
K.2(A) (ix) manipulate syllables within a multisyllabic word				
K.2(A) (x) segment spoken one-syllable words into individual phonemes				
K.2(B) (i)/K.2(C) (ii) identify and match the common sounds that letters represent/ spell words using sound-spelling patterns				
K.2(B) (ii)/K.2(C) (i) decode and spell words using letter-sound relationships and patterns				
K.2(B) (iii) recognize that new words are created when letters are changed, added, or deleted				
K.2(B) (iv)/K.2(C) (iii) identify, read, and spell high-frequency words				
K.2(D) (i) identify the front cover, back cover, and title page of a book				

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K.2(D) (ii) hold a book right side up, turn pages correctly, and know that reading moves from top to bottom and left to right with return sweep				
K.2(D) (iii) recognize that sentences are comprised of words separated by spaces/word boundaries				
K.2(D) (iv) recognize the difference between a letter and a printed word				
K.2(D) (v) identify all uppercase and lowercase letters				
I can use newly acquired vocabulary (K.3)				
K.3(A) use print or digital resources to determine meaning				
K.3(B) use illustrations and texts the student is able to read or hear to learn or clarify word meanings				
K.3(C) identify and use words that name actions; directions; positions; sequences; categories such as colors, shapes, and textures; and locations				
I can self-select and read grade level text independently(K.4)				
Building Comprehension				
I can use thinking strategies to deepen comprehension of increasingly complex texts (K.5)				
K.5(A) establish purpose for reading assigned and self-selected texts				
K.5(B) generate questions about text before, during, and after reading				
K.5(C) make and confirm predictions using text features and structures				
K.5(D) create mental images to deepen understanding				
K.5(E) make connections to personal experiences, other texts, and society				
K.5(F) make inferences and use evidence to support understanding				
K.5(G) evaluate details to determine what is most important				
K.5(H) synthesize information to create new understanding				
K.5(I) monitor comprehension and make adjustments when understanding breaks down				
I can respond to texts orally, through writing, and retelling (K.6)				
K.6(A) describe personal connections to a variety of sources				
K.6(B) provide an oral, pictorial, or written response to a text				
K.6(C) use text evidence to support an appropriate response				
K.6(D) retell texts in ways that maintain meaning				

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K.6(E) interact with sources in meaningful ways such as illustrating or writing				
K.6(F) respond using newly acquired vocabulary as appropriate				
I can recognize literary elements such as theme, character, plot and setting (K.7)				
K.7(A) discuss topics and determine the basic theme using text evidence				
K.7(B) identify and describe the main character(s)				
K.7(C) describe the elements of plot development, including the main events, the problem, and the resolution for texts read aloud				
K.7(D) describe the setting				
I can recognize and analyze fictional stories, drama, poems, informational texts, persuasive texts, and digital texts (K.8)				
K.8(A) demonstrate knowledge of distinguishing characteristics of folktales, fables, fairy tales, and nursery rhymes				
K.8(B) discuss rhyme and rhythm in nursery rhymes and a variety of poems				
K.8(C) discuss main characters in drama				
K.8(D) recognize characteristics and structures of informational text, including:				
K.8(D) (i) recognize the central idea and supporting evidence				
K.8(D) (ii) recognize titles and simple graphics to gain information				
K.8(D) (iii) recognize the steps in a sequence				
K.8(E) recognize characteristics of persuasive text with adult assistance				
K.8(F) recognize characteristics of multimodal and digital texts				
I can use, analyze and apply author's purpose and craft to determine meaning in a variety of genres and in developing my own products and performances (K.9)				
K.9(A) discuss with adult assistance the author's purpose for writing text				
K.9(B) discuss with adult assistance how the use of text structure contributes to the author's purpose				
K.9(C) discuss with adult assistance the author's use of print and graphic features to achieve specific purposes				
K.9(D) discuss with adult assistance how the author uses words that help the reader visualize				

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Writing								
I can use the writing process to compose texts (K.10)								
K.10(A)use prewriting strategies such as generating ideas for writing through class discussions and drawings								
K.10(B)organize ideas in oral, pictorial, or written form								
K.10(C) add details in pictures or words								
K.10(D) edit drafts with adult assistance using standard English conventions,								
K.10(E) share writing								
I can write legibly and use appropriate capitalization and punctuation(K.10)								
K.2(E) develop handwriting by accurately forming all uppercase and lowercase letters using appropriate directionality								
K.10(D) edit drafts with adult assistance Edit for grammar, capitalization, punctuation, and spelling, including:								
K.10(D) (i) complete sentences								
K.10(D) (ii) verbs								
K.10(D) (iii) singular and plural nouns								
K.10(D) (iv) adjectives, including articles								
K.10(D) (v) prepositions								
K.10(D) (vi) pronouns, including subjective, objective, and possessive								
K.10(D) (vii) capitalization of the first letter in a sentence and name								
K.10(D) (viii) punctuation marks at the end of declarative sentences								
K.10(D) (ix) spelling words with grade-appropriate orthographic patterns/rules and high-frequency words								
I can dictate or compose personal narratives (K.11)								
I can dictate or compose informational texts(K.11)								