

Kindergarten I Can Statements Checklist: Reading Standards for Literature		
RL.K.1	With prompting and support, I can ask questions about key details in a text.	
RL.K.1	I can explain the reasoning behind my questions to demonstrate metacognition, or "thinking about my thinking."	
RL.K.1	With prompting and support, I can answer questions about key details in a text.	
RL.K.2	With prompting and support, I can retell familiar stories in the order the events occurred.	
RL.K.2	With prompting and support, I can retell key details of familiar stories.	
RL.K.2	With prompting and support, I can explain which key detail of stories are the most meaningful, giving verbal evidence from the text to support my answer.	
RL.K.3	With prompting and support, I can identify the characters in a story.	
RL.K.3	With prompting and support, I can explain ways a character in a story is like me, using evidence or details for support.	
RL.K.3	With prompting and support, I can identify the setting in a story.	
RL.K.3	With prompting and support, I can describe how the story would be different if the setting were changed (giving an example of an alternate setting.)	
RL.K.3	With prompting and support, I can identify the major events in a story.	
RL.K.4	I can ask questions about unknown words in a text.	
RL.K.4	I can answer questions about unknown words in a text.	
RL.K.5	I can recognize common types of texts (story, poem, or play, etc.)	

RL.K.6	With prompting and support, I can name the author of a story.	
RL.K.6	With prompting and support, I can define the author's role in telling a story.	
RL.K.6	With prompting and support, I can name the illustrator of a story.	
RL.K.6	With prompting and support, I can define the illustrator's role in telling a story.	
RL.K.7	With prompting and support, I can describe the relationship between the illustrations and the story.	
RL.K.7	With help, I can propose a different illustration the illustrator could have created at a key point in the story, and support my choice OR propose alternate text to go with a particular illustration.	
RL.K.8	(Not applicable to literature)	
RL.K.9	With prompting and support, I can compare and contrast the adventures of characters in familiar stories.	
RL.K.9	With prompting and support, I can compare and contrast the experiences of characters in familiar stories.	
RL.K.9	With prompting and support, I can analyze real-life events to compare and contrast them with those of characters in familiar stories.	
RL.K.10	I can actively engage in group reading activities with understanding and purpose.	
RL.K.10	I can activate prior knowledge in order to make make text-to-self connections and comparisons.	
RL.K.10	I can activate draw on previous experiences in order to make make text-to-self connections and comparisons.	

Kindergarten I Can Statements Checklist: Reading Standards for Informational Text		
RI.K.1	With prompting and support, I can ask questions about key details in a text.	
RI.K.1	I can explain the reasoning behind my questions to demonstrate metacognition, or "thinking about my thinking."	
RI.K.1	With prompting and support, I can ask questions about key details in a text.	
RI.K.2	With prompting and support, I can identify the main topic of a text.	
RI.K.2	With prompting and support, I can retell key details of a text.	
RI.K.2	With prompting and support, I can use pictures or words to represent the main idea or key details of a text.	
RI.K.3	With prompting and support, I can describe the connection between two individuals in a text.	
RI.K.3	With prompting and support, I can describe the connection between two events in a text.	
RI.K.3	With prompting and support, I can describe the connection between two ideas in a text.	
RI.K.3	With prompting and support, I can describe the connection between two pieces of information in a text.	
RI.K.3	With prompting and support, I can extend my understanding of a text by sharing a real-world example of two people, events or ideas connected in a way similar to ways that like elements are connected in a text.	
RI.K.4	With prompting and support, I can ask questions about unknown words in a text.	
RI.K.4	With prompting and support, I can answer questions about unknown words in a text.	
RI.K.4	With prompting and support, I can make an observation about how a given word helps explain important information in a text.	

RI.K.5	I can identify the front cover of a book.	
RI.K.5	I can identify the back cover of a book.	
RI.K.5	I can identify the title page of a book.	
RI.K.6	I can name the author of a text.	
RI.K.6	I can define the role of an author in presenting the ideas or information in a text.	
RI.K.6	I can name the illustrator of a text.	
RI.K.6	I can define the role of an illustrator in presenting the ideas or information in a text.	
RI.K.6	I can critique the illustrator's effectiveness in representing the ideas or information in a text, sharing my opinion with specific examples from the text.	
RI.K.7	With prompting and support, I can 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).	
RI.K.8	With prompting and support, I can identify the reasons an author gives to support points in a text.	
RI.K.8	With prompting and support, I can draw a picture to show the author's main message and supporting details.	
RI.K.9	With prompting and support, I can identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, procedures.)	
RI.K.9	With help, I can describe how two texts on a similar topic are different.	
RI.K.10	I can actively engage in group reading activities with purpose and understanding.	

Kindergarten I Can Statements Checklist: Reading Standards for Foundational Skills		
RF.K.1	I can demonstrate understanding of the organization and basic features of print.	
RF.K.1a	I can follow words from left to right, top to bottom, and page by page.	
RF.K.1a	I can teach a younger or same-age student to follow text from left to right, top to bottom, and/or page by page, through demonstration.	
RF.K.1b	I can recognize that spoken words are represented in written language by specific sequences of letters.	
RF.K.1c	I can understand that words are separated by spaces in print.	
RF.K.1d	I can recognize and name all upper- and lowercase letters of the alphabet.	
RF.K.2	I can demonstrate an understanding of spoken words, syllables, and phonemes (sounds.)	
RF.K.2a	I can recognize and produce rhyming words.	
RF.K.2b	I can count, pronounce, blend, and segment syllables in spoken words.	
RF.K.2c	I can blend and segment onsets and rimes of single-syllable spoken words (e.g., c-at, f-an)	
RF.K.2d	I can isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words (CVC or consonant-vowel-consonant words not ending with /l/, /r/, or /x/.)	
RF.K.2e	I can add or substitute individual phonemes in simple, one-syllable words to make new words (e.g., cat->cap, pan-> plan.)	
RF.K.3	I can know and apply grade-level phonics and word analysis skills in decoding words.	
RF.K.3a	I can demonstrate basic knowledge of one-to one grapheme (letter) sound correspondences by producing primary sound or many of the most frequent sounds for each consonant.	

RF.K.3b	I can associate the long and short sounds with common spellings (graphemes) for the five major vowels.	
RF.K.3b	I can categorize words by their long or short vowel sounds--either through physical models, through writing or orally.	
RF.K.3c	I can read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does.)	
RF.K.3d	I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.	
RF.K.3d	I can alter a series of words by substituting different letters to change, then read the words.	
RF.K.4	I can read emergent-reader texts with purpose and understanding.	
RF.K.4	I can determine the most important parts of an emergent reader text, supporting my answer by citing an illustration or segment of text as evidence.	

Kindergarten I Can Statements Checklist: Writing Standards		
W.K.1	I can use a combination of drawing, dictating, and writing to compose opinion pieces that tell a reader the topic or the name of the book being written about.	
W.K.1	I can use a combination of drawing, dictating, and writing to compose opinion pieces that express an opinion or preference	
W.K.2	I can use a combination of drawing, dictating, and writing to compose informative/explanatory texts that name what is being written about and supply some information about the topic.	
W.K.2	I can compare my informative/explanatory text to a mentor text to evaluate how well I explained my topic.	
W.K.3	I can use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events.	
W.K.3	I can compare my narrative text to a mentor text to evaluate how well I narrated an event or several loosely linked events.	
W.K.3	I can use a combination of drawing, dictating, and writing to tell about a single event or several loosely linked events in the order in which they occurred.	
W.K.3	I can use a combination of drawing, dictating, and writing to tell about a single event or several loosely linked events and provide a reaction to what happened.	
W.K.4	(Begins in grade 3)	
W.K.5	With guidance and support from adults, I can respond to questions and suggestions from peers and add details to strengthen writing.	
W.K.5	With guidance and support from adults, I can ask clarifying questions of peers that can be used to add details to strengthen my writing.	
W.K.6	With guidance and support from adults, I can explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	

W.K.7	I can participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	
W.K.8	With guidance and support from adults, I can recall information from experiences or gather information from provided sources to answer a question.	
W.K.9	(Begins in grade 4)	
W.K.10	(Begins in grade 3)	

Kindergarten I Can Statements Checklist: Speaking and Listening Standards		
SL.K.1	I can participate in collaborative conversations about kindergarten topics and texts with diverse partners in small and larger groups.	
SL.K.1a	I can follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	
SL.K.1a	I can create additional rules for discussions that will be applicable and relevant to online instruction.	
SL.K.1b	I can continue a conversation through multiple exchanges.	
SL.K.2	I can confirm understanding of a text read aloud or information presented in various media and other formats (e.g., orally) by asking and answering questions about key details and requesting clarification if something is not understood.	
SL.K.3	I can ask and answer questions in order to seek help, get information, or clarify something that is not understood.	
SL.K.4	I can describe familiar people, places, things and events and, with prompting and support, provide additional detail.	
SL.K.4	I can describe imagined people, places, things and events and, with prompting and support, provide additional detail.	
SL.K.5	I can add drawings or other visual displays to descriptions as desired to provide additional detail.	
SL.K.6	I can speak audibly and express thoughts, feelings, and ideas clearly.	
SL.K.6	With the support of a set of standards, I can analyze my ability to clearly express my thoughts, feelings and ideas aloud.	

Kindergarten I Can Statements Checklist: Language Standards		
L.K.1	I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	
L.K.1a	I can print many upper- and lowercase letters.	
L.K.1b	I can use frequently occurring nouns and verbs.	
L.K.1b	I can categorize frequently occurring nouns and verbs by purpose (person/place/thing/idea vs. action.)	
L.K.1c	I can form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).	
L.K.1d	I can understand and use interrogatives (question words) (e.g., who, what, where, when, why, how).	
L.K.1e	I can use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).	
L.K.1f	I can produce and expand complete sentences in shared language activities.	
L.K.2	I can demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	
L.K.2a	I can capitalize the first word in a sentence and the pronoun "I."	
L.K.2b	I can recognize and name end punctuation.	
L.K.2c	I can write a letter or letters for most consonant and short-vowel phonemes (sounds.)	
L.K.2d	I can spell simple words phonetically, drawing on knowledge of sound-letter relationships.	
L.K.3	(Begins in grade 2)	
L.K.4	I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.	

L.K.4a	I can identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).	
L.K.4b	I can 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.	
L.K.5	I can, with guidance and support from adults, explore word relationships and nuances in word meanings.	
L.K.5	I can represent word relationships and nuances in visual or artistic representations.	
L.K.5a	I can sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	
L.K.5b	I can demonstrate understanding of frequently occurring verbs and adjectives by relating them to their antonyms (opposites).	
L.K.5c	I can identify real-life connections between words and their use (e.g., note places at school that are colorful).	
L.K.5d	I can distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	
L.K.5d	I can categorize pictures that show examples of ideas, sorting them according to common meanings.	
L.K.6	I can use words and phrases acquired through conversations, reading and being read to, and responding to texts.	