

Kindergarten I CANs

Student's Name: _____

English Language Arts

Foundational Literacy

Print Concepts	Q1	Q2	Q3	Q4
K.FL.PC.1 I CAN demonstrate understanding of the organization and basic features of print.				
K.FL.PC.1a I CAN follow words from left to right, top to bottom, and page-by-page.				
K.FL.PC.1b I CAN recognize that spoken words are represented in written language by specific sequences of letters.				
K.FL.PC.1c I CAN understand that words are separated by spaces in print; demonstrate one-to-one correspondence between voice and print.				
K.FL.PC.1d I CAN recognize and name all upper and lowercase letters of the alphabet in isolation and in connected text.				
K.FL.PC.1e I CAN distinguish between pictures and words.				
Phonological Awareness	Q1	Q2	Q3	Q4
K.FL.PA.2 I CAN demonstrate understanding of spoken words, syllables, and sounds (phonemes).				
K.FL.PA.2a I CAN recognize and produce rhyming words.				
K.FL.PA.2b I CAN count, pronounce, blend, and segment syllables in spoken words.				
K.FL.PA.2c I CAN blend and segment onsets and rimes of single-syllable words.				
K.FL.PA.2d I CAN isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/.				
K.FL.PA.2e I CAN add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.				
Phonics and Word Recognition	Q1	Q2	Q3	Q4
K.FL.PWR.3 I CAN apply grade-level phonics and word analysis skills when decoding isolated words and in connected text.				
K.FL.PWR.3a I CAN demonstrate knowledge of one-to-one letter sound correspondence by producing the most frequent sound for each consonant.				

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Phonics and Word Recognition continued..	Q1	Q2	Q3	Q4
K.FL.PWR.3b I CAN associate the long and short phonemes with common spellings for the five major vowels.				
K.FL.PWR.3c I CAN read common high-frequency words by sight.				
K.FL.PWR.3d I CAN decode regularly spelled CVC words.				
K.FL.PWR.3e I CAN distinguish between similarly spelled words by identifying the letters that differ.				
Word Composition	Q1	Q2	Q3	Q4
K.FL.WC.4 I CAN apply grade-level phonics and word analysis skills when encoding words ; write legibly.				
K.FL.WC.4a I CAN write uppercase & lowercase manuscript letters from memory.				
K.FL.WC.4b I CAN write a letter/letters for most consonant and short vowel sounds (phonemes).				
K.FL.WC.4c I CAN represent phonemes first to last in simple words using letters (graphemes) such as rop for rope.				
K.FL.WC.4d I CAN spell VC (at, in) and CVC (pet, mud) words with short vowels; spell V (a, l) and CV (be, go) words with long vowels.				
K.FL.WC.4e I CAN identify the letters used to represent vowel phonemes and those used to represent consonants; know that every syllable has a vowel.				
K.FL.WC.4f I CAN write some common, frequently used words (am, and, like, the).				
K.FL.WC.4g I CAN print many upper and lowercase letters.				
Fluency	Q1	Q2	Q3	Q4
K.FL.F.5 I CAN read with sufficient accuracy & fluency to support comprehension.				
K.FL.F.5a I CAN read emergent-reader texts with purpose and understanding.				

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Sentence Composition	Q1	Q2	Q3	Q4
K.FL.SC.6 I CAN demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation, when writing with adult support.				
K.FL.SC.6a I CAN with modeling or verbal prompts, orally produce complete sentences.				
K.FL.SC.6b I CAN follow one-to-one correspondence between voice and print when writing a sentence.				
K.FL.SC.6c I CAN use frequently occurring nouns and verbs when speaking and in shared language activities.				
K.FL.SC.6d I CAN form regular plural nouns when speaking and in shared language activities.				
K.FL.SC.6f I CAN use the most frequently occurring prepositions when speaking and in shared language activities.				
K.FL.SC.6e I CAN understand and use question words (interrogatives) when speaking and in shared language activities.				
K.FL.SC.6g I CAN produce and expand complete sentences in shared language activities.				
K.FL.SC.6h I CAN capitalize the first word in a sentence and the pronoun I.				
K.FL.SC.6i I CAN recognize and name end punctuation.				
Vocabulary Acquisition	Q1	Q2	Q3	Q4
K.FL.VA.7a I CAN determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten conversations, reading, and content.				
i. I CAN identify new meanings for familiar words and apply them accurately.				
ii. I CAN use the most frequently occurring inflections and affixes as a clue to the meaning of an unknown word.				
K.FL.VA.7b I CAN with guidance and support from adults, explore word relationships and nuances in word meanings.				

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Vocabulary Acquisition continued..	Q1	Q2	Q3	Q4
i. I CAN sort common objects into categories to gain a sense of the concepts the categories represent.				
ii. I CAN demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites.				
iii. I CAN make real-life connections between words and their use.				
iv. I CAN distinguish shades of meaning among verbs describing the same general action.				
K.FL.VA.7c I CAN use words and phrases acquired through conversations, reading and being read to, and responding to texts.				
Reading: Literature	Q1	Q2	Q3	Q4
K.RL.KID.1 I CAN with prompting and support, ask and answer questions about key details in a text.				
K.RL.KID.2 I CAN with prompting and support, orally retell familiar stories, including key details.				
K.RL.KID.3 I CAN with prompting and support, orally identify characters, setting, and major events in a story.				
K.RL.CS.4 I CAN with prompting and support, ask and answer questions about unknown words in text.				
K.RL.CS.5 I CAN recognize common types of texts.				
K.RL.CS.6 I CAN with prompting and support, define the role of authors and illustrators in the telling of a story.				
K.RL.IKI.7 I CAN with prompting and support, orally describe the relationship between illustrations and the story in which they appear.				
K.RL.IKI.8 Is not applicable to literature.				
K.RL.IKI.9 I CAN with prompting and support, orally compare and contrast the adventures and experiences of characters in familiar stories.				
K.RL.RRTC.10 I CAN with prompting and support, read stories and poems of appropriate complexity for Kindergarten.				

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Reading: Informational Text	Q1	Q2	Q3	Q4
K.RI.KID.1 I CAN with prompting and support, ask and answer questions about key details in a text.				
K.RI.KID.2 I CAN with prompting and support, orally identify the main topic and retell key details of a text.				
K.RI.KID.3 I CAN with prompting and support, orally identify the connection between two individuals, events, ideas, or pieces of information in a text.				
K.RI.CS.4 I CAN with prompting and support, determine the meaning of words and phrases in a text relevant to a Kindergarten topic or subject area.				
K.RI.CS.5 I CAN know various text features.				
K.RI.CS.6 I CAN with prompting and support, define the role of an author and illustrator in presenting the ideas or information in a text.				
K.RI.IKI.7 I CAN with prompting and support, orally describe the relationship between illustrations and the text in which they appear.				
K.RI.IKI.8 I CAN with prompting and support, identify the reasons an author provides to support points in a text.				
K.RI.IKI.9 I CAN with prompting and support, orally identify basic similarities and differences between two texts on the same topic.				
K.RI.RRTC.10 I CAN with prompting and support, read informational texts of appropriate complexity for Kindergarten.				
Speaking and Listening	Q1	Q2	Q3	Q4
K.SL.CC.1 I CAN participate with varied peers and adults in collaborative conversations in small or large groups about appropriate Kindergarten topics.				
K.SL.CC.2 I CAN 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.				
K.SL.CC.3 I CAN ask and answer questions in order to seek help, get information, or clarify something that is not understood.				
K.SL.PKI.4 I CAN describe familiar people, places, things, and events, and, with prompting and support, provide additional detail.				

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Speaking and Listening continued...	Q1	Q2	Q3	Q4
K.SL.PKI.5 I CAN add drawings or other visual displays of descriptions as desired to provide additional detail.				
K.SL.PKI.6 I CAN with guidance and support, express thoughts, feelings, and ideas through speaking.				
Writing	Q1	Q2	Q3	Q4
K.W.TTP.1 I CAN with prompting and support, use a combination of drawing, dictating, and/or writing to compose opinion pieces.				
K.W.TTP.2 I CAN with prompting and support, use a combination of drawing, dictating, and/or writing to compose informative/explanatory texts.				
K.W.TTP.3 I CAN with prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event.				
K.W.PDW.4 I CAN with guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.				
K.W.PDW.5 I CAN with guidance & support from adults, respond to questions and suggestions from others and add details to strengthen writing as needed.				
K.W.PDW.6 I CAN with guidance & support from adults, and in collaboration with peers, explore a variety of digital tools to produce and share writing.				
K.W.RBPK.7 I CAN participate in shared research & writing projects, such as reading books by a favorite author and expressing opinions about them.				
K.W.RBPK.8 I CAN with guidance & support from adults, recall information from experiences or gather information from provided sources to answer a question.				
K.W.RW.10 I CAN with guidance & support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina.				

Comments