

## WLS ELA “I can...” Statements – Grade K

Reading Standards for Literature	“I can...” Statement
<b>K.RL.1.</b> With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• I can ask questions about what happened in a story.</li> <li>• I can answer questions about what happened in a story.</li> </ul>
<b>K.RL.2.</b> With prompting and support, retell familiar stories, including key details.	<ul style="list-style-type: none"> <li>• I can retell a story using pictures.</li> </ul>
<b>K.RL.3.</b> With prompting and support, identify characters, settings, and major events in a story.	<ul style="list-style-type: none"> <li>• I can say the names of characters in the story.</li> <li>• I can say the setting of the story.</li> <li>• I can tell what happened in the story.</li> </ul>
<b>K.RL.4.</b> Ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>• I can ask questions about unknown words in a story.</li> <li>• I can answer questions about unknown words in a story.</li> </ul>
<b>K.RL.5.</b> Recognize common types of texts (e.g., storybooks, poems).	<ul style="list-style-type: none"> <li>• I can identify different kinds of stories.</li> </ul>
<b>K.RL.6.</b> 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"> <li>• I can name the author and tell what he or she does.</li> <li>• I can name the illustrator and tell what he or she does.</li> </ul>
<b>K.RL.7.</b> 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).	<ul style="list-style-type: none"> <li>• I can retell the story using illustrations/pictures.</li> </ul>

<b>K.RL.8.</b> (Not applicable to literature)	
<b>K.RL.9.</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<ul style="list-style-type: none"> <li>• I can tell things that happened to characters in a story that are the same from another story.</li> <li>• I can tell things that happened to characters in a story that are different from another story.</li> </ul>
<b>K.RL.10.</b> Actively engage in group reading activities with purpose and understanding.	<ul style="list-style-type: none"> <li>• I can be part of group reading activities.</li> </ul>
<b>Reading Standards for Informational Text</b>	<b>“I can...” Statement</b>
<b>K.RI.1.</b> With prompting and support, ask and answer questions about key details in a text.	<ul style="list-style-type: none"> <li>• I can ask questions about what happened in a story.</li> <li>• I can answer questions about what happened in a story.</li> </ul>
<b>K.RI.2.</b> With prompting and support, identify the main topic and retell key details of a text.	<ul style="list-style-type: none"> <li>• I can retell a story using pictures.</li> <li>• I can tell the main topic of a text.</li> </ul>
<b>K.RI.3.</b> 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"> <li>• I can tell how two things are alike in a text.</li> </ul>
<b>K.RI.4.</b> With prompting and support, ask and answer questions about unknown words in a text.	<ul style="list-style-type: none"> <li>• I can ask questions about unknown words in a story.</li> <li>• I can answer questions about unknown words in a story.</li> </ul>
<b>K.RI.5.</b> Identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> <li>• I can tell parts of a book.</li> </ul>

<p><b>K.RI.6.</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<ul style="list-style-type: none"> <li>● I can name the author of a book.</li> <li>● I can tell what an author does.</li> <li>● I can name the illustrator of a book.</li> <li>● I can tell what an illustrator does.</li> </ul>
<p><b>K.RI.7.</b> 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).</p>	<ul style="list-style-type: none"> <li>● I can tell how illustrations/pictures and words in the text are related.</li> </ul>
<p><b>K.RI.8.</b> With prompting and support, identify the reasons an author gives to support points in a text.</p>	<ul style="list-style-type: none"> <li>● I can tell the why an author writes a text.</li> </ul>
<p><b>K.RI.9.</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<ul style="list-style-type: none"> <li>● I can tell things in a text that are the same from another text.</li> <li>● I can tell things in a text that are different from another text.</li> </ul>
<p><b>K.RI.10.</b> Actively engage in group reading activities with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>● I can be part of group reading activities.</li> </ul>
<p style="text-align: center;"><b>Reading Standards: Foundational Skills (K-5)</b></p>	<p style="text-align: center;"><b>“I can...” Statement</b></p>
<p><b>K.RF.1.</b> Demonstrate understanding of the organization and basic features of print.</p> <p style="padding-left: 40px;">a. Follow words from left to right, top to bottom, and page by page.</p> <p style="padding-left: 40px;">b. Recognize that spoken words are represented in written language by specific sequences of letters.</p>	<ul style="list-style-type: none"> <li>● a. I can show how to read a book. (left-right; top-bottom; page-to-page)</li> <li>● b. I can find a word in a text.</li> <li>● c. I can find the beginning and the ending of words in a sentence.</li> <li>● d. I can see and say all of the letters in the</li> </ul>

<p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>alphabet.</p>
<p><b>K.RF.2.</b> Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<ul style="list-style-type: none"> <li>• a. I can find rhyming words in a text. I can rhyme.</li> <li>• b. I can clap out the beats of a word. I can count out the beats in a word.</li> <li>• c. I can say all the sounds in a word.</li> <li>• d. I can tap out words.</li> <li>• e. I can make new words for a word family.</li> </ul>
<p><b>K.RF.3.</b> Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>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.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p>	<ul style="list-style-type: none"> <li>• a. I can say all the letter sounds.</li> <li>• b. I can say both sounds for vowels.</li> <li>• c. I can read my (<u>blank</u>) words. [sight word list(s)]</li> <li>• d. I can find the sounds that are different in a word.</li> </ul>

<p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	
<p><b>K.RF.4.</b> Read emergent-reader texts with purpose and understanding.</p>	<ul style="list-style-type: none"> <li>• I can read a text and talk about it.</li> </ul>
<p><b>Writing Standards K-5</b></p>	<p><b>“I can...” Statement</b></p>
<p><b>K.W.1.</b> 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>).</p>	<ul style="list-style-type: none"> <li>• I can write and draw about a book/topic.</li> <li>• I can tell why I like or dislike a book/topic.</li> </ul>
<p><b>K.W.2.</b> 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"> <li>• I can write and draw about a nonfiction topic.</li> </ul>
<p><b>K.W.3.</b> 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.</p>	<ul style="list-style-type: none"> <li>• I can write and draw about the beginning, middle, and end of a given story.</li> </ul>
<p><b>K.W.4.</b> (Begins in grade 3)</p>	

<p><b>K.W.5.</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p>	<ul style="list-style-type: none"> <li>• I can add detail to my writing.</li> </ul>
<p><b>K.W.6.</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<ul style="list-style-type: none"> <li>• I can type a sentence on the computer.</li> </ul>
<p><b>K.W.7.</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p>	<ul style="list-style-type: none"> <li>• I can write about my favorite author.</li> </ul>
<p><b>K.W.8.</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<ul style="list-style-type: none"> <li>• I can use resources to answer questions.</li> </ul>
<p><b>K.W.9.</b> (Begins in grade 4)</p>	
<p><b>K.W.10.</b> (Begins in grade 3)</p>	
<p style="text-align: center;"><b>Speaking and Listening Standards</b></p>	<p style="text-align: center;"><b>“I can...” Statement</b></p>
<p><b>K.SL.1.</b> Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups.</p> <p style="padding-left: 20px;">a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p style="padding-left: 20px;">b. Continue a conversation through multiple</p>	<ul style="list-style-type: none"> <li>• I can listen to others, share their ideas (about books, etc., depending on subjects).</li> <li>• I can take turns sharing my ideas.</li> </ul>

exchanges.	
<b>K.SL.2.</b> 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"> <li>● I can ask and answer questions.</li> <li>● I can ask and questions if I don't understand the book.</li> <li>● I can tell details.</li> </ul>
<b>K.SL.3.</b> Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	<ul style="list-style-type: none"> <li>● I can ask and answer questions to help me understand.</li> <li>● I can ask and answer questions to help me know more.</li> </ul>
<b>K.SL.4.</b> Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	<ul style="list-style-type: none"> <li>● I can tell about (describe) people.</li> <li>● I can tell about places.</li> <li>● I can give details about things.</li> <li>● I can give details about events.</li> </ul>
<b>K.SL.5.</b> Add drawings or other visual displays to descriptions as desired to provide additional detail.	<ul style="list-style-type: none"> <li>● I can draw or build a model to match what I heard (auditory).</li> <li>● I can draw a picture to match what I am talking about.</li> <li>● I can draw and add details to my pictures.</li> </ul>
<b>K.SL.6.</b> Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> <li>● I can speak in a complete sentence.</li> <li>● I can speak so others hear me.</li> </ul>

Language Standards	“I can...” Statement
<p><b>K.L.1.</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /s/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ul>	<ul style="list-style-type: none"> <li>• a. I can write upper- and lowercase letters.</li> <li>• b. I can use nouns and verbs.</li> <li>• c. I can make plural nouns.</li> <li>• d. I can make questions.</li> <li>• e. I can use prepositions.</li> <li>• f. I can make longer sentences.</li> </ul>
<p><b>K.L.2.</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun <i>I</i>.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ul>	<ul style="list-style-type: none"> <li>• a. I can put a capital letter at the beginning of a sentence and I.</li> <li>• b. I can tell the name of the end punctuation.</li> <li>• c. I can write letter sounds.</li> <li>• d. I can spell words by the way they sound.</li> </ul>
<p><b>K.L.3.</b> (Begins in grade 2)</p>	



<p><b>K.L.4.</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p> <p>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.</p>	<ul style="list-style-type: none"> <li>• a. I can tell new meanings for words I already know.</li> <li>• b. I can use prefixes or suffixes to figure out new words.</li> </ul>
<p><b>K.L.5.</b> With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<ul style="list-style-type: none"> <li>• a. I can sort objects into groups.</li> <li>• b. I can identify opposites.</li> <li>• c. I can connect words to real-life things.</li> <li>• d. I can use different words that mean the same thing.</li> </ul>
<p><b>K.L.6.</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<ul style="list-style-type: none"> <li>• I can use words I hear or read.</li> </ul>