

Kindergarten

English Language Arts

Critical Standards

Alabama College and Career Ready Standards

***Asterisked “I Can” Statements are for Students to be Able to Say “I Can” do that Standard!”**

English Language Arts

1. With prompting and support, ask and answer questions about key details in a text. [RL.K.1]
 - a. Make predictions to determine main idea and anticipate an ending.
*I can ask and answer questions about important details in stories.

2. With prompting and support, retell familiar stories, including key details. [RL.K.2]
*I can retell a story I know using important details from the story.

3. With prompting and support, identify characters, settings, and major events in a story. [RL.K.3]
*I can tell the characters, setting and what happens in stories.

20. Demonstrate understanding of the organization and basic features of print. [RF.K.1]
*I can show that I know how books should be read.
 - a. Follow words from left to right, top to bottom, and page by page. [RF.K.1a]
*I can read the words in a book in the right order.

 - b. Recognize that spoken words are represented in written language by specific sequence of letters [RF.K.1b]
*I can understand that words I say can be written in a certain order.

 - c. Understand that words are separated by spaces in print. [RF.K.1c]
*I can understand that words have spaces between them.

 - d. Recognize and name all uppercase and lowercase letters of the alphabet. [RF.K.1d]
*I can name all of my upper and lower case letters in the alphabet.

21. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). [RF.K.2]
*I can show that I know how words and their parts go together.
 - a. Recognize and produce rhyming words. [RF.K.2a]

*I can recognize and make rhyming words.

b. Count, pronounce, blend, and segment syllables in spoken words. [RF.K.2b]

*I can count and divide words into syllables.

c. Blend and segment onsets and rimes of single-syllable spoken words. [RF.K.2c]

*I can blend and take apart the beginning sounds and ending parts of one-syllable words.

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/.) (Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.)

[RF.K.2d]

*I can find and say the beginning, middle and last sound in simple words.

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

[RF.K.2e]

*I can make new words by changing a consonant or a vowel sound in a word I already know.

22. Know and apply grade-level phonics and word analysis skills in decoding words. [RF.K.3]

*I can look at words and figure them out by using what I know about letters and sounds.

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. [RF.K.3a]

*I can say the most common sound for each consonant in the alphabet.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. [RF.K.3b]

*I can match long and short vowel sounds with the letters that go with them.

c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). [RF.K.3c]

*I can read common sight words.

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

[RF.K.3d]

*I can tell the difference between and read similar words by looking at letters that are different.

23. Read emergent-reader texts with purpose and understanding. [RF.K.4]

*I can read and understand books at my level well.

37. Begin to demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. [L.K.1]

*I can show that I know how to use words correctly when I write and speak.

a. Print many uppercase and lowercase letters. [L.K.1a]

*I can print lots of upper and lowercase letters.

b. Use frequently occurring nouns and verbs. [L.K.1b]

*I can use nouns (words that name) and verbs (action words).

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). [L.K.1c]

*I can make nouns plural (more than one) by adding “s” or “es” to the end.

d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

[L.K.1d]

*I can understand and use question words. (who, what, where, why, how)

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

[L.K.1e]

*I can use common prepositions (to, from, in, out, on, off, for, of, by, with)

f. Produce and expand complete sentences in shared language activities. [L.K.1f]

*I can create longer complete sentences with my class.

38. Begin to develop command of the conventions of Standard English capitalization, punctuation, and spelling when writing. [L.K.2]

*I can show that I know how to write sentences correctly.

a. Capitalize the first word in a sentence and the pronoun I. [L.K.2a]

*I can capitalize the first word in a sentence.

*I can capitalize the word “I”.

b. Recognize and name end punctuation. [L.K.2b]

*I can find and name punctuation at the end of a sentence.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).[L.K.2c]

*I can write a letter or letters for most consonant sounds.

*I can write a letter or letters for most short vowel sounds.

d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.[L.K.2d]

*I can use what I know about letters and sounds to spell easy words.

41. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. [L.K.6]

*I can use the new words I learn in different ways to show that I know what they mean.

