

## Kindergarten English Language Arts Checklist

### I Can Use Foundational Reading Skills:

- RF.K.1: I can show that I know how books should be read.
- RF.K.1.A: I can follow words from left to right, top to bottom, and page by page.
- RF.K.1.B: I can recognize that spoken words are represented in written language by specific sequences of letters.
- RF.K.1.C: I can understand that words are separated by spaces in print.
- RF.K.1.D: I can name all of my upper and lower case letters in the alphabet.
- RF.K.2: I can show that I know how words and their parts go together.
- RF.K.2.A: I can recognize and produce rhyming words.
- RF.K.2.B: I can count, pronounce, blend, and segment syllables in spoken words.
- RF.K.2.C: I can blend and segment onsets and rimes of single-syllable spoken words.
- RF.K.2.D: I can find and say the beginning, middle, and last sounds in simple words.
- RF.K.2.E: I can add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- RF.K.2.F: I can blend two to three phonemes into recognizable words.
- RF.K.3: I can show what I have learned about letters and sounds by reading words.
- RF.K.3.A: I can demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.
- RF.K.3.B: I can associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels [Aa, Ee, Ii, Oo, and Uu] and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.)
- RF.K.3.C: I can read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
- RF.K.3.D: I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- RF.K.4: I can read emergent-reader texts with purpose and understanding.

### I Can Read Literature:

- RL.K.1: I can ask and answer questions about important details in stories.
- RL.K.2: I can retell a story I know using important details from the story.
- RL.K.3: I can tell the characters, setting and what happens in stories.
- RL.K.4: I can ask and answer questions about new words in stories.
- RL.K.5: I can tell the difference between the different kinds of fiction I read.
- RL.K.6: I can tell who the author and illustrator are in stories. I can tell what their jobs are.
- RL.K.7: I can tell how the words and pictures go together in stories.
- RL.K.9: I can tell what is the same and different about the actions of characters in stories I know.
- RL.K.10: I can be an important part of fiction reading activities.

### I Can Read Informational Text:

- RI.K.1: I can ask and answer questions about important details in nonfiction books.
- RI.K.2: I can tell the main topic and important details in nonfiction books.
- RI.K.3: I can tell how people, events or ideas are connected.
- RI.K.4: I can ask and answer questions about new words in nonfiction books.

- RI.K.5: I can find the front cover, back cover and title page in nonfiction books.
- RI.K.6: I can tell who the author and illustrator are in nonfiction books. I can tell what their jobs are.
- RI.K.7: I can, 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).
- RI.K.8: I can, with prompting and support, identify the reasons an author gives to support points in a text.
- RI.K.9: I can, with prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
- RI.K.10: I can actively engage in group reading activities with purpose and understanding.
- RI.K.10.A: I can use prior knowledge related to the information and events in texts.
- RI.K.10.B: I can use illustrations and context to make predictions about text.

#### I Can Share and Listen:

- SL.K.1: I can show that I know how to have good conversations with my friends and teachers.
- SL.K.1.A: 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.1.B: I can continue a conversation through multiple exchanges.
- SL.K.2: I can tell what a story is about.
- SL.K.2.A: I can understand and follow one- and two-step oral directions
- SL.K.3: I can ask and answer a question about what I have heard.
- SL.K.4: I can use details when I tell about people, places and things.
- SL.K.5: I can use drawings to help add details to what I share.
- SL.K.6: I can speak and share my ideas clearly.

#### I Can Write:

- W.K.1: I can 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., My favorite book is . . .).
- W.K.2: I can 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.
- W.K.3: I can 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.
- W.K.5: I can, with guidance and support from adults, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
- W.K.6: I can, with guidance and support from adults, 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: I can, with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

## I Can Use Standard English When I Speak and Write:

- L.K.1: I can show that I know how to use words correctly when I write and speak.
- L.K.1.A: I can print lots of upper and lowercase letters.
- L.K.1.B: I can use nouns (words that name) and verbs (action words).
- L.K.1.C: I can make nouns plural (more than one) by adding "s" or "es" to the end.
- L.K.1.D: I can understand and use question words (who, what where, when, why, how).
- L.K.1.E: I can use common prepositions (to, from, in, out, on, off, for, of, by, with).
- L.K.1.F: I can create longer complete sentences with help.
- L.K.2: I can show that I know how to write sentences correctly.
- L.K.2.A: I can capitalize the first word in a sentence.
- L.K.2.A: I can capitalize the word "I".
- L.K.2.B: I can find and name punctuation at the end of a sentence.
- L.K.2.C: I can write a letter or letters for most consonant sounds.
- L.K.2.C: I can write a letter or letters for most short vowel sounds.
- L.K.2.D: I can use what I know about letters and sounds to spell easy words.
- L.K.4: I can figure out what words mean by thinking about what I have read.
- L.K.4.A: I can find new meanings for words I already know and use them correctly.
- L.K.4.B: I can use beginnings and endings of words to help me figure out what they mean (-ed, -s, re-, un-, pre-, -ful, -less).
- L.K.5: I can figure out how words are related. I can figure out how their meanings might be alike.
- L.K.5.A: I can sort things into groups and use the names of the groups to help me understand them better (shapes, foods).
- L.K.5.B: I can match some verbs (action words) and adjectives (describing words) with their opposites.
- L.K.5.C: I can tell how words are used in real-life (I can talk about animals that are colorful).
- L.K.5.D: I can tell the difference between verbs (action words) that are almost alike (walk, march, strut, prance).
- L.K.6: I can use the new words I learn in different ways to show that I know what they mean.