

Kindergarten “I Can” Statements

English Language Arts

English Language Arts Standards » Reading: Literature » Kindergarten

Standards in this strand:

Key Ideas and Details

- RL.K. With prompting and support, I can ask and answer questions about key details in a text.
- RL.K.2 With prompting and support, I can retell familiar stories, including key details.
- RL.3 With prompting and support, I can identify characters, settings, and major events in a story.

Craft and Structure

- RL.K.4 I can ask and answer questions about unknown words in a text.
- RL.K.5 I can recognize common types of texts (e.g., storybooks, poems).
- RL.K.6 With prompting and support, I can name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas

- RL.K.7 With prompting and support, I can identify the relationship between illustrations and text.
- (RL.K.8 not applicable to literature)
- RL.K.9 With prompting and support, I can compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity

- RL.K.10 I can actively engage in group reading activities with purpose and understanding.

English Language Arts Standards » Reading: Informational Text » Kindergarten

Standards in this strand:

Key Ideas and Details

- RI.K.1 With prompting and support, I can ask and answer questions about key details in a text.
- RI.K.2 With prompting and support, I can identify the main topic and retell key details of a text.
- RI.K.3 With prompting and support, I can describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- RI.K.4 With prompting and support, I can ask and answer questions about unknown words in a text.
- RI.K.5 I can identify the front cover, back cover, and title page of a book.
- RI.K.6 I can name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas

- RI.K.7 With prompting and support, I can identify the relationship between illustrations and text.
- RI.K.8 With prompting and support, I can identify the reasons an author gives to support points in a text.
- 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, or procedures).

Range of Reading and Level of Text Complexity

- RI.K.10 I can actively engage in group reading activities with purpose and understanding.

English Language Arts Standards » Reading: Foundational Skills » Kindergarten Standards in this strand:

Print Concepts

- 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.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.

Phonological Awareness

- RF.K.2 I can demonstrate understanding of spoken words, syllables, and sounds (phonemes).
- 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.
- RF.K.2d I can isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.)
- RF.K.2e I can add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Phonics and Word Recognition

- RF.K.3 I know and can apply grade-level phonics and word analysis skills in decoding words.
- RF.K.3a I can associate sounds with letters taught.
- RF.K.3b I can associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
- 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.

Fluency

- RF.K.4 I can read emergent-reader texts with purpose and understanding.

¹ 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.

English Language Arts Standards » Writing » Kindergarten

Standards in this strand:

Text Types and Purposes

- W.K.1 I can use a combination of drawing, dictating, and writing to compose opinion pieces in which I tell a reader the topic or the name of the book I am 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 I name what I am 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.

Production and Distribution of Writing

- (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 as needed.
- 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.

Research to Build and Present Knowledge

- 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)

Range of Writing

- (W.K.10 begins in grade 3)

English Language Arts Standards » Speaking & Listening » Kindergarten

Standards in this strand:

Comprehension and Collaboration

- SL.K.1 I can participate in large and small group conversations about books and other kindergarten topics.
- 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.1b I can continue a conversation through multiple exchanges.
- SL.K.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.
- SL.K.3 I can ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas

- SL.K.4 I can describe familiar 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 express ideas in complete sentences that are audible and understandable.

English Language Arts Standards » Language » Kindergarten Standards in this strand:

Conventions of Standard English

- 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.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 question words (interrogatives) (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 sounds (phonemes).
- L.K.2d I can spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language

- (L.K.3 begins in grade 2)

Vocabulary Acquisition and Use

- 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 With guidance and support from adults, I can explore word relationships and nuances in word meanings.
- 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.5d I can demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
- 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.6 I can use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Math

Mathematics » Kindergarten » Counting & Cardinality

Know number names and the count sequence.

- K.CC.A.1 I can count to 100 by ones and by tens.
- K.CC.A.2 I can count forward beginning from a given number within the known sequence (instead of having to begin at 1).
- K.CC.A.3 I can write numbers from 0 to 20. I can represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to tell the number of objects.

- K.CC.B.4 I understand the relationship between numbers and quantities; connect counting to cardinality.
- K.CC.B.4a When counting objects, I can say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.
- K.CC.B.4b I understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.
- K.CC.B.4c I understand that each successive number name refers to a quantity that is one larger.
- K.CC.B.5 I can count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

Compare numbers.

- K.CC.C.6 I can identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.¹
- K.CC.C.7 I can compare two numbers between 1 and 10 presented as written numerals.

Mathematics » Kindergarten » Operations & Algebraic Thinking

Understand addition, and understand subtraction.

- K.OA.A.1 I can represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- K.OA.A.2 I can solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- K.OA.A.3 I can decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).
- K.OA.A.4 For any number from 1 to 9, I can find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.
- K.OA.A.5 I can fluently add and subtract within 5.

Mathematics » Kindergarten » Number & Operations in Base Ten

Work with numbers 11-19 to gain foundations for place value.

- K.NBT.A.1 I can compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); I understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Mathematics » Kindergarten » Measurement & Data

Describe and compare measurable attributes.

- K.MD.A.1 I can describe measurable attributes of objects, such as length or weight. I can describe several measurable attributes of a single object.
- K.MD.A.2 I can directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. *For example, directly compare the heights of two children and describe one child as taller/shorter.*

Classify objects and count the number of objects in each category.

- K.MD.B.3 I can classify objects into given categories; count the numbers of objects in each category and sort the categories by count.¹

¹ Limit category counts to be less than or equal to 10.

Mathematics » Kindergarten » Geometry

Identify and describe shapes.

- K.G.A.1 I can describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above, below, beside, in front of, behind, and next to*.
- K.G.A.2 I can correctly name shapes regardless of their orientations or overall size.
- K.G.A.3 I can identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).

Analyze, compare, create, and compose shapes.

- K.G.B.4 I can analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
- K.G.B.5 I can model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- K.G.B.6 I can compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

Standards for Mathematical Practice

1. **Math.Practice.MP1** I can make sense of problems and persevere in solving them.
2. **Math.Practice.MP2** I can reason abstractly and quantitatively.
3. **Math.Practice.MP3** I can construct viable arguments and critique the reasoning of others.
4. **Math.Practice.MP4** I can model with mathematics.
5. **Math.Practice.MP5** I can use appropriate tools strategically.
6. **Math.Practice.MP6** I can attend to precision.
7. **Math.Practice.MP7** I can look for and make use of structure.
8. **Math.Practice.MP8** I can look for and express regularity in repeated reasoning.

Social Studies

History

- I can use chronological vocabulary correctly.
- I can communicate personal history through stories and pictures.
- I can share some details about family customs, traditions, language and celebrations.
- I recognize the American flag as a symbol of the United States.
- I can recite the Pledge of Allegiance and recognize the National Anthem.

Geography

- I can use terms related to direction and distance including up/down, over/under, here/there, front/back, behind/in front.
- I can use symbols such as letters, numbers, logos, street signs and addresses as well as landmarks, like hospitals, schools, fire departments, etc., to describe the relative location of a familiar place.
- I can create models and maps of real places.

Government and Economics

- I can identify some natural resources that are used in my daily life.
- I can identify ways that individuals in the family, school, and community are unique and ways that they are the same.
- I can describe how individuals at home, school, and community share responsibilities to achieve common goals.
- I can explain the purpose for rules at home and in the school and community.
- I can explain how a decision about an individual want can impact others.
- I can identify goods and services.

Science

Earth Indicators

- I can observe and describe day to day and seasonal changes in the weather

Life Indicators

- I can distinguish differences between living and non-living things
- I can identify characteristics and habitats of plants and animals

Physical Indicators

- I can describe and sort objects by one or more properties

Process Indicators

- I can identify the 5 senses and the body parts used for each one