**3rd 9 Weeks Kindergarten ELA “I Can Statements”**

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| **Reading:**   1. With prompting and support, I can ask and answer questions about key details in a text. 2. With prompting and support, I can retell familiar stories, or identify the main topic and retell key details. 3. With prompting and support, I can identify characters, settings, and major events in a story. 4. With prompting and support, I can describe the connection between two individuals, events, ideas, or pieces of information in a text. 5. With prompting and support, I can ask and answer questions about unknown words in a text. 6. I can actively engage in group reading activities with purpose and understanding. 7. With prompting and support, I can describe the relationship between illustrations and the text in which they appear. 8. With prompting and support, I can identify reasons an author gives to support points in a text. 9. With prompting and support, I can identify similarities and differences between two texts on the same topic.   **Foundational Skills:**   1. I can follow words from left to right, top to bottom, and page by page. 2. I can recognize that spoken words are represented in written language by specific sequences of letters. 3. I can understand that words are separated by spaces in print. 4. I can recognize and name all upper- and lowercase letters of the alphabet. 5. I can recognize and produce rhyming words. 6. I can count, pronounce, blend, and segment syllables in spoken words. 7. I can blend and segment onsets and rimes of single-syllable spoken words. 8. I can 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/.) 9. I can demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. 10. I can associate the long and short sounds with the common spellings (graphemes) for the five major vowels. 11. I can read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). 12. I can distinguish between similarly spelled words by identifying the sounds of the letters that differ.   **Language:**   1. I can print many upper- and lowercase letters. 2. I can use frequently occurring nouns and verbs. 3. I can form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). 4. I can understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). 5. I can use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). 6. I can produce and expand complete sentences in shared language activities. 7. I can capitalize the first word in a sentence and the pronoun I. 8. I can recognize and name end punctuation. 9. I can write a letter or letters for most consonant and short-vowel sounds (phonemes). 10. I can spell simple words phonetically, drawing on knowledge of sound-letter relationships. 11. I can use words and phrases acquired through conversations, reading and being read to. 12. I can distinguish the meaning of verbs with the same general action (walk, march, strut) by acting it out. |

**Helpful ELA websites:**

[**www.pbskids.org**](http://www.pbskids.org)[**www.starfall.com**](http://www.starfall.com)[**www.RAZ-kids.com**](http://www.raz-kids.com)

[**www.abcya.com**](http://www.abcya.com)[**www.phoneme.pop**](http://www.phoneme.pop)[**www.readingresource.net**](http://www.readingresource.net)