

Kindergarten Literacy Report Card Categories

Kindergarten Standards	Student-Friendly I Can Statements
Reading Foundational Skills	
<u>Print Concepts</u> RF.K.1 Demonstrate understanding of the organization and basic features of print.	<ul style="list-style-type: none"> • I can hold a book correctly. • I can follow words left to right, top to bottom and page by page in a book. • I can show spaces between words in a book. • I can name all uppercase and lowercase letters.
<u>Phonological Awareness</u> RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds.	<ul style="list-style-type: none"> • I can hear and say rhyming words. • I can recognize that a syllable has one vowel sound. • I can take words apart and blend them together in many different ways. • I can say each part (syllable) in a word. • I can add or change sounds to make new words.
<u>Phonics & Word Recognition</u> RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.	<ul style="list-style-type: none"> • I can say the most common sound of each consonant. • I can say the long and short sounds for the five vowels. • I can read high-frequency words. • I can look at words and see how they are the same or different.
<u>Fluency</u> RF.K.4 Read emergent-reader texts with purpose and understanding.	<ul style="list-style-type: none"> • I can recognize common sight words in a text. • I can read a text with common sight words. • I can retell the story I read.
Reading Literature	
<u>Key Ideas & Details</u> RL.K.2 With prompting and support, retell familiar stories, including key details.	When someone helps me: <ul style="list-style-type: none"> • I can listen to a story and tell the key details. • I can retell the beginning, middle, and end of the story using key details.
<u>Integration of Knowledge & Ideas</u> RL.K. 7 With prompting and support, describe the relationship between illustrations and the story in which they appear.	When someone helps me: <ul style="list-style-type: none"> • I can predict what the story will be about by looking at the pictures on the front cover. • I can identify the part of the story shown by an illustration. • I can describe how the illustrations help me understand the story.
Reading Informational Text	
<u>Key Ideas & Details</u> RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	When someone helps me: <ul style="list-style-type: none"> • I can tell the main idea of a text. • I can retell key details of a text.
<u>Craft & Structure</u> RI.K.5 Identify the front cover, back cover, and title page of a book.	<ul style="list-style-type: none"> • I can find/point to the front cover of the book. • I can find/point to the back cover of the book. • I can find/point to the title page
<u>Integration of Knowledge & Ideas</u> RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear.	When someone helps me: <ul style="list-style-type: none"> • I can predict what the story will be about by looking at the pictures. • I can point to the illustrations in the text. • I can describe how the illustrations help me understand the text

Writing	
<u>Opinion</u> W.K.1 Compose opinion pieces in which they tell the reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book.	<ul style="list-style-type: none"> • I can identify the topic or name of a book. • I can draw a picture about the book I read or heard. • I can write about the book I read or heard.
<u>Informative</u> W.K.2 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 on the topic.	<ul style="list-style-type: none"> • I can draw a picture about the information book I read or heard. • I can write about the information my teacher says (dictation). • I can select a topic and information to share.
<u>Narrative</u> W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely liked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.	<ul style="list-style-type: none"> • I can draw pictures to show the order things happened in the book I read or heard. • I can write about the order of things that happened in a book I read or heard. • I can write about what my teacher says in the order it was said (dictation). • I can write how I feel about an event I experienced or about what happened in my story.
Speaking & Listening	
<u>Comprehension & Collaboration</u> SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	<ul style="list-style-type: none"> • I can identify and follow the agreed upon rules for discussion. • I can take turns speaking and listening. • I can listen to the comments of others and share my own ideas.
<u>Presentation of Knowledge</u> SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	<ul style="list-style-type: none"> • I can speak so others hear me. • I can tell my thoughts clearly. • I can tell my feelings clearly. • I can tell my ideas clearly.
Language	
<u>Conventions of Standard English</u> L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	<ul style="list-style-type: none"> • I can capitalize the first word in a sentence. • I can capitalize the pronoun I in a sentence. • I can recognize and name end punctuation such as a question mark, exclamation point, and period. • I can write the letter or letters for consonant and vowel sounds. • I can spell words by matching sounds to letters.