

Phonics Standard: The student will use phonics skills to decode words.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student ... 1. writes 31 letters to corresponding sounds. 2. uses sounds to produce CVC words.	I can... 1. write the alphabet letters when I hear the matching sounds. 2. use sounds to write words.	1. kindergarten assessment (consonants, long and short vowels) 2. formative assessments, journal (independently write using phonetic spelling, write CVC words)

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- ★ = SEB assesses this skill
- 📱 = technology assesses this skill
- ☒ = not reported

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Phonemic Awareness Standard: The student will use phonemic awareness skills to engage in the reading process.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. verbally produces 31 letter sounds. 2. identifies a group of words that rhyme. 3. generates a rhyming word. 4. identifies sounds in the beginning, middle, and end of words. 🗂️	I can... 1. make the sound that matches the symbol. 2. hear words that rhyme. 3. say a rhyming word. 4. tell what sounds are at the beginning, middle, and end of a word.	1. kindergarten assessment (consonants, long, and short vowels) 2. written or verbal use of word families, recognition of words that sound the same 3. verbally shared use of word families, orally rhyming words 4. kindergarten assessment, sound boxes (correspondence)

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Comprehension Standard: The student will use comprehension skills and strategies to understand a variety of texts.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. differentiates between nonfiction and fiction. 2. identifies story elements. (21 st -T)	I can... 1. tell you if the story is nonfiction or fiction. 2. a. tell who is in the story and where it happens. b. connect the story to my own life. c. use pictures to retell a story. d. retell what happens at the beginning, middle, and end.	1. small and whole group observations 2. a. discussion or graphic organizers (characters and setting) b. class discussion, journal (personalization and connection to story) c. retell cards and journal (main idea, main points, or events) d. unit assessments and discussions (sequential retelling)

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Fluency Standard: The student will use appropriate phrasing, expression and rate to comprehend texts.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. identifies 52 letters. 2. identifies high frequency words. 3. distinguishes between letters, words and sentences. 4. reads left to right, top to bottom (track print). 5. demonstrates one-to-one correspondence. 6. identifies letters in a variety of fonts.	I can... 1. say the letter names. 2. read kindergarten words. 3. show you a letter, a word, and a sentence. 4. start reading at the beginning of a page and move to the next page. 5. point to words as I read. 6. read different letter formations.	1. kindergarten assessment and Dibels (letter naming fluency) 2. kindergarten assessment 3. letter recognition, circle a word on a page, underline a sentence 4. observation-reading group (read with a student individually) 5. observation-reading group (point to words as they read) 6. observation

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Vocabulary Standard: The student will understand level appropriate vocabulary.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
<p>The student...</p> <ol style="list-style-type: none"> understands and uses grade level vocabulary. reads color words. applies tier 2 (<i>rich words that authors use, not typically in a students speaking vocabulary-i.e. vast/big</i>) words in speaking, such as oral vocabulary in current reading series. 	<p>I can...</p> <ol style="list-style-type: none"> tell the meaning of words. read color words. use “fancy” words. 	<ol style="list-style-type: none"> unit assessments (concept words: up, down, in, out, behind, front, beside, under, over, through) kindergarten assessment (red, blue, yellow, orange, green, purple, brown, black) whole group and small group discussions (with picture clues, students will be integrating “fancy” words into their conversations which include oral vocabulary words from current reading series)

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Writing Process Standard: The student will use the writing process to communicate effectively and as a tool for learning.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. expresses ideas clearly using phonetic spelling. (21 st -E) 2. reads his/her writing. 3. shares experiences through writing with an audience. 🗂️ (21 st -E) 4. produces an illustration to match writing. 🗂️	I can... 1. write my ideas. 2. tell you what I have written. 3. write about what I have done and share with others. 4. draw a picture that shows what I wrote about.	1. journal, daily work (letter/sound correlation) 2. conferencing or sharing (retelling of their story) 3. observation (read what they wrote), class books, journals 4. journal (pictures/words connection)

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Conventions of Writing Standard: The student will use conventions of writing.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. produces correct letter formation. 2. uses capitalization rules. 3. understands the spacing of words in sentences. 4. writes the word I.	I can... 1. write the letters. 2. write my first and last name with a capital at the beginning. 3. write a sentence using spaces between words. 4. write the word I.	1. journaling, K assessment (52 letters) 2. daily usage (capital only at the beginning) 3. journal, writing sample (spaces between words) 4. applies to journal, writing sample

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Listening Standard: The student will listen effectively for information and understanding.		
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. responds to an oral direction. ★ (21 st -E) 2. actively listens in a large and a small group setting. ★ (21 st -E)	I can... 1. follow directions. 2. be an active listener.	1. observation, student work (responding to a two-step direction) 2. observation (quietly sitting, looking at the speaker, following directions)

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Speaking Standard: The student will communicate effectively when speaking in a variety of settings.												
Student Learning Expectation:	I Can Statement:	Ideas Regarding Acceptable Evidence of Student Learning:										
The student... 1. formulates a complete sentence on topic. (21 st -E) 2. relevantly contributes to class discussions. (21 st -E) 3. answers questions. (21 st -E)	I can... 1. tell you an idea in a sentence. 2. add ideas in class discussions on topic. 3. answer a question.	1. observation with rubric for guidance (complete sentence on topic) 2. observation (staying on topic, generating new ideas) 3. observation (staying on topic) <table border="1" style="margin-left: auto; margin-right: auto;"> <thead> <tr> <th colspan="2">Rubric for speaking a complete sentence on topic.</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">4</td> <td style="text-align: center;">More than one complete sentence on topic.</td> </tr> <tr> <td style="text-align: center;">3</td> <td style="text-align: center;">Speaks one complete sentence on topic.</td> </tr> <tr> <td style="text-align: center;">2</td> <td style="text-align: center;">Speaks one complete sentence off topic or incomplete sentence on topic.</td> </tr> <tr> <td style="text-align: center;">1</td> <td style="text-align: center;">Incomplete sentence off topic.</td> </tr> </tbody> </table>	Rubric for speaking a complete sentence on topic.		4	More than one complete sentence on topic.	3	Speaks one complete sentence on topic.	2	Speaks one complete sentence off topic or incomplete sentence on topic.	1	Incomplete sentence off topic.
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Viewing Standard: The student will use reading comprehension strategies to understand the characteristics and components of media.		
Student Learning Expectation:	<i>I Can</i> Statement:	Ideas Regarding Acceptable Evidence of Student Learning:
The student... 1. differentiates between reality and fantasy. ☒ 2. discusses what they see and hear.	I can... 1. tell whether what I am watching is real or make believe. 2. talk about what I see and hear.	1. picture sort, discussion (connection to reality) 2. observation, discussion

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