

KINDERGARTEN Essential Elements and “I Can” Statements

<i><b>Print Concepts</b></i>	
<b>Core Cluster</b>	RF.K.1.a-d Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
<b>Essential Elements</b>	EE.RF.K.1.a-d Demonstrate emerging understanding of the organization of print. a. With guidance and support during shared reading, demonstrate understanding that books are read one page at a time from beginning to end. b. Not applicable c. Not applicable d. Not applicable
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can turn pages of a book at the right time from beginning to end. 3. I can turn pages one page at a time from beginning to end. 2. I can turn pages in a book. 1. I can touch or look at pages in a book.
<i><b>Phonological Awareness</b></i>	
<b>Core Cluster</b>	RF.K.2.a-e Demonstrate understanding of spoken words, syllables, and sounds (phonemes) a. Recognize and produce rhyming words.
<b>Essential Elements</b>	EE.RF.K.2.a-e Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes) a. With guidance and support recognize rhyming words.
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can rhyme words. 3. I can name rhyming words from choices. 2. I can pick a rhyming word given two choices. 1. I can look at or touch rhyming words.
<i><b>Phonological Awareness</b></i>	
<b>Core Cluster</b>	RF.K.2.b Demonstrate understanding of spoken words, syllables, and sounds (phonemes) b. Count, pronounce, blend, and segment syllables in spoken words.
<b>Essential Elements</b>	EE.RF.K.2.b Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes) b. With guidance and support, recognize the number of words in a spoken message.
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can tell how many words, syllables, sounds are in a spoken message. 3. I can tell the number of words in a spoken message. 2. I can move (clap, tap, nod) to each word spoken when paired with written words. 1. I can look at or point to one spoken word when written.
<b>Examples:</b>	Use 1 to 1 correspondence

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<b>Phonological Awareness</b>	
<b>Core Cluster</b>	RF.K.2.a-e Demonstrate understanding of spoken words, syllables, and sounds (phonemes) c. Blend and segment onsets and rimes of single-syllable spoken words. d. 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/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
<b>Essential Elements</b>	EE.RF.K.2.c-e Demonstrate emerging understanding of spoken words, syllables, and sounds (phonemes) c. With guidance and support, identify single-syllable spoken words with the same onset (beginning sound) as a familiar word. d. Not applicable e. Not applicable
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can say a word with the same beginning sound. 3. I can match a word with the same beginning sound. 2. I can pick two words with the same beginning sound. 1. I can look at two words with the same beginning sound.
<b>Phonological Awareness</b>	
<b>Core Cluster</b>	RF.K.3.a-d Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
<b>Essential Elements</b>	EE.RF.K.1.a-d Demonstrate emerging awareness of print. a. With guidance and support, recognize first letter of own name in print. b. Not applicable
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can find the first letter of my name. 3. I can point to the letter that begins my name. 2. I can match the first letter of my name. 1. I can look at the letter that begins my name.
<b>Phonological Awareness</b>	
<b>Core Cluster</b>	RF.K.3.a-d Know and apply grade-level phonics and word analysis skills in decoding words. c. Read common high frequency words by sight ( <i>e.g., the , of to, you, she, my is, are, do, does</i> ).
<b>Essential Elements</b>	EE.RF.K.1.c-d Demonstrate emerging awareness of print. c. With guidance and support, recognize environmental print. d. Not applicable
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can find words in my world. 3. I can point to words in my world. 2. I can match words in my world. 1. I can look at words in my world.
<b>Examples:</b>	1. Given two choices I can point to a stated word in my world.
	2. Match the word stop when given the words stop and go.

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<i>Fluency</i>	
<b>Core Cluster</b>	RF.K.4 Read emergent-reader texts with purpose and understanding.
<b>Essential Elements</b>	EE.RF.K.4 Engage in purposeful shared reading of familiar text.
<b>I Can Learn Level 4</b> <b>I Can Learn Level 3</b> <b>I Can Learn Level 2</b> <b>I Can Learn Level 1</b>	4. I can follow the words being read in a book. 3. I can point to words while a book is being read. 2. I can look at and listen to a book being read. 1. I can attend to a book being read.
<b>Examples:</b>	2. Showing engagement in the book being read. (Ex. Looks from the book to the teacher.)
	1. Sitting and listening.