

	Cluster	I Can...	Key Vocabulary
Reading: Literature (A)/Information Text (B)	1. (A) (B) With prompting and support, ask and answer questions about key details in a text.	-Explain that a key detail is important to the text.	<ul style="list-style-type: none"> <li>• Text</li> <li>• Key detail</li> </ul>
	2. (A) With prompting and support, retell familiar stories, including key details.  (B) Identify the main topic and retell key details of a text.	-Retell familiar stories.	<ul style="list-style-type: none"> <li>• Retell</li> <li>• Key details</li> </ul>
	3. (A) With prompting and support, identify characters, settings, major events in a story.  (B) Describe the connection between two individuals, events, ideas, or pieces of information in a text.	-Identify character. -Identify settings. -Identify major events.  -Describe a connection between two individuals in a text. -Describe a connection between two events in a text. -Describe a connection between two ideas or pieces of information in a text.  -Understand the difference between literature and informational text.	<ul style="list-style-type: none"> <li>• Characters</li> <li>• Settings</li> <li>• Major events</li>  <li>• Connections</li> <li>• Literature</li> <li>• Informational Text</li> </ul>

For further explanation and details visit the “English Language Arts Revised Academic Content Standards (2010) and Model Curriculum Development” on the ODE website.

	Cluster	I Can...	Key Vocabulary
<b>Reading: Literature (A)/Information Text (B)</b>	<p>4. (A)(B) With prompting and support ask and answer questions about unknown words in a text.</p>	<p>-Identify unknown words in a text.                      -Ask questions about unknown words in a text.                      -Answer questions about unknown words in a text.</p>	<ul style="list-style-type: none"> <li>• Unknown words</li> <li>• Text</li> </ul>
	<p>5. (A) Recognize common types of texts (e.g., storybooks, poems).                       (B) Identify the front cover, back cover, and title page of a book.</p>	<p>-Recognize and identify storybooks and poems.                       -Identify the front cover.                      -Identify the back cover.                      -Identify the title page.</p>	<ul style="list-style-type: none"> <li>• Storybooks</li> <li>• Poems</li> <li>• Front cover</li> <li>• Back cover</li> <li>• Title page</li> </ul>
	<p>6. (A) With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.                       (B) Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>	<p>-Define author.                      -Name the author.                      -Define illustrator.                      -Define the role of author.                      -Define the role of illustrator.                       -Name the illustrator.                      -Define illustrator.                      -Define the role of author.                      -Define the role of illustrator.</p>	<ul style="list-style-type: none"> <li>• Author</li> <li>• Illustrator</li> <li>• Role</li> <li>• Illustrator</li> <li>• Author</li> </ul>
	<p>7. (A) With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).                       (B) With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p>	<p>-Describe what I see and why.                      -Explain why the illustrations are in the story.                      -Identify the part of the story shown in the illustrations.                      -Explain why the illustrations are in the text.</p>	<ul style="list-style-type: none"> <li>• Relationship</li> <li>• Illustrations</li> <li>• Reason</li> </ul>

For further explanation and details visit the “English Language Arts Revised Academic Content Standards (2010) and Model Curriculum Development” on the ODE website.

	Cluster	I Can...	Key Vocabulary
Reading: Literature (A)/Information Text (B)	8. (B) With prompting and support, identify the reasons an author gives to support points in a text.	-Identify reasons an author gives to support the main idea of the text.	
	9. (A) With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.  (B) With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	-Compare (tell how alike) the adventures of characters in familiar stories. -Contrast (tell how different) the adventures of characters in familiar stories.  -Identify basic similarities (tell how alike) between two texts on the same topic. -Identify basic differences between two texts topic.	<ul style="list-style-type: none"> <li>• Compare</li> <li>• Contrast</li>  <li>• Similarities</li> <li>• Differences</li> <li>• Adventures</li> </ul>
	10. (A)(B) Actively engage in group reading activities with purpose and understanding.	-Follow the rules for group reading. -Ask and answer questions about what was read.  -Answer questions about what was read.	<ul style="list-style-type: none"> <li>• Group reading</li> </ul>

For further explanation and details visit the “English Language Arts Revised Academic Content Standards (2010) and Model Curriculum Development” on the ODE website.

	Cluster	I Can...	Key Vocabulary
<b>Reading Foundational Skills</b>	<p>1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Follow words from left to right, top to bottom, and page by page.</p> <p>b. Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>c. Understand that words are separated by spaces in print.</p> <p>d. Recognize and name all upper- and lowercase letters of the alphabet.</p>	<p>-Read books from left to right.</p> <p>-Turn pages from front to back.</p> <p>-Recognize that words are letters put together.</p> <p>-Can show spaces between words.</p> <p>-Can identify upper and lowercase letters.</p> <p>-Recognize all uppercase letters.</p> <p>-Recognize all lowercase letters.</p>	<ul style="list-style-type: none"> <li>• Sequence</li> <li>• Uppercase letter</li> <li>• Lowercase letter</li> </ul>
	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>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/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>	<p>- Explain rhyming words.</p> <p>-Give examples of rhyming words.</p> <p>-Blend syllables to say a word.</p> <p>-Identify the beginning sound, vowel sound and end sound of words.</p> <p>-Blend sounds to say a single word.</p> <p>-Create new words by adding or changing the beginning, middle, or end sounds.</p>	<ul style="list-style-type: none"> <li>• Spoken words</li> <li>• Syllables</li> <li>• Sounds</li> <li>• Rhyming words</li> <li>• Phonemes</li> <li>• Pronounce</li> <li>• Blend</li> </ul>

For further explanation and details visit the “English Language Arts Revised Academic Content Standards (2010) and Model Curriculum Development” on the ODE website.

	Cluster	I Can...	Key Vocabulary
Reading Foundational Skills	<p>3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <p>a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.</p> <p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.</p> <p>c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>).</p> <p>d. Distinguish between similarly spelled words</p>	<p>-Say common sound of consonants.</p> <p>-Say common vowel sounds.</p> <p>-Recognize common spellings of the five major vowels.</p> <p>-Read common high-frequency words by sight.</p> <p>-Tell the difference between similarly spelled words.</p> <p>-Recognize common sight words.</p> <p>-Read a text with common sight words.</p>	<ul style="list-style-type: none"> <li>• Decoding</li> <li>• Long vowel sounds</li> <li>• Short vowel sounds</li> <li>• High-frequency words</li> <li>• Similarly spelled words</li> <li>• Purpose</li> <li>• Understanding</li> </ul>
	<p>4. Read emergent-reader texts with purpose and understanding.</p>		
Writing	<p>1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is...</i>).</p>	<p>-Tell the topic of a book.</p> <p>-Choose a topic and write it using words and drawing.</p> <p>-Give an opinion about the topic.</p>	<ul style="list-style-type: none"> <li>• Topic</li> <li>• Opinion</li> </ul>
	<p>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 about the topic.</p>	<p>-Choose a topic and write about it using words and drawings.</p>	<ul style="list-style-type: none"> <li>• Informative</li> </ul>

For further explanation and details visit the “English Language Arts Revised Academic Content Standards (2010) and Model Curriculum Development” on the ODE website.

	Cluster	I Can...	Key Vocabulary
<b>Writing</b>	3. 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	-Draw a story in the order the events occurred. -Describe my feelings about a story.	<ul style="list-style-type: none"> <li>• Narrate</li> <li>• Reaction</li> </ul>
	4. (Begins in grade 3)		
	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	-Listen to suggestions to help my writing. -Add details.	<ul style="list-style-type: none"> <li>• Suggestions</li> <li>• Details</li> </ul>
	6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	-Use digital tools to publish my writing.	<ul style="list-style-type: none"> <li>• Digital tools</li> </ul>
	7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).	-Participate in writing topics with others. -Express my opinion about an author’s book.	<ul style="list-style-type: none"> <li>• Opinions</li> </ul>
	8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	-Answer questions using recall from experiences.	<ul style="list-style-type: none"> <li>• Recall</li> <li>• Research</li> </ul>
	9. (Begins in grade 4)		

**For further explanation and details visit the “English Language Arts Revised Academic Content Standards (2010) and Model Curriculum Development” on the ODE website.**

	Cluster	I Can...	Key Vocabulary
<b>Speaking &amp; Listening</b>	1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges	-Follow rules for discussions. -Join in the discussion.	<ul style="list-style-type: none"> <li>• Discussion</li> <li>• Listening</li> <li>• Conversation</li> </ul>
	2. 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.	-Demonstrate understanding of read aloud information. -Ask questions to better understand information read aloud.	<ul style="list-style-type: none"> <li>• Orally</li> <li>• Understanding</li> <li>• Clarification</li> </ul>
	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	-Answer questions to better understand.	<ul style="list-style-type: none"> <li>• Clarify</li> </ul>
	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	-Use details to describe familiar people. -Use details to describe familiar places. -Use details to describe familiar things. -Use details to describe familiar events.	<ul style="list-style-type: none"> <li>• Familiar</li> <li>• Events</li> </ul>
	5. Add drawings or other visual displays to descriptions as desired to provide additional detail.	-Use drawings to add detail.	<ul style="list-style-type: none"> <li>• Drawing</li> <li>• Visual display</li> </ul>

**For further explanation and details visit the “English Language Arts Revised Academic Content Standards (2010) and Model Curriculum Development” on the ODE website.**

	Cluster	I Can...	Key Vocabulary
	6. Speak audibly and express thoughts, feelings, and ideas clearly.	-Orally share my thoughts, feelings and ideas.	<ul style="list-style-type: none"> <li>• Thoughts</li> <li>• Feelings</li> <li>• Ideas</li> <li>• Audibly</li> </ul>
<b>Language</b>	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ol>	-Print upper case letters. -Print lower case letters. -Use common nouns and verbs correctly. -Use questions words correctly. -Use prepositions correctly. -Use complete sentences.	<ul style="list-style-type: none"> <li>• Uppercase</li> <li>• Lowercase</li> <li>• Nouns</li> <li>• Verbs</li> <li>• Question words</li> <li>• Prepositions</li> <li>• Complete sentences</li> </ul>
	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol>	-Capitalize the first word of a sentence. -Capitalize the pronoun I. -Name and recognize end punctuations. -Write the letters for most consonant and vowel sounds. -Spell simple word phonetically.	<ul style="list-style-type: none"> <li>• Pronouns</li> <li>• Capitalize</li> <li>• End punctuation</li> <li>• Phonetically</li> </ul>

**For further explanation and details visit the “English Language Arts Revised Academic Content Standards (2010) and Model Curriculum Development” on the ODE website.**

	Cluster	I Can...	Key Vocabulary
<b>Language</b>	<p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</p> <p>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).</p> <p>b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -less</i>) as a clue to the meaning of an unknown word.</p>	<p>-Identify words that have more than one meaning.</p> <p>-Name prefixes and suffixes.</p> <p>-Use prefixes and suffixes as a clue to help me with the meaning of words.</p>	<ul style="list-style-type: none"> <li>• Multiple meaning word</li> <li>• Affixes</li> <li>• Inflection</li> <li>• Prefix</li> <li>• Suffix</li> </ul>
	<p>5. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <p>a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p> <p>b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).</p> <p>c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).</p> <p>d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	<p>-Sort common objects into categories.</p> <p>-Name the opposites of frequently used verbs and adjectives.</p> <p>-Identify real-life connections between words and their uses.</p>	<ul style="list-style-type: none"> <li>• Adjectives</li> <li>• Verbs</li> <li>• Opposites</li> <li>• Antonyms</li> <li>• Shades of meaning</li> </ul>
	<p>6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	<p>-Use new words and phrases.</p>	

For further explanation and details visit the “English Language Arts Revised Academic Content Standards (2010) and Model Curriculum Development” on the ODE website.