

English/Language Arts Competencies-Grade K

Lin-Wood Proficiencies (COMPETENCY)	I CAN STATEMENTS	STANDARDS
<p>Foundational Reading Skills Students will read to make meaning while flexibly using a variety of strategies, demonstrating foundational literacy skills.</p>	<ol style="list-style-type: none"> 1. I can apply concepts of print when reading print and non-print texts. 2. I can use grade-appropriate word analysis skills, including phonological skills*, (understanding spoken words, syllables, and sounds/ phonemes) to figure out how to pronounce unfamiliar words. 3. I can use syntax, parts of speech, and context cues to determine intended word meaning, including when more than one meaning is possible. 4. I can read with purpose, recognize when something does not make sense, and apply strategies to self correct. 5. I can read and comprehend a variety of texts with increasing automaticity* and fluency (i.e. fluency increases with successive readings). 	<p>RF.K.1 - RF.K.4 http://www.corestandards.org/ELA-Literacy/RF/K/</p>
<p>Reading Literature Students will make meaning of increasingly complex literary print and non-print* texts, and provide text details to explain interpretations and thinking.</p>	<ol style="list-style-type: none"> 1. I can actively engage with text by retelling a story, using key details to answer explicit questions (characters, actions, sequence of events, problem, solution) and react to the text as a whole (e.g., share thinking about author word choice, and my response). 2. I can use context cues to determine intended word meaning, including when more than one meaning is possible. 3. I can locate and explain examples that distinguish among unique characteristics of literary texts types (plays, stories, poems/rhymes, songs). 4. I can compare how different texts present literary elements (such as characters, setting, and story lines in fairy tales).I can locate and explain examples that distinguish among unique characteristics of literary texts types (plays, stories, poems/rhymes, songs). 5. I can explain what I think the author's purpose for writing a text might be (e.g. describing a lesson learned by a character) and support my thinking. 	<p>RL.K.1 - RL.K.7, RL.K.9 - RL.K.10 http://www.corestandards.org/ELA-Literacy/RL/K/</p>

<p>Reading Informational Texts Students will make meaning of increasingly complex informational print and non-print texts, and provide text details to explain interpretations and thinking</p>	<ol style="list-style-type: none"> 1. I can actively engage with text by identifying the main topic, using key details to answer questions and react to the text as a whole (e.g., share thinking; connect to prior knowledge). 2. I can use context cues to determine intended word meaning, including when more than one meaning is possible. 3. I can locate and explain examples that distinguish among unique features of informational texts (headings, captions, diagrams, glossary, photos, etc.) and explain how they help me understand the text. 4. I can compare how different texts present topics or ideas (e.g., comparing words, visuals). • I can explain what I think the author's purpose for writing this text or use of specific features might be (e.g., what does this text teach me?). 5. I can explain how information in the text is connected (e.g., words-visuals, sequence "how-to" steps or events, connect cause-effect, compare-contrast facts). 	<p>RI.K.1 - RI.K.10 http://www.corestandards.org/ELA-Literacy/RI/K/</p>
<p>Narrative Writing Students will draw/ dictate/ write to compose narrative texts, describing real or imaginary events or experiences.</p>	<ol style="list-style-type: none"> 1. I can compose a beginning that tells who is in the story and what is happening. 2. I can connect the beginning to the ending by adding details to describe events/actions, words, thoughts, and feelings of characters. 3. I can compose an ending that tells how the problem was solved or how things worked out. 4. I can use illustrations that add interesting details and elaboration. 5. With support, I can edit and revise my text for clarity (e.g., using grade appropriate punctuation, capital letters, simple sentences, descriptive words/vocabulary, and visuals). 	<p>W.K.3, W.K.8 http://www.corestandards.org/ELA-Literacy/W/K/</p>

<p>Informational Writing Students will draw/dictate/write to compose informative texts that convey information on specific topics.</p>	<ol style="list-style-type: none"> 1. I can state a topic at the beginning and a conclusion at the end. 2. I can use sources (books, pictures, discussions) to find facts and details that support and add interest to my focus. 3. I can group my ideas and details together to show how some facts are connected. 4. I can use sources to find and add features such as labeled pictures or diagrams to help explain details and add information. 5. With support, I can edit and revise my text for clarity (e.g., using grade appropriate punctuation, capital letters, labels, simple sentences/fact statements, descriptive words/vocabulary, and visuals). 	<p>W.K.2, W.K.5 - W.K.8 http://www.corestandards.org/ELA-Literacy/W/K/</p>
<p>Opinion/Argument Writing Students will examine a topic or text(s) and apply organizational strategies to support a personal opinion with drawing/ dictating/ writing.</p>	<ol style="list-style-type: none"> 1. I can state an opinion that answers a question about a topic or text (e.g., what was your favorite part?). 2. I can state reasons to support my opinion and then use facts and details to say more about each reason. 3. I can use sources (texts, pictures, discussion) to find and add labeled pictures or diagrams to help explain my reasons. 4. I have a beginning that states my opinion, a middle that supports my opinion with reasons and facts, and an ending. 5. With support, I can edit and revise my text for clarity (e.g., using grade appropriate punctuation, capital letters, labels, simple sentences/fact statements, vocabulary, and visuals). 	<p>W.K.1, W.K.5, W.K.8 http://www.corestandards.org/ELA-Literacy/W/K/</p>

Speaking, Listening, and Language Students will speak effectively to express ideas for a variety of purposes. Students will listen, view and interpret information from a variety of sources, in order to make meaning and respond effectively.	<ol style="list-style-type: none"> 1. I can participate in a focused discussion. 2. I can use grade-appropriate grammar and vocabulary to clarify a message when speaking. 3. I can work with others to clearly present ideas visually and orally. 4. I can actively listen to information delivered orally or visually and respond by asking related questions, restating key points, or adding ideas 	SL.K.1 - SL.K.6 http://www.corestandards.org/ELA-Literacy/SL/K/ L.K.1 - L.K.2, L.K.4 - L.K.6 http://www.corestandards.org/ELA-Literacy/L/K/
Inquiry, Investigation, & Research Students will engage in large and small group research/ inquiry to investigate topics of shared interest and to interpret, integrate, and present information.	<ol style="list-style-type: none"> 1. I can work with others to gather and organize information while investigating a topic or question of interest. 2. I can locate information from print and non-print sources to develop and support my ideas. 3. I can work with others to integrate information (visually, orally, in writing) and communicate what was learned. 4. I can use descriptive and domain specific vocabulary to communicate my message. 	W.K.6 - W.K.8 http://www.corestandards.org/ELA-Literacy/W/K/ SL.K.1 - SL.K.6 http://www.corestandards.org/ELA-Literacy/SL/K/