



Montezuma Community Schools

504 N 4th Street
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Common Core Standards: Kindergarten

Literature:

- With prompting and support, ask and answer questions about key details in a text. {RL.K.1}
- With prompting and support, retell familiar stories, including key details. {RL.K.2}
- Ask and answer questions about unknown words in a text. {RL.K.4}

Informational Text:

- With prompting and support, ask and answer questions about key details in a text. {RI.K.1}
- With prompting and support, identify the main topic and retell key details. {RI.K.2}

Foundational Skills:

- Demonstrates understanding of the organization and basic features of print. {RF.K.1}
- Demonstrate understanding of spoken words, syllables, and sounds (phonemes). {RF.K.2}
- Knows and apply grade-level phonics and word analysis skills in decoding words. {RF.K.3}
- Read emergent-reader texts with purpose and understanding. {RF.K.4}

Learning Targets:	Student <i>I Can</i> Statements:	Report Card:
<ul style="list-style-type: none"> • Students understand that asking and answering questions help a reader comprehend a text. {RL.K.1} • Students understand that a story's important events and key details help us better understand others. {RL.K.2} • Students understand that asking and answering questions help a reader comprehend a text. {RI.K.1} • Students understand that there is a relationship between key ideas and the main topic of a text. {RI.K.2} 	<ul style="list-style-type: none"> • I can retell a story using beginning, middle, and end. {RL.K.1} • I can name the characters and setting in a story. {RL.K.2} • I can tell facts. {RI.K.1} • I can ask and answer questions about books. {RI.K.1} • I can ask and answer questions about books. • I can respond to teacher prompts about the main idea. {RI.K.2} • I can respond to teacher prompts about key ideas. {RI.K.2} 	<ul style="list-style-type: none"> • Tells beginning, middle and end of story. • Names characters and setting of story. • Identifies fiction vs. non-fiction stories. • Recalls facts of a book • Asks and answer questions about books.



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<ul style="list-style-type: none"> • Students understand that printed text provides information and is composed of letters, words, sentences, and spaces and is read left-to-right, top-to-bottom. {RF.K.1} • Students understand that hearing sounds and syllables in spoken words help them pronounce and understand unfamiliar words in text. {RF.K.2} • Students understand that there is a relationship between letters and sounds in printed text. {RF.K.3} • Students understand they are readers as they rely on illustrations, simple text, and patterns to gain meaning of texts. {RF.K.4} 	<ul style="list-style-type: none"> • I can listen to and follow printed words from left-to-right, top-to-bottom, and page-by-page. {RF.K.1} • I can tell what is a letter and what is a word. {RF.K.1} • I know there is space between words. {RF.K.1} • I can name upper (26)- and lowercase (26) letters {RF.K.1} • I can recognize and make rhyming words. {RF.K.2} • I can hear and say syllables in a word. {RF.K.2} • I can hear and say each sound in a three-letter word. {RF.K.2} • I can add or change sounds in a word to make a new word. {RF.K.2} • I can put a letter with the sound. {RF.K.3} • I can say long and short vowel sounds. {RF.K.3} • I can read high frequency sight words. (75) {RF.K.3} • I can read easy reader reading books. {RF.K.4} • I can sound out new words. {RF.K.4} • I can make connections to real life. {RF.K.4} 	<ul style="list-style-type: none"> • Uses left to right, top to bottom and page-by-page progression. • Knows difference between letters and words. • Puts space between words when writing • Names upper and lowercase letters • Recognize and make rhyming words • Counts syllables in words • Can blend sounds to make 3-letter words. • Associates a letter with a sound • Developing sight word vocabulary {EOY Goal: 75 words} • Leveled Reading Level {EOY Goal: Level C or D}
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