

**K.R.1.1** Students can **identify** and **manipulate** phonemes and words in spoken language.

**Blooms Level:** Application

**Learning Targets:**

- Listen to sounds and words and classify as same or different
- Recognize and count the number of sounds in a syllable, syllables in a word, and words in a sentence
- Identify and produce rhyming words
- Identify initial, medial, and final sounds in words
- Blend consonant-vowel-consonant (CVC) sounds aloud to make words
- Blend syllables
- Segment sounds within words and syllables
- Substitute phonemes to make new words
- Identify onset and rimes

**Verbs Defined:**

- Identify – show what I know by telling
- Manipulate – take apart, put together, and change one part for another

**Key Terms Defined:**

- Phonemes – the smallest units of sound

**Teacher Speak:**

Students can identify (show what I know by telling) and manipulate (take apart, put together, and change one part for another) phonemes (the smallest units of sound) in spoken language.

**Student Speak:**

I can show what I know by telling (identify) and take apart, put together, and change one part for another (manipulate) the smallest units of sound (phonemes) in spoken language.

**Possible resources/references:**

**K.R.1.2** Students can **match** letters and sounds and use them in **decoding** and **making** C-V-C words.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Match all consonant and short vowel sounds to appropriate letters
- Recognize how changing the first letter of a word changes a word
- Word families

**Verbs Defined:**

- Match - point, show, or orally indicate that one that is like another one
- Decoding - taking a word apart and saying it correctly
- Making - creating

**Key Terms Defined:**

- Letters and sounds – upper and lower-case letters and phonemes
- C-V-C words – three-letter words comprised of consonant/vowel/consonant

**Teacher Speak:**

- Students can match (point, show, or orally indicate that one that is like another one ) letters and sounds (upper and lower-case letters and phonemes) and use them in decoding (taking a word apart and saying it correctly) and making C-V-C words (three letter words comprised of consonant/vowel/consonant).

**Student Speak:**

- I can point, show, or orally indicate that one that is like another one (match) with upper and lower-case letters and phonemes (letters and sounds) and use them in taking a word apart and saying it correctly (decoding) and making C-V-C words.

**Possible resources/references:**

- Make CVC words using letter tiles

**K.R.1.3** Students can **comprehend and use** vocabulary from text read aloud.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Identify and sort pictures and common words into categories
- Use words to describe location, (above, below, in front of, behind) size, color, and shape
- Identify common signs and symbols: stop sign, McDonalds, restrooms
- Listen to stories read aloud and use the vocabulary from those stories in oral language

**Verbs Defined:**

- Comprehend and use – understand and make sense of

**Key Terms Defined:**

- Vocabulary from text – meanings of words from written material

**Teacher Speak:**

Students can comprehend and use (understand and make sense of) vocabulary from text (meanings of words from written material) read aloud.

**Student Speak:**

I can understand and make sense of (comprehend and use) vocabulary from text read aloud.

**Possible resources/references:**

**K.R.2.1** Students can **comprehend** and **respond** to text read aloud.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Use picture and story clues to predict what will happen next
- Identify character, setting, and important events after listening to text
- Relate stories to personal experiences
- Retell a story using beginning, middle, and end
- Respond to stories by answering questions and participating in discussions

**Verbs Defined:**

- Comprehend – understand and make sense of
- Respond – tell, illustrate, or write about

**Key Terms Defined:**

- Text – written material

**Teacher Speak:**

Students can comprehend (understand and make sense of) and respond (tell, illustrate or write about) text (written material) read aloud.

**Student Speak:**

I can understand and make sense of (comprehend) and tell, illustrate, or write about (respond) text read aloud.

**Possible resources/references:**

**K.R.2.2** Students can **identify** all upper-case and lower-case letters and matching sounds with automaticity.

**Blooms Level:** Knowledge

**Learning targets to meet this standard:**

- Identify upper and lower-case letters of the alphabet
- Match consonant and short vowel sounds in letters

**Verbs Defined:**

- Identify – show what I know by pointing, telling, and writing

**Key Terms Defined:**

- Upper and lower-case letters – all letters of the alphabet
- Sounds – phonemes
- Automaticity – quickness and ease

**Teacher Speak:**

Students can identify (show what I know by pointing, telling, and writing) all upper-case and lower-case letters and matching sounds (phonemes) with automaticity (quickness and ease).

**Student Speak:**

I can show what I know by pointing, telling, and writing (identify) all upper-case and lower-case letters and by matching sounds with quickness and ease (automaticity).

**Possible resources/references:**

**K.R.2.3** Students can **read** sight words and high-frequency words with automaticity.

**Blooms Level:** Knowledge

**Learning targets to meet this standard:**

- Recognizes sight words and high-frequency words in isolation
- Recognizes sight words and high-frequency words in text

**Verbs Defined:**

**Key Terms Defined:**

- Sight words and high-frequency words – words used often
- Automaticity – quickness and ease

**Teacher Speak:**

Students can read sight words and high-frequency words (words used often) with automaticity (quickness and ease).

**Student Speak:**

I can read words used often (sight words and high-frequency words) with quickness and ease (automaticity).

**Possible resources/references:**

Dolch word list  
Frey word list

**K.R.3.1** Students can **identify** concepts of print in text.

**Blooms Level:** Knowledge

**Learning targets to meet this standard:**

- Using the following concepts of print:
  - identify the front cover, back cover, and title page of a book
  - track print from left to right and from top to bottom on the printed page
  - turn pages in the correct direction
  - distinguish between upper-case and lower-case letters
  - identify upper-case letters by name
  - identify lower-case letters by name
  - identify ending punctuation

**Verbs Defined:**

- Identify – show what I know by pointing, writing, speaking, or drawing

**Key Terms Defined:**

- Concepts of print (see glossary)

**Teacher Speak:**

Students can identify (show what I know by pointing, writing, speaking, or drawing) concepts of print in text.

**Student Speak:**

I can show what I know by pointing speaking, drawing, or writing (identify) concepts of print in text.

**Possible resources/references:**

**K.R.3.2** Students can **tell** what authors and illustrators do.

**Blooms Level:** Knowledge

**Learning targets to meet this standard:**

- Point out author's and illustrator's names when reading

**Verbs Defined:**

**Key Terms Defined:**

- Authors – people who write the story
- Illustrators – people who create the pictures for a story

**Teacher Speak:**

Student can tell what authors (people who write the story) and illustrators (people who create the pictures for a story) do.

**Student Speak:**

I can tell what the people who write the story (authors) and the people who create the pictures for a story (illustrators) do.

**Possible resources/references:**

**K.R.3.3** Students can **distinguish** fiction from nonfiction.

**Blooms Level:** Application

**Learning targets to meet this standard:**

- Identify whether books and stories are fiction or nonfiction

**Verbs Defined:**

- Distinguish – tell the difference between

**Key Terms Defined:**

- Fiction – make-believe
- Nonfiction – real

**Teacher Speak:**

Students can distinguish (tell the difference between) fiction (make-believe) from nonfiction (real).

**Student Speak:**

I can tell the difference between (distinguish) make-believe (fiction) and real (nonfiction).

**Possible resources/references:**

**K.R.4.1** Students can **recognize** that literature from various cultures shows differences.

**Blooms Level:** Comprehension

**Learning targets to meet this standard:**

- Listen and respond to stories, poems, songs from various cultures
- Discuss the differences shown about various cultures

**Verbs Defined:**

- Recognize – show by pointing or explain by speaking, writing or drawing

**Key Terms Defined:**

- Cultures – groups of people (see glossary)

**Teacher Speak:**

Students can recognize (show by pointing, or explain by speaking, drawing, or writing) that literature from various cultures (groups of people) shows differences.

**Student Speak:**

I can show by pointing or explain by speaking, drawing, or writing (recognize) that literature from various groups of people (cultures) shows differences.

**Possible resources/references:**

Literature based material

**K.R.5.1** Students can **locate** informational text at school.

**Blooms Level:** Knowledge

**Learning targets to meet this standard:**

- Point or locate labeled printed materials including symbols

**Verbs Defined:**

- Locate – find

**Key Terms Defined:**

- Informational text – words or symbols that inform

**Teacher Speak:**

Students can locate (find) informational text (words or symbols that inform) at school.

**Student Speak:**

I can find (locate) words or symbols that inform (informational text) at school.

**Possible resources/references:**

bulletin boards  
word walls  
number lines  
calendars  
environmental print  
big books  
stories  
magazines  
other printed material

**K.R.5.2** Students can **alphabetize** letters.

**Blooms Level:** Knowledge

**Learning target to meet this standard:**

- Say the alphabet
- Recognize the letter that comes before and after a letter

**Verbs Defined:**

- Alphabetize – put letters in A B C order

**Key Terms Defined:**

**Teacher Speak:**

Students can alphabetize (put letters in A B C order) letters.

**Student Speak:**

I can put letters in A B C order (alphabetize).

**Possible resources/references:**

WORKING DOCUMENT