

Standard: **RL.K.1** With prompting and support, ask and answer questions about key details in a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can ask questions about key details in a text. I can answer questions about key details in a text. 	<ul style="list-style-type: none"> How do I use text to understand the story? 	characters, setting, plot, key detail, important, major events text

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can ask and answer questions about key details in text AND share the information with others.	With teacher help, I can ask and answer questions about key details in text.	With teacher help, I can ask OR answer questions about key details in text.	With teacher help, I can ask or answer questions about key details with some mistakes.	Even with help, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Close Reading in Elementary Schools By: Fisher & Frey \(article\)](#)
[Retell Wheel](#)
[Retell Ring](#)
[Question Quest](#)
[Question Creation](#)
[Strategy Success](#)
[QAR: Question Answer Response](#)

[Text Dependent Questions](#)
[Close Reading](#)
[Student Center Activities](#)
[LLI Prompting Guide](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RL.K.2** With prompting and support, retell familiar stories, including key details.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> • I can retell the beginning of the story. • I can retell the middle of the story. • I can retell the end of the story. • I can use key details to retell the beginning, middle, and end of the story. 	How do I use what I already know in the text to retell a story using details ?	beginning, middle, end, retell, next, order, first, last, familiar

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can retell the beginning, middle, AND end of familiar stories, including details.	With teacher help, I can retell the beginning, middle, AND end of familiar stories, including details.	With teacher help, I can retell the beginning, middle, AND end of familiar stories without details .	With teacher help, I can retell the beginning, middle, OR end of familiar stories.	Even with help, I still have trouble.

Intervention/Enrichment

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[Retell Wheel](#)
[Story Sequence Organizer](#)
[Retell Ring](#)

[Story Question Cube](#)
[Sequence a story](#)
[Student Center Activities](#)
 LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RL.K.3** With prompting and support, identify characters, settings, and major events in a story.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> • I can identify characters in a story. • I can identify settings in a story. • I can identify major events in the beginning, middle and end of a story. • I can identify characters, settings, and major events in the beginning, middle, and end of a story. 	How do I identify the characters, settings and major events in the story?	characters, setting, important, familiar, major events, identify

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can relate to the characters, explain the settings, and sequence the major events in a story.	With teacher help, I can identify characters, settings, and major events in a story.	With teacher help, I can identify two of the three topics: characters, settings, or major events.	With teacher help, I can identify either the characters, settings, OR major events in a story.	Even with help, I still have trouble.

Intervention/Enrichment

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[Picture The Character](#)
[Character](#)
[Setting](#)
[Story Sequence](#)

[Student Center Activities](#)
 LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RL.K.4** Ask and answer questions about unknown words in a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can ask questions about words that I do not know in a story. I can answer questions about words that I do not know in a story. 	<ul style="list-style-type: none"> Why is it important to ask and answer questions about words that I do not know in a story? 	ask, question, words, mean, answer, sentence, understand, text, story, meaning

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can understand and reuse words that I did not know.	I can ask and answer questions about words that I do not know in a story.	I can ask OR answer questions about words that I do not know in a story.	With teacher help, I can ask OR answer questions about words that I do not know in a story.	Even with help, I still have trouble.

Intervention/Enrichment

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[Reading Repair](#)
[Sentence Picture Match](#)
[Show-U-Know](#)
[Vocabulary in Context](#)

[Student Center Activities](#)
 LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RL.K.5** Recognize common types of texts (e.g. storybooks, poems)

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> ● I can recognize a poem. ● I can recognize a story. ● I can recognize a fairy tale. ● I can recognize a nursery rhyme. 	<ul style="list-style-type: none"> ● How can I tell the difference between genres (e.g., poem, story, fairy tale, nursery rhyme)? 	understand, story, text, poem, genre, fairy tale, fable, folk tale, nursery rhyme

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can recognize and explain all of the genres taught.	I can recognize all of the genres taught.	I can recognize more than one genre taught.	I can recognize one of the genres taught.	Even with help, I still have trouble.

Intervention/Enrichment

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[Fiction and Nonfiction Sort](#)
[Fiction and Nonfiction Review](#)
[Name that Rhyme](#)
[Genre Unit](#)

[Student Center Activities](#)
 LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can name the author of a story. I can tell what an author does in the story. I can name the illustrator of a story. I can tell what an illustrator does in a story 	<ul style="list-style-type: none"> Why is it important to know the author’s name and their role in telling the story? Why is it important to know the illustrator’s name and their role in telling the story? 	role, author, illustrator

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can name the author and illustrator and tell what their roles are in a story.	With teacher help, I can name the author and illustrator and tell what their roles are in a story.	With teacher help, I can name the author and illustrator OR tell what their roles are in a story.	With teacher help, I can understand that stories are made up of words and pictures.	Even with help, I still have trouble.

Intervention/Enrichment

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- [RL.K.6 Lesson Plans](#)
- [Author Studies](#)
- [Understanding Author and Illustrator](#)
- [Student Center Activities](#)
- LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RL.K.7** 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).

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can identify the illustrations. I can describe how the illustrations help me understand the story. 	<ul style="list-style-type: none"> How do the illustrations help me understand the story? 	illustrator, illustrations

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can understand the story by looking at the illustrations.	With teacher help, I can understand the story by looking at the illustrations.	With teacher help, I can understand parts of the story by looking at the illustrations.	With teacher help, I can look at and understand the illustrations, but not connect them to the story.	Even with help, I still have trouble.

Intervention/Enrichment

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- [Picture Cube](#)
- [Sentence Picture Match](#)
- [Picture Clues](#)
- [Pictures and the Main Idea](#)
- [Student Center Activities](#)
- LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can identify characters and their adventures in the same or a different story. I can tell how characters and their adventures are alike in the same or a different story. I can tell how characters and their adventures are different in the same or a different story. 	<ul style="list-style-type: none"> How are the characters and their adventures alike in the same or a different story? How are the characters and their adventures different in the same or a different story? 	alike, compare, contrast, character, adventures, experiences

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can compare and contrast characters and their adventures in any given story or stories.	With teacher help, I can compare and contrast characters and their adventures in any given story or stories.	With teacher help, I can compare OR contrast characters and their adventures in any given story <i>or stories</i> .	With teacher help, I can compare OR contrast characters and their adventures in a story.	Even with help, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Hoop-A-Story Compare A Character Compare A Story Compare and Contrast	Student Center Activities LLI Prompting Guide
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Please see the Intervention Appendix for additional high quality resources.



Standard: **RL.K.10** Actively engage in group reading activities with purpose and understanding.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can listen to a story with purpose. I can talk about what happened in the story. 	<ul style="list-style-type: none"> Why is it important to actively listen and talk about a story with purpose while in a group? 	purpose, 'book talk'

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can actively listen and talk about a story beyond my level with purpose within a group.	I can actively listen and talk about a story with purpose within a group.	I can actively listen OR talk about a story with purpose within a group.	With teacher help, I can actively listen OR talk about a story with purpose within a group.	Even with help, I still have trouble.

Intervention/Enrichment

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[Persuade, Inform, and Entertain Sort](#)
[Read and Ask](#)
[Retell Ring](#)
[Fluency practice](#)

[Student Center Activities](#)
 LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.K.1** With prompting and support, ask and answer questions about key details in a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can ask questions about key details in a text. I can answer questions about key details in a text. 	<ul style="list-style-type: none"> How do I use text to understand the key details? 	beginning, middle, end, characters, setting, plot, retell, first, last, key detail, sequence, major events, text

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can ask and answer questions about key details in text AND share the information with others.	With teacher help, I can ask and answer questions about key details in text.	With teacher help, I can ask OR answer questions about key details in text.	With teacher help, I can ask or answer questions about key details with some mistakes.	Even with help, I still have trouble.

Intervention/Enrichment

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[Close Reading Evidence](#)
[Evidence Based Terms](#)
[Using Textual Evidence](#)
[Close Reading Strategies](#)
[Become a Better Reader article](#)
[K-W-L](#)

[Classic Classifying](#)
[Reading the Research](#)
[Read and Ask](#)
[Book: 10 Things I Can Do to Help My World](#)
[Student Center Activities](#)
[LLI Prompting Guide](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.K.2** With prompting and support, identify the main topic and retell key details of the text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can use key details to retell a nonfiction text. I can tell the main topic in nonfiction text. 	<ul style="list-style-type: none"> How do I use the main topic and key details to retell a nonfiction text? 	nonfiction, make-believe/not real/pretend, real, fiction, main topic

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can identify the main topic and retell key details of the text.	With teacher help, I can identify the main topic and retell key details of the text.	With teacher help, I can identify the main topic OR retell key details of the text.	With teacher help, I can identify a topic OR retell with few details.	Even with help, I still have trouble.

Intervention/Enrichment

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- [Main Idea Lesson](#)
- [Main Idea Text Message](#)
- [Main Idea Activity](#)
- [Main Idea Bag](#)
- [Main Idea Poster](#)
- [Main Idea Lesson Plans for grades K - 4](#)
- [Expository Fact Strip](#)
- [Just the Facts](#)

- [Expository Text Wheel](#)
- [Keys to the Main Idea](#)
- [Book: 10 Things I Can Do to Help My World](#)
- [Book: Jump! From the Life of Michael Jordan](#)
- [Book: Mama](#)
- [Book: Owen & Mzee](#)
- [Student Center Activities](#)
- LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.K.3** With prompting and support, describe the connections between two individuals, events, ideas, or pieces of information in a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can tell how two people are alike and different in a text. I can tell how two events are alike and different in a text. I can tell how two ideas are alike and different in a text. I can tell how two pieces of information are alike and different in a text. 	<ul style="list-style-type: none"> How are two people, events, ideas, and pieces of information in the text alike and different? 	event, alike, different, information

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
With teacher help, I can explain how two people, events, ideas, or pieces of information in a text are alike and different and how they work together.	With teacher help, I can explain how two people, events, ideas, or pieces of information in a text are alike and different.	With teacher help, I can explain how two people, events, ideas, or pieces of information in a text are alike OR different.	With teacher help, I can explain that people, events, ideas, or pieces of information make up a text.	Even with help, I still have trouble.

Intervention/Enrichment

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Reading is the History Classroom Article Kid History Timeline Flap Book Cause and Effect Roll Cause and Effect Organizer Cause and Effect Match Cause and Effect Lessons K-4 Book: A Picture Book of Martin Luther King Jr. Lesson Plan	Book: The First Egg Lesson Plan Book: From Acorn to Oak Tree Lesson Plan Book: Jump! From the Life of Michael Jordan Lesson Plan Book: Mama Lesson Plan Book: Monarch Butterfly Lesson Plan Book: Owen & Mzee Lesson Plan Book: Sea Turtles Lesson Plan Student Center Activities
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Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can ask questions about words that I do not know in nonfiction text. I can answer questions about words that I do not know in nonfiction text. 	<ul style="list-style-type: none"> Why is it important to ask and answer questions about words that I do not know in nonfiction text? 	ask, question, understand, words, meaning, answer, sentence, nonfiction text

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can understand and reuse words that I do not know from nonfiction text.	I can ask and answer questions about words that I do not know in nonfiction text.	I can ask OR answer questions about words that I do not know in nonfiction text.	With teacher help, I can ask OR answer questions that I do not know in nonfiction text.	Even with help, I still have trouble.

Intervention/Enrichment

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[Vocabulary Graphic Organizer](#)
[Using Context Clues](#)
[Reading Repair](#)
[Show-U-Know](#)
[Vocabulary in Context Lesson Plans K-4](#)
[Book: Weather Words Lesson Plan](#)

[Word Wall for Content](#)
[Article: Interactive Word Walls](#)
[Frayer Model for Vocabulary](#)
[Frayer Model](#)
[Student Center Activities](#)
[LLI Prompting Guide](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.K.5** Identify the front cover, back cover, and title page of a book.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can find the front cover of a book. I can find the back cover of a book. I can find the title page of a book. 	<ul style="list-style-type: none"> Why is it important to know where the front and back covers, and the title page of a book? 	front cover, back cover, title, page, describe

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can describe what is on the front cover, back cover, and the title page of a book.	I can find the front and back cover, and the title page of a book.	I can find the front cover, the back cover, or the title page of a book.	With teacher help, I can find the front cover, the back, and the title page of a book.	Even with help, I still have trouble.

Intervention/Enrichment

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Text Features:

- [Lesson Planet Text Features](#)
- [Text Feature Lesson Plan](#)
- [Text Feature Treasure Hunt](#)
- [Using Text Features](#)
- [Book Look](#)
- [Finding Nonfiction Features](#)

Parts of a Book:

- [Title, Author, and Illustrator](#)
- Sample Text with Lessons:**
- [Book: Cats Lesson Plan](#)
- [Book: Pond Animals Lesson Plan](#)
- [Book: Sharks! Lesson Plan](#)
- Supplemental Resources:**
- [Student Center Activities](#)
- LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can name the author of a text. I can name the illustrator of a text. I can tell the author's role in a text. I can tell the illustrator's role in a text. 	<ul style="list-style-type: none"> Why is it important to know the author's name and their role in the text? Why is it important to know the illustrator's name and their role in the text? 	author, illustrator, role

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can name the author and the illustrator of a text and tell about how their roles work together to make a text.	I can name the author and the illustrator of a text and tell about their role in a text.	I can name the author's and illustrator's role but I cannot give their names.	With teacher help, I can name the author's and illustrator's role but I cannot give their names.	Even with help, I still have trouble.

Intervention/Enrichment

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<p>Point of View Point of View Activities Point of View Starters Organizing My Opinion Author and Illustrator Author: Seymour Simon Author: Gail Gibbons We are All Authors Lesson Plan</p>	<p>Fact and Opinion Lessons Plans K-4 Explicit Information Lesson Plans K-4 Supplemental Resources Student Center Activities LLI Prompting Guide</p>
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Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.K.7** 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 a text an illustration depicts).

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can use the text and illustrations to help me understand nonfiction. I can predict what the text will be about by looking at the illustrations. I can point to the illustrations and print in a text. 	<ul style="list-style-type: none"> How can the illustrations help me to understand the text? What do you do when you come to a word that you do not know in the text? 	illustrations, describe, text

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4.0	3.0	2.0	1.0	0.0
I can understand the text by looking at the illustrations.	With teacher help, I can understand the text by looking at the illustrations.	With teacher help, I can understand parts of the text by looking at the illustrations.	With teacher help, I can look at and understand the illustrations, but not connect them to the text.	Even with help, I still have trouble.

Intervention/Enrichment

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[Text Feature Power Point](#)
[Parts of Informational Text](#)
[File Folder Information Organizer](#)
[Book Look](#)
[Finding Nonfiction Features](#)
[Explicit Information Lesson Plans K-4](#)
[Fact and Opinion Lessons Plans K-4](#)
[Text Feature Lesson Activities](#)

[ABC Of Text Features Book](#)
[Introducing Non-Fiction vs Fiction](#)
[Text Features and Read Non-Fiction](#)
[Nonfiction Text Features](#)
[Nonfiction Unit](#)
[Student Center Activities](#)
 LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can find the reasons an author gives to support his or her ideas. I can tell how the author’s words helped me understand the text. 	<ul style="list-style-type: none"> Why is it important to know the author’s purpose in order to understand what was to be learned from the text? How do the author’s words help me understand the text? 	author’s purpose, support

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can find the reasons an author gives to support their ideas through words and pictures in a text.	With teacher help, I can find the reasons an author gives to support his or her ideas in a text.	With teacher help, I can tell what the author wants me to know in a text.	With teacher help, I can understand the words, but I cannot understand the author’s meaning in a text.	Even with help, I still have trouble.

Intervention/Enrichment

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[Context Clues in Non-Fiction](#)
[Cause and Effect](#)
[Sequencing Printables](#)
[Tomie dePaola](#)

For other ideas refer back to: RI.K.2, RI.K.3

[Student Center Activities](#)
 LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures.)		
I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can tell how two nonfiction books on the same topic are alike. I can tell how two nonfiction books on the same topic are different. 	<ul style="list-style-type: none"> How can I tell how two nonfiction books on the same topic are different? How can I tell how two nonfiction books on the same topic are alike? 	nonfiction, alike, different, topic

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can tell how two nonfiction books are alike and different.	With teacher help, I can tell how two nonfiction books are alike and different.	With teacher help, I can tell how two nonfiction books are alike OR different.	I can give one example of how two nonfiction books are alike OR different.	Even with help, I still have trouble.

Intervention/Enrichment

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- [Compare and Contrast Mini Lessons](#)
- [Comparing 3 Little Pigs](#)
- [Comparing and Contrasting Blog](#)
- [Compare and Contrast](#)
- [Compare and Contrast Lessons for K-4](#)
- [Compare and Contrast Information](#)

- [Book: Sea Turtles](#)
- For more information refer back to RI.K.3**
- [Student Center Activities](#)
- LLI Prompting Guide

Please see the Intervention Appendix for additional high quality resources.



Standard: **RI.K.10** Actively engage in group reading activities with purpose and understanding.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can listen to a nonfiction text with a purpose and understanding. I can talk about what happened in a nonfiction text. 	<ul style="list-style-type: none"> Why is it important to actively listen and talk about nonfiction text with purpose and understanding while in a group? 	purpose, nonfiction text, understanding

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can actively listen and talk about a nonfiction text, beyond my level, with purpose and understanding within a group.	I can actively listen and talk about a nonfiction text with purpose and understanding within a group.	I can actively listen OR talk about a nonfiction text with purpose and understanding within a group.	With teacher help, I can actively listen OR talk about a nonfiction text with purpose and understanding within a group.	Even with help, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

Reading That Sticks 7 Comprehension Strategies Comprehension Strategies for Non-Fiction Increasing Student Reading Comprehension with Non-Fiction Article 3 Comprehension Strategies for Non-Fiction Guided Reading for Non-Fiction Guided Reading and Non-Fiction Books	Fountas and Pinnell Leveled Book Website Common Core Appendix A Lexile Level Chart For this standard, there are several activities listed on the following link: Student Center Activities LLI Prompting Guide
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Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.K.1a** Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page by page.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can follow words from left to right. I can follow words from top to bottom. I can follow words from page to page. 	<ul style="list-style-type: none"> Why is it important to follow words from left to right, top to bottom, and page to page? 	left, right, top, bottom, page

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can write words from left to right, top to bottom, and page by page.	I can follow words from left to right, top to bottom, and page by page.	I can do two of the three : Follow words from left to right, top to bottom, page by page.	I can do one of the three : Follow words from left to right, top to bottom, page by page.	Even with help, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Concepts of Print Interventions](#)
[Interventions K Concepts of Print](#)
[Student Center Activities](#)
 Shared Reading and Interactive Writing


Please see the Intervention Appendix for additional high quality resources.



Standard: RF.K.1b Demonstrate understanding of the organization and basic features of print.		
b. Recognize that spoken words are represented in written language by specific sequences of letters.		
I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can understand that letters make up words. I can understand that spoken words are also written words. I can understand that the letters in written words need to be in a special order. 	<ul style="list-style-type: none"> Why is it important to understand spoken words are also written words in a special order? 	spoken words, written words, sequence, order

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can begin to write words in a special order from the sounds I hear.	I can understand words are made up of sounds, words are made up of letters, and the letters are in a special order.	With teacher help, I can understand words are made up of sounds, words are made up of letters, AND the letters are in a special order.	With teacher help, I can understand words are made up of sounds, words are made up of letters, OR the letters are in a special order.	Even with help, I still have trouble.

Intervention/Enrichment	
<p>Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.</p>	
Concepts of Print Interventions Interventions K Concepts of Print Student Center Activities Shared Reading and Interactive Writing	
<p>Please see the Intervention Appendix for additional high quality resources.</p>	



Standard: **RF.K.1c Demonstrate understanding of the organization and basic features of print.**

c. Understand that words are separated by spaces in print.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can show spaces between words in print. 	<ul style="list-style-type: none"> How do you know when one word ends and the next word begins? Why is it important to have a space between words in print? 	words, letters, separated, space, print

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can show the difference between a word and a letter (letter within a word or a letter as the word) in print.	I can show that words are separated by a space in print.	I can show that words are separated by a space in print some of the time.	With teacher help, I can show that words are separated by a space in print some of the time.	Even with teacher help, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Teaching-students-to-space-between-words](#)
- [Teaching the power of word spacing](#)
- [Concepts of Print Interventions](#)
- [Interventions K Concepts of Print](#)
- [Student Center Activities](#)
- Shared Reading and Interactive Writing

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.K.1d Demonstrate understanding of the organization and basic features of print.**

d. Recognize and name all upper and lowercase letters of the alphabet.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can recognize and name all uppercase letters of the alphabet. I can recognize and name all lowercase letters of the alphabet. 	<ul style="list-style-type: none"> Why is it important to be able to recognize and name all of the upper and lowercase letters of the alphabet? 	uppercase, lowercase, alphabet, recognize

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can recognize and name all of the upper and lowercase letters of the alphabet and understand that we use letters to make up words.	I can recognize and name all of the upper and lowercase letters of the alphabet.	I can recognize and name some of the upper and lowercase letters of the alphabet.	With teacher help, I can recognize and name some of the upper and lowercase letters of the alphabet.	Even with teacher help, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Venn Diagram Letter Name Sort](#)
- [Alphabet Borders](#)
- [Sorting Letters](#)
- [Tap Stack](#)
- [Words Around Us Memory](#)
- [Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.K.2a Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

a. Recognize and produce rhyming words.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can hear when words rhyme. I can say rhyming words. 	<ul style="list-style-type: none"> How can I show an understanding of rhyming words? 	rhyme

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can hear, say, and find rhyming words within text.	I can hear and say rhyming words.	With teacher help, I can hear and say rhyming words.	With teacher help, I can hear OR say rhyming words.	Even with teacher help, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Matching Rhyme Time](#)
- [Rhyming-A-Lot-Oh](#)
- [Rhyme Closed Sort](#)
- [Rhyming Game](#)
- [Rhyme Flip Book](#)
- [Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.K.2b Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

b. Count, pronounce, blend, and segment syllables in spoken words.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> • I can count syllables in spoken words. • I can pronounce syllables in spoken words. • I can blend syllables in spoken words. • I can segment syllables in spoken words. 	<ul style="list-style-type: none"> • How can I count, pronounce, blend, and segment syllables in spoken words? 	syllable(s), pronounce, blend, segment

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can use syllables to help me write words.	I can count, pronounce, blend, and segment syllables in spoken words.	With teacher help, I can count, pronounce, blend, AND segment syllables in spoken words.	With teacher help, I can count, pronounce, blend, OR segment syllables in spoken words.	Even with teacher help, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Clapping Names](#)
- [Feed the Animals](#)
- [Syllable Hopscotch](#)
- [Syllable Graph](#)
- [Syllable Say](#)
- [Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.K.2c Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

c. Blend and segment onsets and rimes of single-syllable spoken words.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can say each sound I hear in a one syllable word. (CVC) I can say each sound I hear in a one syllable word (CVC) and blend them together to make the word. 	<ul style="list-style-type: none"> What are the sounds you hear in a one syllable word? Why is it important to be able to hear the sounds in a one syllable word? 	sound, blend, one syllable, CVC word

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can say the sounds in a two syllable word and blend them together to make the word.	I can say the sounds in a one syllable word and blend them together to make the word.	With teacher help, I can say the sounds in a one syllable word and blend them together to make the word.	With teacher help, I can say the sounds in a one syllable word OR blend them together to make the word.	Even with teacher help, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Sound Detectiv](#)
- [Guessing Game](#)
- [Rime House](#)
- [Quick Pick](#)
- [Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.K.2d Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

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/).

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can find and say the beginning sound in a three letter word (CVC word). I can find and say the middle vowel sound in a three letter word (CVC word). I can find and say the ending sound in a three letter word (CVC word). 	<ul style="list-style-type: none"> Why is it important to be able to say and sound out the beginning, middle, and ending sound of a word? How does sounding out words help you when you read? 	CVC word, vowel, consonant

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can find other words that follow the same vowel-consonant pattern as the example word given to me from the teacher (<i>e.g., cat, rat, sat</i>).	I can find and say the beginning, middle, and ending sound of a three-letter word (CVC word).	I can find and say the beginning AND the ending sound of a three-letter word (CVC word).	I can find and say the beginning OR the ending sound of a three-letter word (CVC word).	Even with teacher help, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [See-It-Sound-It](#)
- [Phoneme Quest](#)
- [Phoneme Split and Say](#)
- [Phoneme Hopscotch](#)
- [The Phoneme Game](#)
- [Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.K.2e Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can add sounds to make new words. I can change sounds to make new words. 	<ul style="list-style-type: none"> How can I change sounds in a word to make new words? 	syllables, sounds

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can add and change sounds to make new words with more than one syllable.	I can add and change sounds in a one syllable word.	I can add OR change sounds in a one syllable word.	With teacher help, I can add OR change sounds in a one syllable word.	Even with teacher help, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Phoneme Swap](#)
- [Name Changes](#)
- [Guessing Game](#)
- [Phoneme Position Sort](#)
- [Word Change](#)
- [Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.K.3a Know and apply grade-level phonics and word analysis skills in decoding words.**

a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can say the letter sounds for each consonant in the alphabet. 	<ul style="list-style-type: none"> Why is it important to know the sound that a letter makes? 	consonant

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can say the letter sounds for each consonant in the alphabet AND give the other sounds that some consonants can say (e.g., C says /k/ and /s/ as in cat and circus).	I can say the letter sounds for each consonant in the alphabet.	I can say the letter sounds for some of the consonants in the alphabet.	With teacher help, I can say the letter sounds for some of the consonants in the alphabet.	Even with teacher help, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Word Maker](#)
- [Word Swat](#)
- [Word-Roll-A-Rama](#)
- [Picture the Word](#)
- [Letter Sound Pyramid](#)

[Fishing for Vowel Diagraphs- 2nd grade Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.K.3b Know and apply grade-level phonics and word analysis in decoding words.**

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can say the long sounds of the five vowels and recognize their spellings. I can say the short sounds of the five vowels and recognize their spellings. 	<ul style="list-style-type: none"> Why is it important to know the long and short vowels found in words? 	long vowel, short vowel

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can understand how the spellings of the word can change the sounds of the five vowels.	I can say and recognize the long and short sounds for the five vowels.	I can say and recognize some of the long AND short sounds for the five vowels.	With teacher help, I can say and recognize some of the long AND short sounds for the five vowels.	Even with teacher help, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Word Blender](#)
[Canned Sort](#)
[Speedy Rime Words](#)
[Say and Write Letters](#)
[Silent "e" changes](#)

[Spell and Sort- 2nd grade](#)
[Pick-a-Part- 2nd grade](#)
[Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.K.3.c Know and apply grade-level phonics and word analysis skills in decoding words.**

c. Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can read high-frequency words. 	<ul style="list-style-type: none"> Why are high-frequency words important? 	high-frequency words

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can read common high-frequency words in text.	I can read common high-frequency words.	I can read some common high-frequency words.	With teacher help, I can read some common high-frequency words.	Even with teacher help, I have no success.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Word Relay](#)
[Sandpaper Words](#)
[Word Fishing](#)
[Word Climb](#)
[Word Memory Game](#)
[Word Bowling](#)

[Syllable cut-ups-2nd grade](#)
[Syllable Scoops- 2nd grade](#)
[Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.K.3.d Know and apply grade-level phonics and word analysis in decoding words.**

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can hear the sounds in words and tell how they are alike or different. 	<ul style="list-style-type: none"> How can I tell if words are alike or different? How can identifying word families help me become a better reader? 	different, alike, same, word families

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can use sounds that I know to write words that are alike and different.	I can hear the sounds in words and tell how they are alike and different (e.g., -at, cat, bat, sat, mat).	With teacher help, I can hear the sounds in words and tell how they are alike and different.	With teacher help, I can hear the sounds in words OR tell how they are alike and different.	Even with teacher help, I have no success.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

[Change-a-Word](#)
[Word Swat](#)
[Letter Cube Blending](#)
[Vowel Stars](#)
[Make-a-Word](#)

[Word Construction- 2nd grade](#)
[Prefix/Suffix Hunt- 2nd grade](#)
[Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.



Standard: **RF.K.4** Read emergent-reader texts with purpose and understanding.

I Can Statements	Essential Questions	Vocabulary
<ul style="list-style-type: none"> I can think about what I read. I can tell why I read different kinds of books. I can understand the purpose for what I am reading. 	<ul style="list-style-type: none"> How am I able to identify the purpose for what I am reading? Why do I read different kinds of books? 	vocabulary, purpose, fluency

Unless otherwise stated, to demonstrate mastery, proficiency scale must be accomplished independently.

4.0	3.0	2.0	1.0	0.0
I can read with fluency and understand different kinds of books.	I can read and understand different kinds of books.	I can read or understand different kinds of books.	With teacher support I can read or understand different kinds of books.	Even with teacher help, I still have trouble.

Intervention/Enrichment

Please remember this is not an exhaustive list of interventions. Interventions should be used for not only the struggling learner, but also the accelerated learner. This intervention list is for both groups of students. At the bottom of the list is a link to a wonderful website (Student Center Activities) that may have more options.

- [Partner Reading](#)
- [Express It!](#)
- [Computer-Based Reading](#)
- [Chunking](#)
- [Readers Theater](#)

- [Word Chunk- 2nd grade](#)
- [Phrase Progression- 2nd grade](#)
- [Student Center Activities](#)

Please see the Intervention Appendix for additional high quality resources.

