



Student Learning Targets: ELA Grade K

Forest Lake Area Schools

Standards define expectations for the educational achievement of students. The **priority standards** listed below were determined through a process that evaluated the standards based on endurance, leverage, readiness, teacher input and “high testing value.”

A **learning target** describes the standard from a student’s point of view. Grade level teams will work collaboratively to develop learning targets that clearly indicate student learning goals for each of the priority standards.

Types of Learning Targets

- **Knowledge** –The facts and concepts we want students to know
 - Verbs: explain, understand, describe, identify, tell, name, list, define, label, match, choose, recall, recognize
- **Reasoning**- Students use what they know to reason and solve problems
 - Verbs: analyze, compare–contrast, synthesize, classify, infer–deduce, evaluate
- **Skills/Performance**- Students use their knowledge and reasoning to act skillfully
 - Verbs: observe, focus attention, listen, perform, do , question, work, read, speak, assemble, operate, use, measure, model, explore
- **Product**- Students use their knowledge, reasoning, and skills to create a concrete product
 - Verbs: design, produce, create, develop, make, write, draw, represent, display, model, construct

Grade Level Priority Standards and Learning Targets

Priority Standard: A Reading: Literature Key Idea and Details
0.1.1.1 With prompting and support, ask and answer questions about key details in a text.
Learning Target(s):
<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.

Priority Standard: D

Reading: Literature
Craft & Structure

0.1.4.4 Ask and answer questions about unknown words in a text.

Learning Target(s):

- I can **ask questions** about **unknown words** in a **text**.
- I can **answer questions** about **unknown words** in a **text**.

Priority Standard: J

Reading: Informational Text
Key Idea & Details

0.2.1.1 With prompting and support, ask and answer questions about key details in a text.

Learning Target(s):

- I can **ask questions** about **key details** in **informational text**.
- I can **answer questions** about **key details** in **informational text**.

Priority Standard: K

Reading: Informational Text
Key Idea & Details

0.2.2.2 With prompting and support, identify the main topic and retell key details of a text.

Learning Target(s):

- I can **say** the **main idea** of an **informational text**.
- I can **retell** the **key details** of an **informational text**.

Priority Standard: M

Reading
Craft & Structure

0.2.4.4 With prompting and support, ask and answer questions about unknown words in a text.

Learning Target(s):

- I can **ask questions** about **unknown words** in an **informational text**.
- I can **answer questions** about **unknown words** in an **informational text**.

Priority Standard: S

Reading

Range of Reading & Level of Text Complexity

0.2.10.10 Actively engage in group reading activities with purpose and understanding, including the appropriate selection of texts for personal enjoyment, interest, and academic tasks.

Learning Target(s):

- I can **participate** in **group reading activities**.
- I can **pick texts** that I **enjoy**.
- I can **understand and focus** on **texts**.

Priority Standard: T

Foundational Skills

0.3.0.1 Demonstrate understanding of the organization and basic features of print: (a) Follow words from left to right, top to bottom, and page by page. (b) Recognize that spoken words are represented in written language by specific sequences of letters. (c) Understand that words are separated by spaces in print. (d) Recognize and name all upper- and lowercase letters of the alphabet.

Learning Target(s):

- I can **follow words** left to right
- I can **follow words** top to bottom
- I can **follow words** page by page
- I can **recognize** that **words** are made up of **letter(s)**
- I can **understand** that **words** are separated by **spaces**
- I can **recognize uppercase letters**
- I can **recognize lowercase letters**
- I can **name uppercase letters**
- I can **name lowercase letters**

Priority Standard: U**Foundational Skills**

0.3.0.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes): (a) Recognize and produce rhyming words. (b) Count, pronounce, blend, and segment syllables in spoken words. (c) Blend and segment onsets and rimes of single-syllable spoken words. (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/.) (e) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Learning Target(s):

- I can **find rhyming words**.
- I can **say rhyming words**.
- I can **count syllables** in words.
- I can **say syllables** in words.
- I can **blend syllables** in words.
- I can **segment syllables** in words.
- I can **blend** beginning and ending **sounds** in words.
- I can **segment** beginning and ending sounds in words.
- I can **say** the **beginning sound** in **CVC words**.
- I can **say** the **middle vowel sounds** in **CVC words**.
- I can **say** the **ending sound** in **CVC words**.
- I can **change sounds** to make new words.

Priority Standard: V**Foundational Skills**

0.3.0.3 Know and apply grade-level phonics and word analysis skills in decoding words: (a) Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. (b) Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (c) Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). (d) Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

Learning Target(s):

- I can **say** the **most common sound** for each **consonant**.
- I can **say** the **long vowel sounds**.
- I can **say** the **short vowel sounds**.
- I can **read sight words**.
- I can **tell the difference** between **similar words** by **finding the sounds** that are **different**.
- I can **identify similar words** by **finding the sounds** that are **different**.

Priority Standard: W

Foundational Skills

0.3.0.4 Read emergent-reader texts with purpose and understanding.

Learning Target(s):

- I can **read good fit texts** with **purpose**.
- I can **read good fit texts** with **understanding**.

Priority Standard: X

Writing

0.6.1.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is ...)

Learning Target(s):

- I can **draw, tell and/or write** about the **topic**.
- I can **draw, tell and/or write** about the **name** of a **book**.
- I can **draw, tell and/or write** about my **opinion** of a **book**.
- I can **draw, tell and/or write** about my **favorite book**.

Priority Standard: Y

Writing

0.6.2.2 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.

Learning Target(s):

- I can **draw, tell, and/or write** to **give information** about the topic.

Priority Standard: Z

Writing

0.6.3.3 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.

Learning Target(s):

- I can **draw, tell, and/or write** to **share** what I think.
- I can **draw, tell, and/or write** to **explain** about a topic.
- I can **draw, tell, and/or write** to **sequence** events.

Priority Standard: AE

Speaking, Viewing, Listening and Media Literacy

0.8.1.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts 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. (c) Listen to others and name emotions by observing facial expression and other nonverbal cues. (d) Follow basic oral directions.

Learning Target(s):

- I can **follow rules** during **discussions** in a **small group**.
- I can **follow rules** during **discussions** in a **large group**.
- I can **take turns speaking** in a **discussion**.
- I can **take turns listening** in a **discussion**.
- I can **listen** to others.
- I can **name** others **emotions**.
- I can **name** others **facial expressions**.
- I can **name** others **nonverbal cues**.
- I can **follow basic directions**.

Priority Standard: AG

Speaking, Viewing, Listening and Media Literacy

0.8.3.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Learning Target(s):

- I can **ask and answer questions** to **search** for help about something that is not understood.
- I can **ask and answer questions** to get **information** about something that is not understood.
- I can **ask and answer questions** to **clarify** something that is not understood.

Power Standard: AM

Language Benchmarks

0.10.1.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking: (a) Print many upper- and lowercase letters. (b) Use frequently occurring nouns and verbs. (c) Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (d) Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). (e) Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). (f) Produce and expand complete sentences in shared language activities.

Learning Target(s):

- I can **print uppercase letters**
- I can **print lower case letters**.
- I can **use nouns**
- I can **use verbs**.
- I can **form plural nouns orally**.
- I can **understand question words**.
- I can **use question words**.
- I can **use prepositions**.
- I can **use complete sentences**.
- I can **expand complete sentences**.

Priority Standard: AN

Language Benchmarks

0.10.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing: (a) Capitalize the first word in a sentence and the pronoun I. (b) Recognize and name end punctuation. (c) Write a letter or letters for most consonant and short-vowel sounds (phonemes). (d) Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Learning Target(s):

- I can **capitalize the first word** in a sentence.
- I can **capitalize** pronoun **I**.
- I can **recognize** and **name** ending punctuation.
- I can **write** a letter or letters for sounds in words.
- I can **use** letter sounds to **write** words.