



I Can...

Medina City Schools

I can learn in kindergarten

English Language Arts

I can:

Phonemic Awareness, Word Recognition and Fluency

- 1. I can read and recognize my own first and last name.
- 2. I can identify and complete rhyming words and patterns.
 - I know rhyming words.
- 3. I can distinguish or identify the number of syllables in words.
 - Clap, snap or count the beats in classmate's names.
- 4. I can distinguish or identify all upper- and lower-case letters.
- 5. I can recognize, say and write all letter sounds.
- 6. I can distinguish or tell the difference between letters and words.
 - Using finger spacing between words.
- 7. I can hear and say separate phonemes or sounds in words, the beginning consonant, the middle and ending sounds of a word. I can blend phonemes to say words.
- 8. I can read or identify one-syllable words and the sight words that I often hear.
- 9. I can reread stories independently by myself or with a group. I can model patterns of changes in timing, voice, and expression smoothly using emotion in my voice.

Acquisition of Vocabulary

- 1. I can understand and learn new words from the context of the conversation in the story and understanding how to use pictures and word cues.
 - Use picture and context cues.
- 2. I can recognize and understand words, signs, and symbols seen in everyday life like:
 - McDonalds – Wal-Mart, etc.
 - Stop, exit, walk, don't walk.

- 3. I can identify words in common categories like color words, number words, and directional words.
- 4. I can determine the meaning of unknown words by using a beginner's dictionary, with assistance or help, to find the meaning of words I don't know.

Reading Process: Concepts of Print, Comprehension Strategies and Self-Monitoring Strategies

- 1. I can demonstrate or explain that print has meaning and tells a story.
- 2. I can hold a book correctly or right side up and know that people read pages from front to back and left to right.
- 3. I can tell the difference from illustrations or pictures and words.
- 4. I can visualize the information in texts and show or demonstrate this by drawing pictures, talking, or discussing the pictures and images, or dictating or telling simple descriptions.
 - Retells
 - Journaling
- 5. I can make predictions or tell what happens next when I use pictures and words or content as my guide. I can read and support my predictions with evidence from the text with my schema (prior experience).
 - Picture walks
 - Predict story
- 6. I can compare information and recognize what is similar or the same in texts with my schema (prior knowledge).
 - Venn diagrams of various stories
- 7. I can recall information and important ideas in a fiction or non-fiction story by sequencing or putting pictures and events in order.
 - Retell main ideas
 - Know the difference between fiction and non-fiction
- 8. I can ask and answer literal or fact questions as I hear a read-aloud story to help me decide if I understand the text.

- 9. I can monitor my comprehension or keep track of my understanding of an orally read story by asking and answering questions after the story is read.
- 10. I can identify my favorite books and participate in shared oral readings.

Reading Applications: Informational, Technical and Persuasive Text

- 1. I can use pictures and illustrations to aid or help me understand the story.
- 2. I can identify and discuss the sequence or order of events in an informational or non-fiction book.
- 3. I can tell the main idea of a selection or story that has been read aloud.
- 4. I can identify and discuss or understand how to use simple maps, charts, and graphs.
- 5. I can follow simple directions.

Reading Applications: Literary Text

- 1. I can identify and tell about my favorite book or story.
- 2. I can identify and tell about the characters and setting in a story.
- 3. I can retell or re-enact a story I have heard.
- 4. I can distinguish or tell the difference between what is real and what is not.
 - Reality and Fantasy
- 5. I can recognize or find and predict patterns in a story.
 - Brown Bear

Writing Processes

- 1. I can generate or come up with writing ideas by talking with others.
- 2. I can choose a topic for writing and write with a main idea in mind.
- 3. I can determine the audience or who I am writing for and write with a purpose and an audience in mind.
- 4. I can organize and group ideas that are related to each other to plan my writing.
- 5. I can write from left to right and top to bottom.

- 6. I can use correct sentence structures when I express my thoughts and ideas.
I can write complete sentences with subjects and verbs.
- 7. I can reread my own writing so I can tell if it makes sense.
- 8. I can use the word all or other resources like a word wall to spell words correctly and choose words to enhance my writing.
- 9. I can rewrite and illustrate my writing samples for display and to share with others.

Writing Applications

- 1. I can dictate, tell, or write simple stories using letters, words, or pictures.
- 2. I can name or label objects or places.
- 3. I can write from left to right and top to bottom.
- 4. I can dictate or write for various purposes or different reasons.
 - Message and notes

Writing Conventions

- 1. I can print my capital or upper case and lower case letters, correctly, spacing the letters.
- 2. I can leave spaces between my words when I write.
- 3. I can show characteristics of a beginning speller and spell words using letters and sounds.
- 4. I can use some end consonants or ending sounds when writing.
- 5. I can place or use correct end punctuation marks.
 - Period, question mark, exclamation

Research

- 1. I can ask questions about a topic or something that is an area that I am interested in learning or studying.
- 2. I can use books or observations to gather or find information about a topic with my teacher's help.

- 3. I can recall or remember important information about a topic with my teacher's help.
- 4. I can share or tell information to others using pictures or words.

Communication: Oral and Visual

- 1. I can listen and pay attention to speakers, stories, poems, and songs.
- 2. I can make a connection between what I hear and what I know (schema) from my experience.
- 3. I can follow simple oral directions.
- 4. I can speak clearly so people can understand me.
- 5. I can deliver an informal presentation to others or one that describes or shares a story or an idea with a beginning, middle, and end.
- 6. I can recite or say short poems, songs, and nursery rhymes out loud.

Mathematics

I can:

Number, Number Sense and Operations Standard

- 1. I can compare and put in order whole numbers up to 10.
- 2. I can explain (tell about) rules of counting, such as each object should be counted once and order does not change the number.
- 3. I can count to twenty (20).
- 4. I can determine (figure out) “how many” there are in sets (groups) from 0 to 10 objects.
- 5. I can relate (put in order), read and write numbers from 0-9.
- 6. I can construct, which means make multiple (many) sets of objects with the same number of objects.
- 7. I can compare how many objects are in two or more sets, when one set has 1 or 2 more than the other.
- 8. I can use and represent, which means show, whole numbers in different ways by composing (making) and decomposing (breaking down) numbers.
 - 5 marbles can be 2 red and 3 green or 1 red and 4 green
- 9. I can identify, which means show, which coin is a penny, nickel, and dime. I can state how much the value of a penny, nickel, and dime are worth.
- 10. I can model and represent (show) addition as combining (putting together) sets and counting on.
I can model and represent (show) subtraction as take-away and comparison.
- 11. I can demonstrate, which means show, joining (put together) many groups that contain the equal number of objects.
 - combining 3 bags of candy, each containing 2 pieces
- 12. I can partition (divide) or share a small set of objects into equal size groups.
 - sharing 6 stickers equally among 3 children
- 13. I can recognize the number of objects in sets up to five without counting
 - recognize without counting the dot arrangement on a domino as 5

Measurement Standard

- ☐ 1. I can identify, which means show, the units of time.
 - day
 - week
 - month
 - year

I can compare the parts of the calendar (example: weeks are longer than days).

- ☐ 2. I can compare and order (sequence) objects of different
 - lengths
 - areas
 - weights
 - capacities

I can use words such as longer, shorter, bigger, smaller, heavier, lighter, more, and less.

- ☐ 3. I can use the same objects from the environment to measure length and volume using objects.
 - find how many paper clips long is a pencil;
 - find how many small containers it takes to fill one big container using sand, rice, beans.
- ☐ 4. I can put events in order based on time.
 - identify activities that take a long or short time;
 - review what we do first, next, last;
 - recall what we did or plan to do yesterday, today, tomorrow.

Geometry and Spatial Sense Standard

- ☐ 1. I can identify and sort two-dimensional and three-dimensional shapes and objects. For example:
 - I can identify and describe two-dimensional figures and three-dimensional objects in my environment using my own vocabulary.

- I can sort shapes and objects into groups based on the definition or way of sorting.
 - I can select all shapes or objects of one type from a group.
 - I can build two-dimensional figures using paper shapes or tangrams.
 - I can build three-dimensional objects using blocks.
2. I can name and demonstrate (show) the relative position of objects.
- over-under
 - inside-outside
 - above-below
 - on-beside-between
 - in front of-behind

Patterns, Functions and Algebra Standard

1. I can sort and put in order objects by size, number, and other properties.
- Identify how objects are alike and different.
 - Order three events or objects according to an attribute, such as time and size.
 - Recognize and explain how objects can be classified or sorted in more than one way.
 - Identify what attributes were used for objects already sorted.
2. I can identify, create, extend and copy sequences of sounds, shapes, motions, and numbers from 1-10.
- musical notes (sounds)
 - buttons, leaves, blocks (shapes)
 - hops, skips (motions)
3. I can describe orally, which means tell, about a certain pattern.
4. I can model a problem situation (story problem) using objects or physical materials.

Data Analysis and Probability Standard

- 1. I can gather (collect) and sort information or data after a teacher or student has asked a question.
 - How many sisters and brothers
 - What color shoes
- 2. I can arrange objects on floor or a table graph by attributes.
 - size
 - color
 - shape
- 3. I can select (find) the categories that have the most or fewest objects on a graph.

Science

I can:

Earth and Space Sciences

- 1. I can observe or see the sun only in the day and the moon at night and sometimes in the day.
- 2. I can explore or investigate that plants and animals can cause a change in their surroundings or living space.
- 3. I can explore that sometimes changes are too fast to see and sometimes changes are too slow to see.
- 4. I can observe and describe about the weather and how it changes from day to day. Today is hot! Yesterday we had rain.
- 5. I can observe and describe the seasons and their changes by the different weather each season has.

Life Sciences

- 1. I can explore or tell the difference between living and non-living things like a plant which is living and rock which is not.
- 2. I can discover or realize that stories such as cartoons, movies, and comics sometimes give animals characteristics or qualities that they do not have in real life like talking flowers.
- 3. I can describe or illustrate how plants and animals resemble or look like their parents.
- 4. I can investigate that there is a variety in the same type of plant and animal. Which means, not all dogs look like each other. There are many types of dogs.
- 5. I can investigate observable or noticeable features of plants and animals that help them live in different kinds of places.

- 6. I can investigate different habitats of many different kinds of local plants and animals in our community and describe how animals need plants and each other to survive.

Physical Sciences

- 1. I can demonstrate that objects are made of parts:
 - toys
 - chairs
- 2. I can examine and then describe objects according to the materials that make up the object like wood, metal, plastic, and cloth.
- 3. I can describe and sort objects by one or more properties like size, color, and shape.
- 4. I can explore that objects can be made to move in different ways such as straight, zigzag, up and down, round and round, back and forth, or fast and slow.
- 5. I can investigate ways to change how something is moving (push or pull).

Science and Technology

- 1. I can explore that objects can be sorted as natural or man-made.
- 2. I can explore that some materials can be recycled or used over and over again like plastic or glass containers, cardboard boxes or tubes.
- 3. I can explore tools and what each tool is used for. I can also explore that some tools can be helpful or harmful (like scissors can be used to cut paper but they can also hurt you).

Scientific Inquiry

- 1. I can ask “what if” questions.
- 2. I can explore and pursue or try to answer “what if” questions when other students ask questions.

- 3. I can use appropriate or correct safety procedures when completing scientific investigations. This means, I can follow safety rules when I investigate.
- 4. I can use the five senses (touch, taste, sight, smell, sound) to make observations about the natural world.
- 5. I can draw pictures that correctly portray or show the features of the item being described.
- 6. I can recognize that numbers can be used to count a collection of things.
- 7. I can use appropriate tools, simple equipment, and instruments to safely gather scientific data like:
 - magnifiers
 - other appropriate tools the lengths of objects using different objects like teddy bear counters or pennies.
- 8. I can measure the lengths of objects using non-standard methods of measurement like teddy bear counters or pennies.
- 9. I can make a pictograph and use them to describe observations and draw conclusions. I can make and tell about a graph.
- 10. I can make new observations when people give different descriptions for the same thing.

Scientific Ways of Knowing

- 1. I can recognize that science investigations involve asking open ended questions like:
 - How?
 - What if?
- 2. I can recognize that people are more likely to accept your ideas if I can give good reasons for them.
- 3. I can interact with living things in the environment in ways that promote respect.
- 4. I can demonstrate ways science is practiced by people everyday (children and adults).

Social Studies

I can:

History

- 1. I can recite or say the days of the week.
- 2. I can use vocabulary words that tell about time and help me place events in time order like:
 - long ago
 - yesterday
 - today
 - tomorrow
- 3. I can demonstrate or show that I understand my own personal life history from birth to toddler and preschool.
- 4. I can recognize state (Ohio) holidays and federal (United States) holidays and tell why they are important.
- 5. I can listen to and discuss or talk about songs, poetry, literature (books), and drama that reflect or show the way of life and customs (cultural heritage) of people of the United States.

People in Societies

- 1. I can identify ways that individuals in the family, school, and community are unique or different and ways that they are the same.
- 2. I can identify and talk about different groups of people by studying their:
 - Holidays, customs, and traditions
 - How they use language, stories, folktales, music, and the arts.

Geography

- 1. I can identify and correctly use the terms or words related to location, direction, and distance. This means I can tell or show the meaning of:
 - Up-Down

- Over-Under
 - Here-There
 - Front-Back
 - Behind-In front of.
2. I can recite my home address
- Number and street
 - City and state.
3. I can make models and maps showing real places like my classroom.
4. I can point out or distinguish the difference between land and water on maps and globes.
5. I can demonstrate or show that I am familiar with my school building. I can find my way around the school grounds and show others.
6. I can describe or tell about what the surroundings of my home are like. I know streets, buildings, fields, woods, and lakes around my home.
7. I can identify or name things that are key or important natural resources. Natural resources are things in nature that we use in our daily lives.

Economics

1. I can recognize or tell you the things that people want.
2. I can explain how people make decisions to get the things they want.
3. I can identify or name goods (products or things) and services (things people do for others).

Government

1. I can identify authority figures or important people in my home, my school, and my community.
2. I can recognize the symbols that stand for or represent the democracy and values of the United States including:
- The national flag of the United States
 - The Pledge of Allegiance

- 3. I can identify or tell the purposes for having rules and the ways that rules help to provide order, security, and safety in my home, school, and community.

Citizenship Rights and Responsibilities

- 1. I can participate and cooperate in classroom activities.
- 2. I can be personally responsible by following directions and rules.
- 3. I can demonstrate or show my ability to make good choices and take responsibility for my personal actions or what I do.
- 4. I can discuss the attributes or qualities and actions of a good citizen. The qualities that make a good citizen are:
 - Trust
 - Respect
 - Honesty
 - Responsibility
 - Fairness
 - Compassion
 - Self-control

Social Studies Skills and Methods

- 1. I can listen for information.
- 2. I can sort objects or pictures according to appropriate criteria (correct groups).
- 3. I can compare similarities and differences among objects or pictures (which means I can tell what is the same and what is different).
- 4. I can communicate or share information with others.
- 5. I can work with others by sharing, taking turns, and raising my hand to speak.

Created by Medina City Schools Teachers
for
Medina City Schools Students

November 2005
Department of Instruction