# ELA Common Core State Standards and Long-Term Learning Targets Kindergarten

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| **CCS Standards: Reading - Literature** | **Long-Term Target(s)** |
| RL.K.1. With prompting and support, ask and answer questions about key details in a text. | With support, I can ask questions about important details in a literary text.  With support, I can answer questions about important details in a literary text. |
| RL.K.2. With prompting and support, retell familiar stories, including key details. | With support, I can retell a story I know using important details. |
| RL.K.3. With prompting and support, identify characters, settings, and major events in a story. | With support, I can describe the characters, setting and major events of a story using details. |
| RL.K.4. Ask and answer questions about unknown words in a text. | I can ask questions about words I don’t know in a literary text.  I can answer questions about words I don’t know in a literary text. |
| RL.K.5. Recognize common types of texts (e.g., storybooks, poems). | I can identify different types of literary texts. (e.g., storybooks, poems). |
| 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. | With support, I can describe the author's job in telling a story.  With support, I can describe the illustrator's job in telling a story. |
| 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). | With support, I can make connections between pictures and words in a story. |
| RL.K.9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. | With support, I can compare and contrast things that happen to characters in stories that I know. |
| RL.K.10. Actively engage in group reading activities with purpose and understanding. | I can actively participate in group reading activities. |
| **CCS Standards: Reading – Informational Text** | **Long-Term Target(s)** |
| RI.K.1. With prompting and support, ask and answer questions about key details in a text. | With support, I can ask questions about important details in an informational text.  With support, I can answer questions about important details in an informational text. |
| RI.K.2. With prompting and support, identify the main topic and retell key details of a text. | With support, I can identify the main topic and details of an informational text. |

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| RI.K.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | With support, I can describe how two people, events, and/or ideas are connected in informational texts. |
| RI.K.4. With prompting and support, ask and answer questions about unknown words in a text. | With support, I can ask questions about words I don't know in informational texts.  With support, I can answer questions about words I don't know in informational texts. |
| RI.K.5. Identify the front cover, back cover, and title page of a book. | I can identify the front cover, back cover and title page of an informational text. |
| 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 describe the author's role in creating an informational text.  I can describe the illustrator’s role in creating an informational text. |
| 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 the text an illustration depicts). | With support, I can make connections between the pictures and words in an informational text. |
| RI.K.8. With prompting and support, identify the reasons an author gives to support points in a text. | With support, I can describe details an author gives in an informational text. |
| 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). | With support, I can compare and contrast informational texts about the same topic (illustrations, descriptions, procedures). |
| RI.K.10. Actively engage in group reading activities with purpose and understanding. | I can actively participate in group reading activities. |
| **CCS Standards: Reading – Foundational Skills** | **Long-Term Target(s)** |
| RF.K.1. Demonstrate understanding of the organization and basic features of print.   1. Follow words from left to right, top to bottom, and page by page. 2. Recognize that spoken words are represented in written language by specific sequences of letters. 3. Understand that words are separated by spaces in print. 4. Recognize and name all upper- and lowercase letters of the alphabet. | I can show how words are organized and used in a text.   1. I can follow words from left to right, top to bottom and page by page. 2. I can describe how words I hear can be written in letters. 3. I can identify spaces between words in print. 4. I can name all upper and lower case letters of the alphabet |

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| RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).   1. Recognize and produce rhyming words. 2. Count, pronounce, blend, and segment syllables in spoken words. 3. Blend and segment onsets and rimes of single-syllable spoken words. 4. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) 5. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. | I can use sound patterns to read words.   1. I can identify rhyming words.   a. I can make rhyming words.   1. I can count the number of syllables in a word I hear.   b. I can say each syllable in a word I hear.  b. I can break up words I hear into syllables.   1. I can put syllables together in words I hear.   c. I can blend onsets and rimes in one syllable words.  c. I can identify onsets and rimes in one-syllable words.   1. I can say the beginning, middle and end sounds of c-v-c words. 2. I can change sounds in simple, one syllable words to make new words. |
| RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.   1. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. 2. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. 3. Read common high-frequency words by sight (e.g., *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*). 4. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. | I can read words using different strategies.   1. I can match consonants with the sounds they make (say). 2. I can say the long sound for each vowel.   b. I can say the short sound for each vowel.   1. I can read common sight words in a snap. (e.g.,  *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do*, *does*) 2. I can identify which letters and sounds are different when looking at similar words. |
| RF.K.4. Read emergent-reader texts with purpose and understanding. | I can read kindergarten texts to make meaning. |
| **Standards: Writing** | **Long-Term Target(s)** |
| W.K.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...*). | I can share my thoughts and opinions about a book using pictures and words. |

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| W.K.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. | I can teach my reader about a topic using pictures and words. |
| W.K.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. | I can tell a story to my reader using pictures and words. |
| W.K.5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. | With support from adults, I can use feedback from peers to make my writing stronger.  With support from adults, I can revise my writing by adding details. |
| W.K.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. | With support from adults, I can use digital tools to publish my writing. |
| W.K.7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). | I can participate in shared research projects.  I can participate in shared writing projects. |
| W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. | With support from adults, I can answer questions about things I’ve done or learned about. |
| **CCS Standards: Speaking & Listening** | **Long-Term Target(s)** |
| SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.   1. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). 2. Continue a conversation through multiple exchanges. | I can participate in small and larger group conversations with peers and adults about kindergarten topics and texts.   1. I can follow our class norms when I participate in a conversation. 2. I can build upon what others say when I participate in a conversation. |
| SL.K.2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. | I can ask questions when I am confused about a text or information that has been read aloud or shown to me.  I can answer questions to show what I know about a text or information that has been read aloud or shown to me. |

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| SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. | I can ask questions when I am confused.  I can answer questions to show what I know. |
| SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. | I can describe people, places, things, and events that I know. (with support)  With support, I can use details when I speak to send a clear message to my listener. |
| SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail. | I can use pictures to send a clear message to my listener. |
| SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly. | I can speak in a loud and clear voice so my listener can understand me. |
| **CCS Standards: Language** | **Long-Term Target(s)** |
| L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.   1. Print many upper- and lowercase letters. 2. Use frequently occurring nouns and verbs. 3. Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*). 4. Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*). 5. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*). 6. Produce and expand complete sentences in shared language activities. | I can use grammar conventions to send a clear message to a reader or listener.   1. I can print many upper and lower case letters. 2. I can use common nouns and verbs. 3. I can write regular plural nouns. (e.g., *dog, dogs; wish, wishes*) 4. I can use question words. (e.g., *who, what, where, when, why, how*) 5. I can use common prepositions. (e.g., *to, from, in, out, on, off, for, of, by, with*) 6. I can write complete sentences when working with a group. |
| L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.   1. Capitalize the first word in a sentence and the pronoun *I*. 2. Recognize and name end punctuation. 3. Write a letter or letters for most consonant and short-vowel sounds (phonemes). 4. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. | I can use conventions to send a clear message to my reader.   1. I can capitalize the first word in a sentence.   a. I can capitalize the pronoun *I*.   1. I can identify ending punctuation marks. 2. I can write letters for consonant sounds.   c. I can write letters for short-vowel sounds.   1. I can use sound patterns to spell words I don't know. |

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| L.K.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.   1. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb to *duck*). 2. Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word. | I can use a variety of strategies to read words I don’t know.   1. I can identify new meanings for words I know.   a. I can use words I know in different ways that make sense. (e.g., knowing *duck* is a bird and learning the verb to *duck*).   1. I can use common beginnings and endings to help me know what a word means. (e.g., *-ed, -s, re-, un-, pre-, -ful, -less)* |
| L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.   1. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. 2. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). 3. Identify real-life connections between words and their use (e.g., note places at school that are colorful). 4. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings. | I can use a variety of strategies to figure out what words mean. (with support)   1. I can sort words into categories. 2. I can identify antonyms of common verbs and adjectives. This means I can name the opposite words for common verbs and adjectives. 3. I can make connections between words and their use. 4. I can act out the meanings of similar action verbs to show that I know the differences between them. |
| L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts. | I can speak using words I hear in conversations.  I can speak using words I hear in books. |