

LITERACY – Reading, Writing, Speaking & Listening

<p>Common Core State Standards <i>Specific knowledge and skills that students will know and be able to do by the end of Kindergarten</i></p>	<p>Student Learning Target (“I can”) <i>These learning targets could be taught in the context of whole group, mini lessons, small groups and conferences. This is not an inclusive list of learning targets.</i></p>
<p>Foundational Skills</p>	
<p><u>Print Concepts</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of the Organization and basic features of print. <ul style="list-style-type: none"> 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 lower- case letters of the alphabet. 	<p>Phonics, Spelling, and Word Study:</p> <ul style="list-style-type: none"> • I can read left to right and can jump down to the next line. • I can read with one to one matching. <p>Letter Knowledge:</p> <ul style="list-style-type: none"> • I can say the names of most upper and lower case letters.
<p><u>Phonological Awareness</u></p> <ul style="list-style-type: none"> • Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Can count, pronounce, blend and segment syllables in spoken words. c. Isolate and pronounce the initial, medial vowel and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CCVC) words, (This does not include CVCs ending with /l/,/r/,or/x/) d. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>Phonics, Spelling, and Word Study:</p> <ul style="list-style-type: none"> • I can hear and say rhyming words. • I can hear and say syllables. • I can blend two or three sounds in words. • I can connect words by sounds. • I can make and break words apart. • I can recognize and use a few simple word patterns.
<p><u>Phonics and Word Recognition</u></p> <ul style="list-style-type: none"> • Know apply grade-level phonics and word analysis sills in decoding words. <ul style="list-style-type: none"> a. Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. b. Associate the long and short sounds with the 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 spelling words by identifying the sounds of the letters that differ. 	<p>Phonics, Spelling, and Word Study:</p> <ul style="list-style-type: none"> • I can use beginning sounds to read and write words. • I can understand that letters make sounds. • I can read simple words. • I can read high-frequency words (29 words). • I can read a few easy high-frequency words. • I can read and spell a few easy words.
<p><u>Fluency</u></p> <ul style="list-style-type: none"> • Read emergent-reader texts with purpose and understanding. 	<ul style="list-style-type: none"> • I can shop for just right books. • I can fix up my reading so it makes sense, sounds right and looks right.

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Reading Literature	
<p><u>Key Ideas and Details</u></p> <ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, retell familiar stories, including key details. • With prompting and support, identify characters, settings, and major events in a story. 	<ul style="list-style-type: none"> • I can make connections between texts. • I can identify returning characters in stories. • I can add to discussions with peers as partners, or in small group. • I can listen to and talk about stories, poems, or informational texts. • I can ask questions to gain information. • I can notice and ask questions when I don't understand something. • I can remember details while reading. • I can discuss the texts after reading using important information or details of a story. • I can talk about interesting information in a text. • I can talk about characters, problems, and events in a story.
<p><u>Craft and Structure</u></p> <ul style="list-style-type: none"> • Ask and answer questions about unknown words in a text. • Recognize common types of texts (e.g., storybooks, poems). • With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. 	<ul style="list-style-type: none"> • I can learn new words. • I can use new words when I talk about a text. • I can learn new vocabulary from listening and talking. • I can notice how texts are different from each other. • I can compare and contrast different versions of the same story, rhyme, or traditional tale. • I can use kindergarten words to talk about texts. (author, illustrator, cover, wordless picture book, information book, picture book, character, problem). • I can understand that an author wrote the book. • I can understand that an artist illustrated the book. • I can identify my favorite writer or illustrator.
<p><u>Integration of Knowledge and Ideas</u></p> <ul style="list-style-type: none"> • 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 prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. 	<ul style="list-style-type: none"> • I can use details from illustrations to support my thinking in discussion. • I can notice and figure out information from pictures. • I can talk about character, problems, and events in a story. • I can make predictions about what a character will do. • I can compare a character(s) across a series of stories.
<p><u>Range of Reading and Level of Text Complexity</u></p> <ul style="list-style-type: none"> • Actively engage in group reading activities with purpose and understanding. 	<ul style="list-style-type: none"> • I can listen and understand stories, poems, and informational texts.

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Reading Informational Text	
<p><u>Key Ideas and Details</u></p> <ul style="list-style-type: none"> • With prompting and support, ask and answer questions about key details in a text. • With prompting and support, identify the main topic and retell key details of a text. • With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. 	<ul style="list-style-type: none"> • I can talk about interesting information in a text. I can discuss the text after reading. • I can remember important information or details of text. • I can listen to and understand a story, poem, and informational text. • I can ask questions to gain information. • I can add to class discussions.
<p><u>Craft and Structure</u></p> <ul style="list-style-type: none"> • With prompting and support, ask and answer questions about unknown words in a text. • Identify the front cover, back cover, and title page of a book. • Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. 	<ul style="list-style-type: none"> • I can learn new words. • I can use new words when I talk about a text. • I can learn new vocabulary from listening and talking. • I can find the author and illustrator on the cover and title page. • I can understand that an author wrote the book. • I can understand that an artist illustrated the book. • I can notice interesting words. • I can recognize some authors by the style of their illustrations, their topics, or the characters they use. • I can identify my favorite writers or illustrators.
<p><u>Integration of Knowledge and Ideas</u></p> <ul style="list-style-type: none"> • 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 prompting and support, identify the reasons an author gives to support points in a text. • With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). 	<ul style="list-style-type: none"> • I can use details from illustrations to support thinking in discussion. • I can notice and figure out information from pictures. • I can give reasons to support thinking. • I can make connections between texts on the same topic
<p><u>Range of Reading and Level of Text Complexity</u></p> <ul style="list-style-type: none"> • Actively engage in group reading activities with purpose and understanding. 	<ul style="list-style-type: none"> • I can listen to and talk about stories, poems, or informational texts. • I can listen to stories, poems and informational texts. • I can choose just right books.

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Writing	
<p><u>Text Types and Purposes</u></p> <ul style="list-style-type: none"> • 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., <i>My favorite book is...</i>). • 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. • 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. 	<ul style="list-style-type: none"> • I can express opinions about stories or poems. • I can express opinions about characters or about their feelings or motivations. • I can write my opinion about a topic. • I can write books that give information to readers about a topic. • I can write a story in order and tell how I feel about it.
<p><u>Production and Distribution of Writing</u></p> <ul style="list-style-type: none"> • With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. • With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers. 	<ul style="list-style-type: none"> • I can listen to others read or talk about writing and give feedback. • I can understand that writers can get help from other writers. • I can understand that writers can change writing in response to feedback. • I can generate and expand ideas through talk with others. • I can use a computer to publish my writing.
<p><u>Research to Build and Present Knowledge</u></p> <ul style="list-style-type: none"> • Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). • With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question 	<ul style="list-style-type: none"> • I can work with others to research topics. • I can work with others on writing projects. • I can answer questions using information from a variety of sources.

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Language

Conventions of Standard English

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| <ul style="list-style-type: none"> • Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> 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., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. • Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ul style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun. 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. | <ul style="list-style-type: none"> • I can form upper and lower case letters. • I can use some nouns. • I can use some verbs. • I can say plural nouns. • I can use question words. • I can use prepositions. • I can use complete sentences when talking. • I can use capital letters at the beginning of some proper nouns. • I can use a capital letter for the first word of a sentence. • I can capitalize “I.” • I can use periods correctly. • I can use exclamation marks correctly. • I can use question marks correctly. • I can write letters for most of the sounds in words. • I can write some words. • I can write beginning and ending sounds in words. • I can understand that letters represent sounds. |
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Speaking and Listening

Comprehension and Collaboration

- 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.
- 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.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as desired to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

- I can carry on a conversation with a variety of audiences.
- I can enter a conversation appropriately.
- I can engage in turn-taking during conversation.
- I can participate in whole-class discussion or in a small group.
- I can listen to stories, poems, and informational texts.
- I can understand stories, poems, and informational texts that are read to me.
- I can form clear questions to gain information.
- I can notice and ask questions when I don't understand.
- I can explain and describe people, events, and objects.
- I can use props or illustrations in presentations.
- I can speak about a topic with enthusiasm.
- I can talk with confidence.
- I can tell stories in an interesting way.
- I can speak at an appropriate volume.
- I can say words clearly.