

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

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.

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. 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.	I can show how words are organized and used in a text. a. I can follow words from left to right, top to bottom and page by page. b. I can describe how words I hear can be written in letters. c. I can identify spaces between words in print. d. I can name all upper and lower case letters of the alphabet

<p>RF.K.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ol style="list-style-type: none"> Recognize and produce rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words. 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/.) Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	<p>I can use sound patterns to read words.</p> <ol style="list-style-type: none"> I can identify rhyming words. I can make rhyming words. I can count the number of syllables in a word I hear. I can say each syllable in a word I hear. I can break up words I hear into syllables. I can put syllables together in words I hear. I can blend onsets and rimes in one syllable words. I can identify onsets and rimes in one-syllable words. I can say the beginning, middle and end sounds of c-v-c words. I can change sounds in simple, one syllable words to make new words.
<p>RF.K.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant. Associate the long and short sounds with the common spellings (graphemes) for the five major vowels. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). Distinguish between similarly spelled words by identifying the sounds of the letters that differ. 	<p>I can read words using different strategies.</p> <ol style="list-style-type: none"> I can match consonants with the sounds they make (say). I can say the long sound for each vowel. I can say the short sound for each vowel. I can read common sight words in a snap. (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>) I can identify which letters and sounds are different when looking at similar words.
<p>RF.K.4. Read emergent-reader texts with purpose and understanding.</p>	<p>I can read kindergarten texts to make meaning.</p>
<p>Standards: Writing</p>	<p>Long-Term Target(s)</p>
<p>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., <i>My favorite book is...</i>).</p>	<p>I can share my thoughts and opinions about a book using pictures and words.</p>

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 <i>kindergarten topics and texts</i> 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.	I can participate in small and larger group conversations with peers and adults about kindergarten topics and texts. a. I can follow our class norms when I participate in a conversation. b. 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.

<p>SL.K.3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>	<p>I can ask questions when I am confused.</p> <p>I can answer questions to show what I know.</p>
<p>SL.K.4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>	<p>I can describe people, places, things, and events that I know. (with support)</p> <p>With support, I can use details when I speak to send a clear message to my listener.</p>
<p>SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>	<p>I can use pictures to send a clear message to my listener.</p>
<p>SL.K.6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	<p>I can speak in a loud and clear voice so my listener can understand me.</p>
<p>CCS Standards: Language</p>	<p>Long-Term Target(s)</p>
<p>L.K.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ol style="list-style-type: none"> Print many upper- and lowercase letters. Use frequently occurring nouns and verbs. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). Produce and expand complete sentences in shared language activities. 	<p>I can use grammar conventions to send a clear message to a reader or listener.</p> <ol style="list-style-type: none"> I can print many upper and lower case letters. I can use common nouns and verbs. I can write regular plural nouns. (e.g., <i>dog, dogs; wish, wishes</i>) I can use question words. (e.g., <i>who, what, where, when, why, how</i>) I can use common prepositions. (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>) I can write complete sentences when working with a group.
<p>L.K.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize the first word in a sentence and the pronoun <i>I</i>. Recognize and name end punctuation. Write a letter or letters for most consonant and short-vowel sounds (phonemes). Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	<p>I can use conventions to send a clear message to my reader.</p> <ol style="list-style-type: none"> I can capitalize the first word in a sentence. I can capitalize the pronoun <i>I</i>. I can identify ending punctuation marks. I can write letters for consonant sounds. I can write letters for short-vowel sounds. I can use sound patterns to spell words I don't know.

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

ELA Common Core State Standards and Long-Term Learning Targets

Grade 1

CCS Standards: Reading - Literature	Long-Term Target(s)
RL.1.1. Ask and answer questions about key details in a text.	I can ask questions about details in a literary text. I can answer questions about details in a literary text.
RL.1.2. Retell stories, including key details, and demonstrate understanding of their central message or lesson.	I can retell a story, including important details. I can explain the important message or lesson of a story.
RL.1.3. Describe characters, settings, and major events in a story, using key details.	I can describe the characters, setting and major events of a story using details.
RL.1.4. Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.	I can identify feeling and sense words in stories and poems.
RL.1.5. Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.	I can compare and contrast books that tell stories and books that give information.
RL.1.6. Identify who is telling the story at various points in a text.	I can identify who is telling the story at different places in a text.
RL.1.7. Use illustrations and details in a story to describe its characters, setting, or events.	I can use pictures and details to describe the characters, setting and events of a story.
RL.1.9. Compare and contrast the adventures and experiences of characters in stories.	I can compare and contrast things that happen to characters in stories.
RL.1.10. With prompting and support, read prose and poetry of appropriate complexity for grade 1.	With support, I can read first grade literary texts.
CCS Standards: Reading – Informational Text	Long-Term Target(s)
RI.1.1. Ask and answer questions about key details in a text.	I can ask questions about details in informational text. I can answer questions about details in informational text.
RI.1.2. Identify the main topic and retell key details of a text.	I can identify the main idea of an informational text. I can retell details in an informational text.
RI.1.3. Describe the connection between two individuals, events, ideas, or pieces of information in a text.	I can describe how two people, events, and/or ideas are connected in informational texts.

<p>RI.1.4. Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.</p>	<p>I can ask questions about unknown words and phrases in informational texts.</p> <p>I can answer questions about unknown words and phrases in informational texts.</p>
<p>RI.1.5. Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.</p>	<p>I can identify features of informational text. (e.g. headings, tables of contents, glossaries, electronic menus, icons).</p> <p>I can use text features to find important facts in informational text.</p>
<p>RI.1.6. Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.</p>	<p>I can compare and contrast the facts from words and pictures in informational texts.</p>
<p>RI.1.7. Use the illustrations and details in a text to describe its key ideas.</p>	<p>I can use pictures and details to describe the main ideas of informational text.</p>
<p>RI.1.8. Identify the reasons an author gives to support points in a text.</p>	<p>I can identify the author's reasons that support the main idea of an informational text.</p>
<p>RI.1.9. Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).</p>	<p>I can compare and contrast informational texts about the same topic.</p>
<p>RI.1.10. With prompting and support, read informational texts appropriately complex for grade 1.</p>	<p>With support, I can read first grade informational texts.</p>
<p>CCS Standards: Reading – Foundational Skills</p>	<p>Long-Term Target(s)</p>
<p>RF.1.1. Demonstrate understanding of the organization and basic features of print.</p> <p>a. Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).</p>	<p>I can explain how words are organized and used in a text.</p> <p>a. I can identify the parts of a sentence.</p>
<p>RF.1.2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <p>a. Distinguish long from short vowel sounds in spoken single-syllable words.</p> <p>b. Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.</p> <p>c. Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.</p> <p>d. Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).</p>	<p>I can use sound patterns to read words.</p> <p>a. I can identify long and short vowels in one-syllable words I hear.</p> <p>b. I can say one-syllable words by putting sounds together.</p> <p>c. I can say the beginning, middle and end sounds of one-syllable words.</p> <p>d. I can break up one syllable words into their sounds.</p>

<p>RF.1.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ol style="list-style-type: none"> Know the spelling-sound correspondences for common consonant digraphs (two letters that represent one sound). Decode regularly spelled one-syllable words. Know final -e and common vowel team conventions for representing long vowel sounds. Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. Decode two-syllable words following basic patterns by breaking the words into syllables. Read words with inflectional endings. Recognize and read grade-appropriate irregularly spelled words. 	<p>I can use a variety of strategies to read words.</p> <ol style="list-style-type: none"> I can match letters and sounds for common consonant teams. (digraph: two letters that make one sound). I can read one-syllable words that "play fair" I can read long vowel words with a silent e. I can read long vowel "team" words. I can use vowel sounds to identify the number of syllables in a word. I can read two-syllable words that by breaking the words into syllables. I can read words with endings (ing, ed, s, es). I can read high frequency words that don't "play fair."
<p>RF.1.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ol style="list-style-type: none"> Read grade-level text with purpose and understanding. Read grade-level text orally with accuracy, appropriate rate, and expression. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>I can read 1st grade level texts accurately and fluently to make meaning.</p> <ol style="list-style-type: none"> I can read 1st grade level texts with purpose. I can read 1st grade level texts with fluency. I can use clues in the text to check my accuracy. I can re-read to make sure that what I'm reading makes sense.
<p>Standards: Writing</p>	<p>Long-Term Target(s)</p>
<p>W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.</p>	<p>I can write an opinion piece (about a book) with a clear topic, support for my opinion, and closure.</p>
<p>W.1.2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.</p>	<p>I can write an informational text that has a clear topic.</p> <p>I can include supporting facts about a topic in an informational text.</p> <p>I can include an ending to my informational text.</p>

<p>W.1.3. Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.</p>	<p>I can sequence at least two events in a story.</p> <p>I can include details that tell what happened in my story.</p> <p>I can use transitional words and expressions in my story.</p> <p>I can include an ending for my story.</p>
<p>W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.</p>	<p>With support from adults, I can use feedback from peers to make my writing stronger.</p> <p>With support from adults, I can revise my writing by adding details.</p>
<p>W.1.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>With support from adults, I can use digital tools to publish my writing.</p>
<p>W.1.7. Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).</p>	<p>I can participate in shared research projects.</p>
<p>W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>	<p>With support from adults, I can answer questions about things I’ve done or learned about.</p>
<p>CCS Standards: Speaking & Listening</p>	<p>Long-Term Target(s)</p>
<p>SL.1.1. Participate in collaborative conversations with diverse partners about <i>grade 1 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others’ talk in conversations by responding to the comments of others through multiple exchanges.</p> <p>c. Ask questions to clear up any confusion about the topics and texts under discussion.</p>	<p>I can participate in small and larger group conversations with peers and adults about 1st grade topics and texts.</p> <p>a. I can follow our class norms when I participate in a conversation.</p> <p>b. I can build upon what others say when I participate in a conversation.</p> <p>c. I can ask questions so I’m clear about what is being discussed.</p>
<p>SL.1.2. Ask and answer questions about key details in a text read aloud or information presented orally or through other media.</p>	<p>I can ask questions about a text or information that has been read aloud or shown to me.</p> <p>I can answer questions to show what I know about a text or information that has been read aloud or shown to me.</p>

SL.1.3. Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.	I can ask questions when I am confused or want more information when listening to a speaker. I can answer questions to show what I know after listening to a speaker.
SL.1.4. Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.	I can describe people, places, things, and events with appropriate details.
SL.1.5. Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.	I can use drawings or other visual displays to help me express myself.
SL.1.6. Produce complete sentences when appropriate to task and situation.	I can speak in complete sentences.
CCS Standards: Language	Long-Term Target(s)
L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print all upper- and lowercase letters. b. Use common, proper, and possessive nouns. c. Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). d. Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). e. Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). f. Use frequently occurring adjectives. g. Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). h. Use determiners (e.g., articles, demonstratives). i. Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.	I can use grammar conventions to send a clear message to a reader or listener. a. I can print all upper and lower case letters. b. I can use common, proper and possessive nouns in my writing. c. I can write basic sentences that include nouns and matching verbs. d. I can use pronouns in my writing. (e.g., <i>I, me, my; they, them, their, anyone, everything</i>) e. I can use verbs to show past, present, and future. (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>) f. I can use common adjectives in my writing. g. I can use conjunctions in my writing. (e.g., <i>and, but, or, so, because</i>) h. I can use words that point out a specific noun (e.g. this, that, the). i. I can use common prepositions in my writing. (e.g., <i>during, beyond, toward</i>) j. I can write complex and compound sentences.

<p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize dates and names of people. Use end punctuation for sentences. Use commas in dates and to separate single words in a series. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. 	<p>I can use grammar conventions to send a clear message to a reader.</p> <ol style="list-style-type: none"> I can capitalize dates and names of people. I can use ending punctuation in sentences. I can use commas in dates and when writing a list. I can spell grade-level words correctly. I can use sound patterns to spell words I don't know.
<p>L.1.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 1 reading and content</i>, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Use frequently occurring affixes as a clue to the meaning of a word. Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). 	<p>I can use a variety of strategies to determine what word means.</p> <ol style="list-style-type: none"> I can use sentence clues to help me determine what a word means. I can use prefixes and suffixes to determine the meaning of a word I can identify common root words and their endings.
<p>L.1.5. With guidance and support from adults, demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <ol style="list-style-type: none"> Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. Define words by category and by one or more key attributes (e.g., a <i>duck</i> is a bird that swims; a <i>tiger</i> is a large cat with stripes). Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings. 	<p>With support, I can describe what figurative and complex words and phrases mean.</p> <ol style="list-style-type: none"> I can sort words into categories. I can sort words by one or more attributes. I can identify real-life connection between words and their uses. I can tell the difference between similar verbs and adjectives.

<p>L.1.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., <i>because</i>).</p>	<p>I can speak using words I hear in conversations.</p> <p>I can speak using words I hear in books.</p>
--	---

ELA Common Core State Standards and Long-Term Learning Targets Grade 2

CCS Standards: Reading - Literature	Long-Term Target(s)
<p>RL.2.1. Ask and answer such questions as <i>who, what, where, when, why,</i> and <i>how</i> to demonstrate understanding of key details in a text.</p>	<p>I can ask questions before, during and after reading that help me understanding the meaning of a literary text. (e.g.; <i>who, what, where, when, why,</i> and <i>how</i>)</p> <p>I can answer questions during and after reading to show my understanding of a literary text.</p>
<p>RL.2.2. Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral.</p>	<p>I can retell a story using important details.</p> <p>I can determine the important message, lesson or moral in a story.</p>
<p>RL.2.3. Describe how characters in a story respond to major events and challenges.</p>	<p>I can describe how characters in story solve problems and overcome challenges.</p>
<p>RL.2.4. Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song.</p>	<p>I can describe how rhymes, repeated lines, and alliteration supply rhythm and meaning in songs and poems.</p>
<p>RL.2.5. Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.</p>	<p>I can describe the structure of a story.</p>
<p>RL.2.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.</p>	<p>I can identify different characters' points of view in a story.</p> <p>I can speak in different voices to match the characters' dialogue when I read a story out loud.</p>
<p>RL.2.7. Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.</p>	<p>I can use pictures from text to describe a story's characters, setting and plot.</p>
<p>RL.2.9. Compare and contrast two or more versions of the same story (e.g., Cinderella stories) by different authors or from different cultures.</p>	<p>I can compare and contrast the same story by different authors or from different cultures. (e.g., Cinderella stories)</p>
<p>RL.2.10. By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>I can make meaning from 2nd grade stories and poems.</p> <p>I can read above-grade literary texts with scaffolding and support.</p>

CCS Standards: Reading – Informational Text	Long-Term Target(s)
<p>RI.2.1. Ask and answer such questions as <i>who, what, where, when, why, and how</i> to demonstrate understanding of key details in a text.</p>	<p>I can ask questions to find information (<i>who, what, where, when, why and how</i>) in text.</p> <p>I can answer questions to show what I learned in an informational text.</p>
<p>RI.2.2. Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.</p>	<p>I can identify the main idea of each paragraph in an informational text.</p> <p>I can identify the main idea of a multi-paragraph informational text.</p>
<p>RI.2.3. Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.</p>	<p>I can describe the connection between events, ideas or concepts in an informational text.</p>
<p>RI.2.4. Determine the meaning of words and phrases in a text relevant to a <i>grade 2 topic or subject area</i>.</p>	<p>I can find the meaning of words and phrases in 2nd grade informational texts.</p>
<p>RI.2.5. Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.</p>	<p>I can use text features (bold, captions, subheadings, glossaries, indexes, icons) to efficiently find facts in informational texts.</p>
<p>RI.2.6. Identify the main purpose of a text, including what the author wants to answer, explain, or describe.</p>	<p>I can identify the main idea of an informational text.</p>
<p>RI.2.7. Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.</p>	<p>I can explain how images help a reader make meaning from informational texts. (e.g., a diagram showing how a machine works)</p>
<p>RI.2.8. Describe how reasons support specific points the author makes in a text.</p>	<p>I can describe how reasons (details) support an author’s facts.</p>
<p>RI.2.9. Compare and contrast the most important points presented by two texts on the same topic.</p>	<p>I can compare and contrast the most important points in two texts on the same topic.</p>
<p>RI.2.10. By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>I can make meaning from 2nd grade informational texts.</p> <p>I can read above-grade informational texts with scaffolding and support.</p>

CCS Standards: Reading – Foundational Skills	Long-Term Target(s)
<p>RF.2.3. Know and apply grade-level phonics and word analysis skills in decoding words.</p> <ul style="list-style-type: none"> a. Distinguish long and short vowels when reading regularly spelled one-syllable words. b. Know spelling-sound correspondences for additional common vowel teams. c. Decode regularly spelled two-syllable words with long vowels. d. Decode words with common prefixes and suffixes. e. Identify words with inconsistent but common spelling-sound correspondences. f. Recognize and read grade-appropriate irregularly spelled words. 	<p>I can use a variety of strategies to read words.</p> <ul style="list-style-type: none"> a. I can identify long and short vowels in one-syllable words. b. I can match letters and sounds for common vowel teams. c. I can read two-syllable words with long vowels. d. I can read words with prefixes and suffixes. e. I can read words that sound the way they are spelled, even when they don't follow a normal pattern. f. I can read high frequency words that don't "play fair."
<p>RF.2.4. Read with sufficient accuracy and fluency to support comprehension.</p> <ul style="list-style-type: none"> a. Read grade-level text with purpose and understanding. b. Read grade-level text orally with accuracy, appropriate rate, and expression. c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary. 	<p>I can read 2nd grade level texts accurately and fluently to make meaning.</p> <ul style="list-style-type: none"> a. I can read 2nd grade level texts with purpose. b. I can read 2nd grade level texts with fluency. c. I can use clues in the text to check my accuracy. c. I can re-read to make sure that what I'm reading makes sense.
Standards: Writing	Long-Term Target(s)
<p>W.2.1. Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., <i>because, and, also</i>) to connect opinion and reasons, and provide a concluding statement or section.</p>	<p>I can write an opinion piece with a clear topic.</p> <p>I can include reasons that support my opinion.</p> <p>I can use linking words to connect my opinion and reasons.</p>
<p>W.2.2. Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.</p>	<p>I can write an informative/explanatory text that has a clear topic.</p> <p>I can include supporting facts about a topic in an informative/explanatory text.</p> <p>I can construct a closure on the topic of an informative/explanatory text.</p>

<p>W.2.3. Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.</p>	<p>I can write a story that has a clear sequence of events.</p> <p>I can include details that tell what happened in my story.</p> <p>I can use transitional words and expressions in my story.</p> <p>I can close my story.</p>
<p>W.2.5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.</p>	<p>With support, I can strengthen my writing through revising.</p> <p>With support, I can strengthen my writing through editing.</p>
<p>W.2.6. With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.</p>	<p>With support, I can use digital tools to publish my writing.</p>
<p>W.2.7. Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).</p>	<p>I can participate in shared research projects.</p>
<p>W.2.8. Recall information from experiences or gather information from provided sources to answer a question.</p>	<p>I can answer questions about things I've done or learned about.</p>
<p>CCS Standards: Speaking & Listening</p>	<p>Long-Term Target(s)</p>
<p>SL.2.1. Participate in collaborative conversations with diverse partners about <i>grade 2 topics and texts</i> with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p>b. Build on others' talk in conversations by linking their comments to the remarks of others.</p> <p>c. Ask for clarification and further explanation as needed about the topics and texts under discussion.</p>	<p>I can participate in small and larger group conversations with peers and adults about 2nd grade topics and texts.</p> <p>a. I can follow our class norms when I participate in a conversation.</p> <p>b. I can build upon what others say when I participate in a conversation.</p> <p>c. I can ask questions so I'm clear about what is being discussed.</p>

SL.2.2. Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.	I can describe key ideas or details about a text or information that has been read aloud or shown to me.
SL.2.3. Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.	I can ask questions when I am confused, to learn new things or to deepen my understanding of a topic when listening to a speaker. I can answer questions to show what I know when listening to a speaker.
SL.2.4. Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.	I can tell a story or describe an experience using facts and details. I can speak clearly and use full sentences to tell a story or describe an experience.
SL.2.5. Create audio recordings of stories or poems; add drawings or other visual displays to stories or recounts of experiences when appropriate to clarify ideas, thoughts, and feelings.	I can create a recording of a story or poem. I can use drawings or other visual displays to support what I say.
SL.2.6. Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.	I can speak in complete sentences.
CCS Standards: Language	Long-Term Target(s)
L.2.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Use collective nouns (e.g., <i>group</i>). b. Form and use frequently occurring irregular plural nouns (e.g., <i>feet, children, teeth, mice, fish</i>). c. Use reflexive pronouns (e.g., <i>myself, ourselves</i>). d. Form and use the past tense of frequently occurring irregular verbs (e.g., <i>sat, hid, told</i>). e. Use adjectives and adverbs, and choose between them depending on what is to be modified. f. Produce, expand, and rearrange complete simple and compound sentences (e.g., <i>The boy watched the movie; The little boy watched the movie; The action movie was watched by the little boy</i>).	I can use grammar conventions to send a clear message to a reader or listener. a. I can use collective nouns. (e.g., <i>group</i>) b. I can use irregular plural nouns. (e.g., <i>feet, children, teeth, mice, fish</i>) c. I can use reflexive pronouns. (e.g., <i>myself, ourselves</i>) d. I can use the past tense of irregular verbs. (e.g., <i>sat, hid, told</i>) e. I can use adjectives to describe nouns. e. I can use adverbs to describe actions. f. I can create, expand, and rearrange complete simple and compound sentences.

<p>L.2.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ol style="list-style-type: none"> Capitalize holidays, product names, and geographic names. Use commas in greetings and closings of letters. Use an apostrophe to form contractions and frequently occurring possessives. Generalize learned spelling patterns when writing words (e.g., <i>cage</i> → <i>badge</i>; <i>boy</i> → <i>boil</i>). Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. 	<p>I can use conventions to send a clear message to my reader.</p> <ol style="list-style-type: none"> I can capitalize holidays, product names, and geographic names. I can use commas in greetings and closings of letters. I can use apostrophes to form contractions and possessives. I can use spelling patterns to spell words correctly. I can use resources to check and correct my spelling.
<p>L.2.3. Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <ol style="list-style-type: none"> Compare formal and informal uses of English. 	<p>I can express myself using language correctly.</p> <p>I can compare formal and informal language.</p>
<p>L.2.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.</p> <ol style="list-style-type: none"> Use sentence-level context as a clue to the meaning of a word or phrase. Determine the meaning of the new word formed when a known prefix is added to a known word (e.g., <i>happy/unhappy</i>, <i>tell/retell</i>). Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., <i>addition</i>, <i>additional</i>). Use knowledge of the meaning of individual words to predict the meaning of compound words (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>). Use glossaries and beginning dictionaries, both print and digital, to determine or clarify the meaning of words and phrases. 	<p>I can use a variety of strategies to determine the meaning of a word.</p> <ol style="list-style-type: none"> I can use sentence clues to help me to determine what a word means. I can use common prefixes to help me determine what a word means. I can use root words to determine what a word means. (e.g., <i>addition</i>, <i>additional</i>) I can predict the meaning of compound words by knowing the meaning of the individual words. (e.g., <i>birdhouse</i>, <i>lighthouse</i>, <i>housefly</i>; <i>bookshelf</i>, <i>notebook</i>, <i>bookmark</i>) I can use resource materials (glossaries and dictionaries) to help me determine the meaning of unknown words and phrases.

<p>L.2.5. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>a. Identify real-life connections between words and their use (e.g., <i>describe foods that are spicy or juicy</i>).</p> <p>b. Distinguish shades of meaning among closely related verbs (e.g., <i>toss, throw, hurl</i>) and closely related adjectives (e.g., <i>thin, slender, skinny, scrawny</i>).</p>	<p>I can describe what figurative words mean.</p> <p>a. I can identify real-life connections between words and their uses. (e.g., <i>describe foods that are spicy or juicy</i>)</p> <p>b. I can identify synonyms.</p>
<p>L.2.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., <i>When other kids are happy that makes me happy</i>).</p>	<p>I can speak using words I hear in conversations.</p> <p>I can speak using words I hear in books.</p>