

Kindergarten English Language Arts Common Core Georgia Performance Standards (ELA CCGPS)

READING LITERARY (RL)	READING INFORMATIONAL (RI)
➤ <b>Key Ideas and Details</b>	➤ <b>Key Ideas and Details</b>
<b>ELACCKRL1:</b> With prompting and support, ask and answer questions about key details in a text.	<b>ELACCKRI1:</b> With prompting and support, ask and answer questions about key details in a text.
<b>ELACCKRL2:</b> With prompting and support, retell familiar stories, including key details.	<b>ELACCKRI2:</b> With prompting and support, identify the main topic and retell key details of a text.
<b>ELACCKRL3:</b> With prompting and support, identify characters, settings, and major events in a story.	<b>ELACCKRI3:</b> With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
➤ <b>Craft and Structure</b>	➤ <b>Craft and Structure</b>
<b>ELACCKRL4:</b> Ask and answer questions about unknown words in a text.	<b>ELACCKRI4:</b> With prompting and support, ask and answer questions about unknown words in a text.
<b>ELACCKRL5:</b> Recognize common types of texts (e.g., storybooks, poems).	<b>ELACCKRI5:</b> Identify the front cover, back cover, and title page of a book.
<b>ELACCKRL6:</b> With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	<b>ELACCKRI6:</b> Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
➤ <b>Integration of Knowledge and Ideas</b>	➤ <b>Integration of Knowledge and Ideas</b>
<b>ELACCKRL7:</b> 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).	<b>ELACCKRI7:</b> 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).
<b>ELACCKRL8:</b> (Not applicable to literature)	<b>ELACCKRI8:</b> With prompting and support, identify the reasons an author gives to support points in a text.
<b>ELACCKRL9:</b> With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	<b>ELACCKRI9:</b> With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
➤ <b>Range of Reading and Level of Text Complexity</b>	➤ <b>Range of Reading and Level of Text Complexity</b>
<b>ELACCKRL10:</b> Actively engage in group reading activities with purpose and understanding.	<b>ELACCKRI10:</b> Actively engage in group reading activities with purpose and understanding.

**READING FOUNDATIONAL (RF)**

➤ **Print Concepts**

**ELACCKRF1:** 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.

➤ **Phonological Awareness**

**ELACCKRF2:** Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

- a. Recognize and produce rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)
- e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

➤ **Phonics and Word Recognition**

**ELACCKRF3:** Know and apply grade-level phonics and word analysis skills in decoding words.

- a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of most frequent sounds 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 spelled words by identifying the sounds of the letters that differ.

➤ **Fluency**

**ELACCKRF4:** Read emergent-reader texts with purpose and understanding.

<b>WRITING (W)</b>
<b>➤ Text Types and Purposes</b>
<b>ELACCKW1:</b> 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> ).
<b>ELACCKW2:</b> 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.
<b>ELACCKW3:</b> 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.
<b>➤ Production and Distribution of Writing</b>
<b>ELACCKW4:</b> <i>(Begins in grade 3)</i>
<b>ELACCKW5:</b> With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
<b>ELACCKW6:</b> With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
<b>➤ Research to Build and Present Knowledge</b>
<b>ELACCKW7:</b> Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
<b>ELACCKW8:</b> With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>ELACCKW9:</b> <i>(Begins in grade 4)</i>
<b>➤ Range of Writing</b>
<b>ELACCKW10:</b> <i>(Begins in grade 3)</i>

**SPEAKING AND LISTENING (SL)**

➤ **Comprehension and Collaboration**

**ELACCKSL1:** 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.

**ELACCKSL2:** Confirm understanding of written texts read aloud or information presented orally or through media by asking and answering questions about key details and requesting clarification if something is not understood.

**ELACCKSL3:** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

➤ **Presentation of Knowledge and Ideas**

**ELACCKSL4:** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

**ELACCKSL5:** Add drawings or other visual displays to descriptions as desired to provide additional detail.

**ELACCKSL6:** Speak audibly and express thoughts, feelings, and ideas clearly.

LANGUAGE (L)
<b>➤ Conventions of Standard English</b>
<b>ELACCKL1:</b> Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
a. Print many upper- and lowercase letters.
b. Use frequently occurring nouns and verbs.
c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i> ) when speaking.
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.
<b>ELACCKL2:</b> Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
a. Capitalize the first word in a sentence and the pronoun <i>I</i> .
b. Recognize and name end punctuation.
c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).
d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<b>➤ Knowledge of Language</b>
<b>ELACCKL3:</b> ( <i>begins in grade 2</i> )
<b>➤ Vocabulary Acquisition and Use</b>
<b>ELACCKL4:</b> Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> .
a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> as a bird and learning the verb <i>to duck</i> ).
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.
<b>ELACCKL5:</b> With guidance and support from adults, explore word relationships and nuances in word meanings.
a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i> ).
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.
<b>ELACCKL6:</b> Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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**LANGUAGE PROGRESSIVE SKILLS CHART GRADES K-12**

The following skills were marked with an asterisk (\*) and are included on the Language Progressive Skills chart for CCGPS because they will require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking. Instructors in ALL grades should refer to the Language Progressive Skills Chart for progressive standards that **should be added** to the Language Strand for their grade.

STANDARD	GRADES											
	K	1	2	3	4	5	6	7	8	9-10	11-12	
<b>ELACCKL5b.</b> Relate frequently occurring words to their antonyms (also synonyms/homographs in progression).												Subsumed by ELACC5L5c
<b>ELACC1L2c.</b> Use commas in dates and to separate single words in a series.												Subsumed by ELACC5L2a
<b>ELACC1L1i.</b> Use frequently occurring prepositions.												Subsumed by ELACC4L1e
<b>ELACC1L1g.</b> Use frequently occurring conjunctions. <b>ELACC3L1h.</b> Use coordinating and subordinating conjunctions. <b>ELACC5L1e.</b> Use correlative conjunctions (e.g., <i>either/or, neither/nor</i> ).												
<b>ELACC3L1a.</b> Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <b>ELACC5L1a.</b> Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.												
<b>ELACC3L1f.</b> Ensure subject-verb and pronoun-antecedent agreement.												
<b>ELACC3L3a.</b> Choose words and phrases for effect.												
<b>EKACC4L1e.</b> Form and use prepositional phrases.												
<b>ELACC4L1f.</b> Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.												
<b>ELACC4L1g.</b> Correctly use frequently confused words (e.g., <i>to/too/two; there/their</i> ).												
<b>ELACC4L3a.</b> Choose words and phrases to convey ideas precisely.												Subsumed by ELACC7L3a
<b>ELACC4L3b.</b> Choose punctuation for effect.												
<b>ELACC5L1d.</b> Recognize and correct inappropriate shifts in verb tense.												
<b>ELACC5L2a.</b> Use punctuation to separate items in a series (use of commas continues with added complexity throughout the standards).												
<b>ELACC5L5c.</b> Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.												
<b>ELACC6L1c.</b> Recognize and correct inappropriate shifts in pronoun number and person.												
<b>ELACC6L1d.</b> Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).												
<b>ELACC6L1e.</b> Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.												
<b>ELACC6L3a.</b> Vary sentence patterns for meaning, reader/listener interest, and style (varying sentence patterns continues with added rigor throughout the standards).												
<b>ELACC6L3b.</b> Maintain consistency in style and tone.												
<b>ELACC7L1c.</b> Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.												
<b>ELACC7L3a.</b> Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.												
<b>ELACC8L1d.</b> Recognize and correct inappropriate shifts in verb voice and mood.												
<b>ELACC9–10L1a.</b> Use parallel structure.												
<b>L11-12L3a.</b> Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.												

\* Darkened boxes indicate grades in which the standard should be taught.