**California’s Language and Literacy Preschool Learning Foundations to English-Language Arts Kindergarten Content/Common Core Standards**

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| LISTENING & SPEAKING | At around 48 months | At around 60 months | Transitional Kindergarten | At the end of Kindergarten | Common Core Content Standards |
| Language Use and Conventions | 1.0 Children understand and use language tocommunicate with others effectively1.1 Use language to communicate with othersin familiar social situations for a variety of basicpurposes, including describing, requesting,commenting, acknowledging, greeting, and rejecting1.2 Speak clearly enough to be understood byfamiliar adults and children1.3 Use accepted language and style duringcommunication with familiar adults and children | 1.0 Children extend their understanding andusage of language to communicate with otherseffectively1.1 Use language to communicate with othersin both familiar and unfamiliar social situations for a variety of basic and advanced purposes,including reasoning, Predicting, problem solving, and seeking new information1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children1.3 Use accepted language and style duringcommunication with both familiar and unfamiliar adults and children |  | 1.0 Students listen and respond to oral communication. They speak in clear and coherent sentences1.1 Understand and follow one-and two step oral directions1.2 Share information and ideas, speaking audibly in complete, coherent sentences | **Comprehension and Collaboration**1. 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.*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.*a. Understand and follow one- and two-step oral directions.*3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood. |
| Narrative Development | 1.4 Use language to construct short narrativesthat are real or fictional | 1.4 Use language to construct extended narratives that are real or fictional |  | 2.0 Students deliver brief recitations & oral presentations about familiarexperiences or interests, demonstrating command of organization & deliverystrategies2.1 Describe people, places, things (e.g. size, color, shape), locations, and actions2.2 Recite short poems, rhymes, and songs2.3 Relate an experience or creative story in a logical sequence | **Presentation of Knowledge and Ideas**4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.6. Speak audibly and express thoughts, feelings, and ideas clearly. |
| LISTENING & SPEAKING con. | At around 48 months | At around 60 months | Transitional Kindergarten | At the end of Kindergarten | Common Core Content Standards |
| Vocabulary and ConceptDevelopment | 2.0 Children develop age-appropriate vocabulary2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts2.2 Understand and use accepted words forcategories of objects encountered and usedfrequently in everyday life2.3 Understand and use simple words that describe the relations between objects (e.g. same / different, under, in / out) | 2.0 Children develop age-appropriate vocabulary2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts2.2 Understand and use accepted words forcategories of objects encountered in everyday life2.3 Understand and use both simple and complex words that describe the relationsbetween objects (e.g. smaller / bigger, next to, in front of) |  | 1.17 (R) Identify and sort common words in basic categories (e.g., colors, shapes, foods)1.18 (R) Describe common objects and events in both general and specificlanguage | **Vocabulary Acquisition and Use**4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content.**a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).**b. 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.*5. 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 colorful).**d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.*6. Use words and phrases acquired throughconversations, reading and being read to, and responding to texts. |
| Grammar | 3.0 Children develop age-appropriate grammar3.1 Understand and use increasingly complexand longer sentences, including sentences thatcombine two phases or two to three conceptsto communicate ideas3.2 Understand and typically use age appropriate grammar, including accepted wordforms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives | 3.0 Children develop age-appropriate grammar3.1 Understand and use increasingly complexand longer sentences, including sentences thatcombine two to three phases or three to four concepts to communicate ideas3.2 Understand and typically use age appropriategrammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns,and possessives |  | 1.0 (W&OL) Students (write and) speak with a command of standard Englishconventions1.1 (W&OL) Recognize and use complete, coherent sentences when speaking | **Conventions of Standard English**1. 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., *dog, dogs*; *wish, wishes*).d. Understand and use question words(interrogatives) (e.g., *who, what, where, when, why, how*).e. Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).f. Produce and expand complete sentences in shared language activities.2. 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.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. |
| READING | At around 48 months | At around 60 months | Transitional Kindergarten | At the end of Kindergarten | Common Core Content Standards |
| Concepts about Print | 1.0 Children begin to recognize print conventions and understand that print carries meaning1.1 Begin to display appropriate book-handlingbehaviors and begin to recognize print conventions1.2 Recognize print as something that can beread | 1.0 Children recognize print conventions and understand that print carries specific meaning1.1 Display appropriate book-handling behaviors and knowledge of print conventions1.2 Understand that print is something that is read and has specific meaning |  | 1.1 Identify the front cover, back cover, and title page of a book1.2 Follow words from left to right and from top to bottom on the printed page1.3 Understand that printed materials provide information1.4 Recognize that sentences are made up of separate words1.5 Distinguish letters from words | **Print Concepts**1. Demonstrate understanding of the organization and basic features ofprint.a. Follow words from left to right, top to bottom, and page by page.b. Recognize that spoken words are represented in written language byspecific 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. |
| Literacy Interest & Engagement | 5.0 Children demonstrate motivation for literacyactivities5.1 Demonstrate enjoyment of literacy and literacy-related activities5.2 Engage in routines associated with literacyactivities | 5.0 Children demonstrate motivation for a broad range of literacy activities5.1 Demonstrate, with increasing independence, enjoyment of literacy andliteracy-related activities5.2 Engage in more complex routines associated with literacy activities |  |  |  |
| READING con. | At around 48 months | At around 60 months | Transitional Kindergarten | At the end of Kindergarten | Common Core Content Standards |
| Phonological / Phonemic Awareness | (The foundations for phonological awarenessare written only for older four-year-olds because much of the initial development ofphonological awareness occurs between 48 months and 60 months of age) | 2.0 Children develop age-appropriatephonological awareness2.1 Orally blend and delete words andsyllables without the support of pictures orobjects2.2 Orally blend the onsets, rimes, andphonemes of words orally and delete theonsets of words, with the support of pictures orobjects |  | 1.7 Track (move sequentially from sound to sound) and represent the number,sameness/difference, and order of two and three isolated phonemes [e.g., /f, s, th/, /j, d, j/]1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel-consonant)1.9 Blend vowel-consonant sounds orally to make words or syllables1.10 Identify and produce rhyming words in response to an oral prompt1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds1.12 Track auditorily each word in a sentence and each syllable in a word1.13 Count the number of sounds in syllables and syllables in words | **Phonological Awareness**2. 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. Blend two to three phonemes into recognizable words.e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonent-vowel-consonent, or CVC) words.\* (This does not include CVCs ending with /l/, /r/, or /x/.)f. Add or substitute individual sounds (phonemes) in simple, one-syllablewords to make new words. |
| Alphabetics, Decoding & Word Recognition | 3.0 Children begin to recognize the letters ofthe alphabet3.1 Recognize the first letter of own name3.2 Match some letter names to their printedform | 3.0 Children extend their recognition of lettersof the alphabet3.1 Recognize own name or other common words in print3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form3.3 Begin to recognize that letters have sounds |  | 1.0 Students know about letters, words, and sounds. They apply this knowledge toread simple sentences1.6 (C) Recognize and name all uppercase and lowercase letters of the alphabet1.14 Match all consonant and short-vowel sounds to appropriate letters1.15 Read simple one-syllable and high frequency words (i.e. sight words)1.16 Understand that as letters of words change, so do the sounds (i.e. thealphabetic principle) | **Phonics and Word Recognition**3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text**.a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.b. Associate the long and short sounds withcommon spellings (graphemes) for the fivemajor 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**4. Read emergent-reader texts with purpose and understanding. |

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| READING | At around 48 months | At around 60 months | Transitional Kindergarten | At the end of Kindergarten | Common Core Content Standards |
| Reading Comprehension & Analysis of Age-Appropriate Text | 4.0 Children demonstrate understanding of age-appropriate text read aloud4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g. who, what, where) through answering questions (e.g. recalland simple inferencing), retelling, reenacting, orcreating artwork4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork | 4.0 Children demonstrate understanding of age-appropriate text read aloud4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answeringquestions (particularly summarizing, predicting,and inferencing), retelling, reenacting, or creating artwork4.2 Use information from informational text in avariety of ways, including describing, relating,categorizing, or comparing and contrasting |  | 2.0 Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehensionstrategies (e.g. generating and responding to questions, comparing new informationto what is already known)2.1 Locate the title, table of contents, name of author, and name of illustrator2.2 Use pictures and context to make predictions about story content2.3 Connect to life experiences theinformation and events in texts2.4 Retell familiar stories2.5 Ask and answer questions about essential elements of a text3.0 Students listen and respond to stories based on well-known characters, themes, plots, and settings3.1 Distinguish fantasy from realistic text3.2 Identify types of everyday print materials (e.g. storybooks, poems,newspapers, signs, labels)3.3 Identify characters, settings, and important events | **Key Ideas and Details**1. With prompting and support, ask and answer questions about key details in a text.2. With prompting and support, identify the main topic and retell key details of a text.3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.**Craft and Structure**4. With prompting and support, ask and answer questions about unknown words in a text.5. Identify the front cover, back cover, and title page of a book.6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.**Integration of Knowledge and Ideas**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).8. With prompting and support, identify the reasons an author gives to support points in a text.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).**Range of Reading and Level of Text Complexity**10. Actively engage in group reading activities with purpose and understanding.a. Activate prior knowledge related to the information and events in texts.b. Use illustrations and context to make predictions about text. |
| WRITING | At around 48 months | At around 60 months | Transitional Kindergarten | At the end of Kindergarten | Common Core Content Standards |
| Penmanship & Organization | 1.0 Children demonstrate emergent writingskills1.1 Experiment with grasp and body positionusing a variety of drawing and writing tools1.2 Write using scribbles that are different frompictures | 1.0 Children demonstrate increasing emergentwriting skills1.1 Adjust grasp and body position forincreased control in drawing and writing1.2 Write letters or letter-like shapes torepresent words or ideas |  | 1.0 Students write words and brief sentences that are legible1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of theletters1.3 Write by moving from left to right and from top to bottom |  |
| Spelling | 1.3 Write marks to represent own name | 1.3 Write first name nearly correctly |  | 1.1 Use letters and phonetically spelledwords to write about experiences, stories,people, objects, or events1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabeticprinciple)1.2 (W&OL) Spell independently by usingpre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names  |  |
| Writing Standards |  |  |  |  | **Text Types and Purposes**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 . . .).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.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.**Production and Distribution of Writing**4. (Begins in grade **2**)5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**Research to Build and Present Knowledge**7. Participate in shared research and writingprojects (e.g., explore a number of books by a favorite author and express opinions aboutthem).8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |