**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 to  communicate with others effectively  1.1 Use language to communicate with others  in familiar social situations for a variety of basic  purposes, including describing, requesting,  commenting, acknowledging, greeting, and rejecting  1.2 Speak clearly enough to be understood by  familiar adults and children  1.3 Use accepted language and style during  communication with familiar adults and children | 1.0 Children extend their understanding and  usage of language to communicate with others  effectively  1.1 Use language to communicate with others  in both familiar and unfamiliar social situations for a variety of basic and advanced purposes,  including reasoning, Predicting, problem solving, and seeking new information  1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children  1.3 Use accepted language and style during  communication with both familiar and unfamiliar adults and children | | | |  | | 1.0 Students listen and respond to oral communication. They speak in clear and coherent sentences  1.1 Understand and follow one-and two step oral directions  1.2 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 narratives  that 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 familiar  experiences or interests, demonstrating command of organization & delivery  strategies  2.1 Describe people, places, things (e.g. size, color, shape), locations, and actions  2.2 Recite short poems, rhymes, and songs  2.3 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 Concept  Development | | 2.0 Children develop age-appropriate vocabulary  2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts  2.2 Understand and use accepted words for  categories of objects encountered and used  frequently in everyday life  2.3 Understand and use simple words that describe the relations between objects (e.g. same / different, under, in / out) | | | 2.0 Children develop age-appropriate vocabulary  2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts  2.2 Understand and use accepted words for  categories of objects encountered in everyday life  2.3 Understand and use both simple and complex words that describe the relations  between 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 specific  language | **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 through  conversations, reading and being read to, and responding to texts. |
| Grammar | | 3.0 Children develop age-appropriate grammar  3.1 Understand and use increasingly complex  and longer sentences, including sentences that  combine two phases or two to three concepts  to communicate ideas  3.2 Understand and typically use age appropriate grammar, including accepted word  forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives | | | 3.0 Children develop age-appropriate grammar  3.1 Understand and use increasingly complex  and longer sentences, including sentences that  combine two to three phases or three to four concepts to communicate ideas  3.2 Understand and typically use age appropriate  grammar, 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 English  conventions  1.1 (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 meaning  1.1 Begin to display appropriate book-handling  behaviors and begin to recognize print conventions  1.2 Recognize print as something that can be  read | | | 1.0 Children recognize print conventions and understand that print carries specific meaning  1.1 Display appropriate book-handling behaviors and knowledge of print conventions  1.2 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 book  1.2 Follow words from left to right and from top to bottom on the printed page  1.3 Understand that printed materials provide information  1.4 Recognize that sentences are made up of separate words  1.5 Distinguish letters from words | | **Print Concepts**  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. |
| Literacy Interest & Engagement | 5.0 Children demonstrate motivation for literacy  activities  5.1 Demonstrate enjoyment of literacy and literacy-related activities  5.2 Engage in routines associated with literacy  activities | | | 5.0 Children demonstrate motivation for a broad range of literacy activities  5.1 Demonstrate, with increasing independence, enjoyment of literacy and  literacy-related activities  5.2 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 awareness  are written only for older four-year-olds because much of the initial development of  phonological awareness occurs between 48 months and 60 months of age) | | | 2.0 Children develop age-appropriate  phonological awareness  2.1 Orally blend and delete words and  syllables without the support of pictures or  objects  2.2 Orally blend the onsets, rimes, and  phonemes of words orally and delete the  onsets of words, with the support of pictures or  objects | |  | | 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 syllables  1.10 Identify and produce rhyming words in response to an oral prompt  1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds  1.12 Track auditorily each word in a sentence and each syllable in a word  1.13 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-syllable  words to make new words. |
| Alphabetics, Decoding & Word Recognition | 3.0 Children begin to recognize the letters of  the alphabet  3.1 Recognize the first letter of own name  3.2 Match some letter names to their printed  form | | | 3.0 Children extend their recognition of letters  of the alphabet  3.1 Recognize own name or other common words in print  3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form  3.3 Begin to recognize that letters have sounds | |  | | 1.0 Students know about letters, words, and sounds. They apply this knowledge to  read simple sentences  1.6 (C) Recognize and name all uppercase and lowercase letters of the alphabet  1.14 Match all consonant and short-vowel sounds to appropriate letters  1.15 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. the  alphabetic 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 with  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**  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 aloud  4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g. who, what, where) through answering questions (e.g. recall  and simple inferencing), retelling, reenacting, or  creating artwork  4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork | 4.0 Children demonstrate understanding of age-appropriate text read aloud  4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering  questions (particularly summarizing, predicting,  and inferencing), retelling, reenacting, or creating artwork  4.2 Use information from informational text in a  variety 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 comprehension  strategies (e.g. generating and responding to questions, comparing new information  to what is already known)  2.1 Locate the title, table of contents, name of author, and name of illustrator  2.2 Use pictures and context to make predictions about story content  2.3 Connect to life experiences the  information and events in texts  2.4 Retell familiar stories  2.5 Ask and answer questions about essential elements of a text  3.0 Students listen and respond to stories based on well-known characters, themes, plots, and settings  3.1 Distinguish fantasy from realistic text  3.2 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 writing  skills  1.1 Experiment with grasp and body position  using a variety of drawing and writing tools  1.2 Write using scribbles that are different from  pictures | 1.0 Children demonstrate increasing emergent  writing skills  1.1 Adjust grasp and body position for  increased control in drawing and writing  1.2 Write letters or letter-like shapes to  represent words or ideas |  | 1.0 Students write words and brief sentences that are legible  1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the  letters  1.3 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 spelled  words to write about experiences, stories,  people, objects, or events  1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic  principle)  1.2 (W&OL) Spell independently by using  pre-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 writing  projects (e.g., explore a number of books by a favorite author and express opinions about  them).  8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |