



**A Look at...**

**Kindergarten**  
in California Public Schools

Including information about the new  
**Common Core State Standards**



STANDARDS, CURRICULUM FRAMEWORKS AND INSTRUCTIONAL RESOURCES DIVISION  
CURRICULUM, LEARNING AND ACCOUNTABILITY BRANCH

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# Kindergarten Curriculum Contents



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# Kindergarten Curriculum



*What will my child learn in kindergarten?*

*I've been teaching fifth grade, and this year I've been reassigned to kindergarten. What does the kindergarten curriculum look like?*

*I'm the principal of a small private elementary school, and I want to be sure my students are meeting the state's standards. How can I find out what students are expected to learn at each grade?*

*The state just adopted Common Core State Standards for English language arts and mathematics. How will the new standards enhance curriculum in kindergarten?*

*Will the new legislation that provides the option of a transitional kindergarten affect the curriculum?*

This chapter is organized by sections for each subject describing what students should know and be able to do by the end of kindergarten. Each section includes a brief overview of what the student should have learned before entering kindergarten, followed by a narrative description of the kindergarten standards. Each subject concludes with a list of the kindergarten standards for that content area, including the new Common Core State Standards (CCSS) for English language arts and mathematics.

Those who are interested in a more in-depth discussion of each subject are encouraged to review the state-adopted curriculum frameworks for kindergarten through grade twelve. These documents are on the CDE Curriculum and Instruction Web page at <http://www.cde.ca.gov/ci/cr/cf/allfwks.asp>. Those who are interested in pre-kindergarten programs are encouraged to review the pre-school learning foundations and framework. These documents are available on the CDE Child Development Web page at <http://www.cde.ca.gov/sp/cd/re/prekguide.asp>.

On September 30, 2010, the California State Legislature enacted Senate Bill 1381 which changes the date a student can be admitted to kindergarten and creates the opportunity for a transitional kindergarten for students that do not meet the start date requirements. The legislation defines transitional kindergarten as a program that uses a modified kindergarten curriculum that is age and developmentally appropriate, allowing students to attend a high quality structured school readiness program. Currently, a child must have their fifth birthday on or before December 2 to be admitted to kindergarten. In the 2012–13 school year, the date changes to November 1, and in 2014–15 to October 1. In 2015–16 and every year thereafter, the child must have their fifth birthday on or before September 1 to be admitted to kindergarten.

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## Overview

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In kindergarten, students learn the foundational reading and English language arts skills that set them on the path to become lifelong readers, writers, and effective communicators. Reading is the most important skill that students develop during their early academic years, and kindergarten through grade three is the optimal period of time for such learning. The challenge for teachers is to organize and deliver effective, efficient instruction that addresses essential skills and concepts that students must master and is differentiated to meet the wide range of students' abilities.

**Students learn the foundational reading and English language arts skills that set them on the path to become lifelong readers, writers, and effective communicators.**

Standards-based instruction is a critical element of the kindergarten curriculum. The standards describe what students are expected to know and be able to do by the end of the school year. California recently adopted new standards in English language arts, the Common Core State Standards (CCSS) with California additions.

The four strands of the CCSS reflect an integrated approach to English language arts: reading, writing, speaking and listening, and language. California will implement these new standards gradually over the next several years as curriculum frameworks, instructional materials, and assessments based on the CCSS are adopted.

There are many similarities between the CCSS and the 1997 California English language arts standards, but there are some notable differences. For instance, in the CCSS, the standards in grades kindergarten through grade five are divided into strands: Reading, Writing, Speaking and Listening, and Language. In the 1997 California English language arts standards, the standards are organized around domains: Reading, Writing, Listening and Speaking, and Language Conventions. The CCSS often extend or enhance the content of the 1997 California English language arts standards. For example, the CCSS focus more on informational text and the development of content-related vocabulary than the 1997 California English language arts standards and introduce opinion pieces and informative/explanatory writing and collaborative conversations on texts and grade-level topics.

This section provides an overview of the new CCSS for kindergarten English language arts. It includes a review of the important English language arts skills and concepts students should have learned before entering kindergarten (prerequisite skills) and guidance to ensure success for English learners. A complete listing of the kindergarten CCSS for English language arts with California additions can be found at the end of this section. A complete listing of the kindergarten 1997 California English language arts standards is located on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

## What Kindergarten Students Should Know

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Students entering kindergarten can vary in age from four to six years old and bring varied life experiences, social skills, and physical and intellectual developmental characteristics. They enter kindergarten with a wide range of individual differences in their prior opportunities to hear, see, and learn the English language and alphabetic writing system. Therefore, it is important for teachers to assess kindergarten students early in the school year to develop instructional objectives that most effectively meet their students' instructional needs.



Students may or may not have received pre-kindergarten instruction that included literacy development in oral language comprehension, vocabulary, alphabet knowledge, phonological awareness, and print knowledge. They may have been exposed to the alphabet; had the opportunity to see, play with, and manipulate letters; and used letters in meaningful activities, such as spelling their names. These students may enter kindergarten already having developed phonological awareness through word play, songs, and rhyming games. Students may have experience with writing from making cards or writing explanations for their drawings. Students may have been exposed to fiction and nonfiction print materials, including books and magazines, at home or in pre-school. On the other hand, there may be many students who have not had as many literacy and English language experiences, students who have had exposure to reading and writing in only their primary language, or others who have had no literary experiences or exposure. Providing the most appropriate instructional support will need to be determined based on the need of each student.

There are many ways to help prepare a child for success in kindergarten and beyond, one of the best ways is participation in a quality preschool program. The *California Preschool Learning Foundations, Volume 1* (2008) describe the knowledge, skills, and competencies that children typically attain at around 48 and 60 months of age when they participate in a high-quality preschool program and with adequate support. Students are better prepared for kindergarten if parents and families have read to them, taught them about books and print, had discussions and asked questions while reading stories, and exposed them to the alphabet and writing.

## **What Students Learn in Kindergarten**

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Instruction in kindergarten is focused on developing foundational skills that prepare students for later learning in the all content areas, including English language arts. Students who learn to read in kindergarten through grade three will be able to read to learn in later grades. A primary focus of language arts instruction in kindergarten is helping students make sense of the alphabet and its role in reading. It is critical that students develop phonological awareness so they can move on to decoding words, yet reading in kindergarten is not just decoding words. In kindergarten, students learn beginning skills to comprehend and analyze what they are reading.

**A primary focus of language arts instruction in kindergarten is helping students make sense of the alphabet and its role in reading.**

Kindergarten students begin to develop writing skills by using a combination of drawing, dictating, and writing to express opinions, relate an event, or provide information. With guidance and support from adults, they learn to use digital tools to produce and publish writings. Kindergarten students develop skills in speaking and listening through discussions with peers and adults. In both writing and speaking, students learn the conventions of English.

Students also have to understand and use academic language to succeed in school. Academic language refers to the language of literacy and books, tests, and formal writing. It can be words or phrases that apply to specific content areas or that are used to express abstract concepts or feelings. In kindergarten, students learn academic language in context while reading, writing, listening, and engaging in discussions about books and grade-level topics.

## **Reading**

The following section is organized according to the three major components of the reading standards: reading standards for literature, reading standards for informational text, and standards for foundational skills.

## Reading Standards for Literature

To build a strong base for reading comprehension, both the 1997 California English language arts standards and the CCSS focus on the important elements of a story. Students identify characters, settings, and major events in a story; they ask and answer questions about the essential elements of a story; and retell familiar stories. Students use illustrations and context to make predictions, and they identify common types of texts (e.g., storybooks, poems). The CCSS call for more analysis than the 1997 California English language arts standards by asking students to compare and contrast the adventures and experiences of characters in familiar stories. In addition, students not only locate the names of the author and the illustrator, but also define the role of each in telling the story. Students also describe the relationship between the illustrations and the story. Through guidance and support, students learn and practice these sophisticated skills, which, if learned well, provide them with beginning strategies for literacy analysis.



## Reading Standards for Informational Text

One primary difference between the 1997 California English language arts standards and the CCSS is that the CCSS balance the reading of literature with informational text. As a result, there are more standards for reading informational texts in the CCSS than in the 1997 California English language arts standards. Both sets of standards ask students to locate the title of the book, use illustrations and context to make predictions, and ask and answer questions about essential elements of the text. The CCSS introduce students to a greater number of and more complex analysis skills. With prompting and support, students identify the main topic of a text, define the roles of the author and the illustrator, and describe the connection between two individuals, events, ideas, or pieces of information in a text. Students also identify the reasons an author gives to support points in a text. They identify basic similarities in and differences between two texts on the same topic (e.g., illustrations, descriptions, or procedures). This deeper level of analysis of informational text will support students as they read text in other subjects, such as history–social science and science.

## Foundational Skills

In kindergarten, the CCSS and the 1997 California English language arts standards are similar in that they both foster students making sense of the alphabet and its role in reading—knowing letters of the alphabet and understanding the sound-symbol relationship. Comprehensive knowledge of the alphabetic principle is a powerful predictor of early reading success. By the end of kindergarten, students should be able to recognize that spoken words are represented in written language by specific sequences of letters, as well as name all uppercase and lowercase letters. On-going assessment and analysis of student progress is vital to identify students who are not making progress and are in need of early phonological awareness intervention. Assessment will also identify those students who have developed, or are successfully developing, phonological awareness and are ready to learn additional skills.

The 1997 California English language arts standards and the CCSS call for kindergarten students to learn the sound structure of language, which is the development of phonological awareness. Students develop phonological awareness, defined as the ability to hear and manipulate the sounds in spoken words and the understanding that spoken words and syllables are made up of sequences of speech sounds (called phonemes). For example, students pronounce, count, blend, and segment syllables in spoken words. Kindergarten students should participate in simple tasks where they recognize and produce rhyming words and blend two to three phonemes into recognizable words.

Although early phonological awareness is oral, students should have ample opportunities with print. Kindergarten students begin to work with words in three important ways: decoding or word recognition skills, spelling, and writing. Decoding is of primary importance. Students demonstrate their knowledge of decoding by

**Kindergarten students begin to work with words in three important ways: decoding or word recognition skills, spelling, and writing.**

applying letter-sound correspondences and blending individual letter-sound correspondences to read whole words in both isolation and text. Kindergarten students use their phonetic knowledge by associating the long and short sounds with common spellings for the five major vowels while decoding words both in isolation and connected text. They can also read common high frequency words by sight (e.g., the, of, you, are).

While the 1997 California English language arts standards and CCSS are very similar, the CCSS set an expectation that students will read texts, at the emergent-reader level, with purpose and understanding as they begin to develop fluency.

## Writing

The connections between reading and writing are important in reinforcing essential skills. Kindergarten students learn to recognize, identify, comprehend, and write letters, words, and sentences. As students study the sound structure of language and learn how to read and write phonetically spelled words, they begin to use that knowledge to document their ideas in words. Kindergarteners write using real letters to spell out words phonetically. The 1997 California English language arts standards call for students to write about experiences, stories, people, objects, and events. The CCSS introduce kindergarten students to opinion pieces and informative/explanatory texts, in addition to narratives. Students use a combination of drawing, dictating, and writing in their writing activities. They compose opinion pieces that state an opinion about a topic or a book. They compose informative/explanatory texts that supply information about a topic. In their narrative writing, students narrate a single event or several events, relate the events in the order in which they occurred, and provide a reaction to the events. The CCSS also call for students to respond to questions and suggestions from peers and adults to strengthen their writing and to gather information from provided resources to answer a question. Students work collaboratively with digital tools to produce and publish writing and in shared research and writing projects. Participation in these writing activities reinforces students' use of language conventions, new vocabulary, and reading analysis skills.

**The CCSS introduce kindergarten students to opinion pieces and informative/explanatory texts, in addition to narratives.**

## Speaking and Listening

Kindergarten instruction focuses on the development of receptive and expressive language. Both the 1997 California English language arts standards and the CCSS address basic oral communication skills. Kindergarten students learn about sentence structure and use that knowledge to produce their own clear, coherent sentences in order to share information and ideas. They speak audibly as they describe people, places, things, and events. They understand and can follow one- and two-step oral directions. The 1997 California English language arts standards also call for students to recite short poems, rhymes, and songs.

In contrast, the CCSS focus on collaborative conversations with multiple exchanges between students and peers and students and adults. The CCSS also emphasize the skills of asking and answering questions to confirm understanding of key details and for clarification. Students participate in collaborative conversations with peers and adults in which they follow rules for discussion, such as listening to others and taking turns speaking. Conversations are centered on kindergarten texts and topics, which provide opportunities for students to practice newly learned vocabulary, especially content-specific vocabulary. Students learn to ask and answer questions to seek help, get information, or clarify something they do not understand. Students also learn to use drawings or other visual displays to provide additional detail for their descriptions of people, places, things, and events.



## Language

Knowledge of written and oral language conventions is essential for effective communication in both writing and speaking. In kindergarten, students begin to learn and use English conventions in their writing activities, when speaking, and when asking and answering questions about the stories and informational texts they read or hear. Both the CCSS and the 1997 California English language arts standards call for students to recognize and use complete, coherent sentences when speaking and to spell independently using their phonetic ability and growing knowledge of the sounds of the alphabet and letter names. But the CCSS set additional expectations for learning the conventions of English. Students learn to use common, frequently occurring nouns and verbs and to form regular plural nouns by adding /s/ or /es/ to the end of words. They use frequently occurring prepositions (e.g., *to, from, in, out*). Kindergarten students participate in shared language activities in which they produce and then expand complete sentences. They learn to write sentences that begin with a capital letter and end with the correct punctuation. They capitalize the pronoun *I* in their writing. Learning and practicing English language conventions help kindergarten students prepare for writing independently in later grades.

In the 1997 California English language arts standards, vocabulary development standards are found in the reading strand. Students in kindergarten are expected to identify and sort common words into basic categories (e.g., colors, shapes, foods). Students also use both general and specific language to describe events and common objects, which they do in both speaking and writing.

In the CCSS, standards for vocabulary acquisition and use are found in the language strand. The CCSS emphasize multiple-meaning words, word relationships, and nuances in word meanings. With guidance and support from adults, students acquire new words and phrases through conversations about grade-level topics, reading and being read to, and responding to text. Students learn strategies to determine the meaning of unknown words. For example, students learn to use frequently occurring inflections and affixes as clues to the meaning of unknown words. They identify new meanings for familiar words, demonstrate understanding of common verbs and adjectives by relating them to their opposites, and sort common objects into categories to gain a sense of the concepts the categories represent. Students also explore the richness of language, distinguishing—and acting out—shades of meaning among verbs that describe the same general action (e.g., *walk, march, strut, prance*), and recognizing the real-life connections between words and their use. Teachers should provide students with many opportunities to use their newly learned vocabulary in conversations about kindergarten texts and topics and in their writing activities in all kindergarten subjects, not just English language arts and ELD instruction.

**Students acquire new words and phrases through conversations about grade-level topics, reading and being read to, and responding to text.**

## **Extra Support for Struggling Readers**

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Reading is the key for success in all content areas. Kindergarten students who do not achieve success in phonological awareness, phonics, and word recognition skills can experience academic difficulties. Early screening can identify specific areas of instructional need that can be addressed in a timely manner. To be successful, struggling readers (any student experiencing difficulty learning to read which may include students who use non-standard English, English learners, and students with disabilities) need additional support to participate in daily lessons with their peers. Student support should:

- Include the use of assessment data for planning differentiated instruction.



- Use flexible grouping for differentiated instruction using instructional resources specially designed for universal access.
- Include brief instructional sessions (significant gains in phonemic awareness are often made in 15–20 minutes of daily instruction over a period of 9–12 weeks).
- Include pre-teaching phonemic awareness skills and ample practice in listening, identifying, and producing the targeted sounds.
- Provide instruction progressing from the easier phonemic awareness activities to the more difficult—from rhyming and sound matching to blending, segmenting, and manipulating sounds.
- Offer systematic, explicit phonics instruction targeting mastery of letter-sound correspondences.
- Provide additional opportunities in developing oral vocabulary, including academic language.
- Include diagnostic assessment and ongoing progress monitoring.
- Provide opportunities to build background knowledge.
- Reinforce and extend the regular classroom program.

## **Support for English Learners**

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Instructional programs for English learners should be planned according to students’ assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English. Students begin language arts instruction in English with literacy instruction augmented by concurrent formal linguistic instruction in English (ELD).

Student support and suggested procedures to follow should:

**Instructional programs for English learners should be planned according to students’ assessed level of literacy (reading and writing) in both English and their primary language and according to their proficiency (listening, speaking, reading, and writing) in English.**

- Ensure that students have had sufficient opportunities through prior activities in phonemic awareness to hear, distinguish, and produce sounds being introduced. Phonological differences between English and the students’ primary language should be identified, and students should be provided additional exposure to and practice with the difficult sounds.
- Provide students with additional systematic guidance and practice if they are unable to match all consonant and short-vowel sounds to appropriate letters.
- Include additional brief practice sessions for English learners who have difficulty in learning letter-sound correspondences. Students should benefit from additional review and practice of particularly difficult letter sounds.
- Ensure that students have had previous instruction or experiences (or both) with the words included in the instruction and that they understand their meaning.

- Encourage English learners to take home age-appropriate materials (e.g., flash cards, decodable text, handouts) related to the teaching objective.

Specially designed academic instruction in English (SDAIE) strategies can provide valuable instructional strategies to meet the needs of English learners. For additional resources to support the teaching of English learners, please visit the CDE Specialized Programs Web page <http://www.cde.ca.gov/sp/el/>. The CDE recently published an excellent resource, *Improving Education for English Learners: Research-Based Approaches*, that provides the most comprehensive, up-to-date strategies to serve English learners. Guidelines for teaching ELD and SDAIE strategies are provided, as well as recommended instructional practices. The publication is available at the CDE Press Web page at <http://www.cde.ca.gov/re/pn/rc/>.

English learners need additional time for appropriate instructional support. The CCSS set rigorous expectations for student learning, and ELD instruction must accommodate these enhanced expectations. The following chart illustrates the enhancements in the CCSS in English language arts that may affect ELD instruction. This chart provides teachers with initial guidance in planning effective ELD instruction.

<b>Transition to Common Core State Standards with California Additions Planning ELD Instruction</b>	
<b>Reading Standards for Literature</b>	<p>4. Ask and answer questions about unknown words in a text. <b>(See grade K Language standards 4–6 for additional expectations.)</b></p> <p>5. Recognize common types of texts (e.g., storybooks, poems, <b>fantasy, realistic text</b>).</p> <p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</p>
<b>Reading Standards for Informational Text</b>	<p>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</p> <p>4. With prompting and support, ask and answer questions about unknown words in a text. <b>(See grade K Language standards 4–6 for additional expectations.)</b></p> <p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p> <p>8. With prompting and support, identify the reasons an author gives to support points in a text.</p> <p>9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or</p>

	procedures).
<b>Reading Standards: Foundational Skills</b>	4. Read emergent-reader texts with purpose and understanding.
<b>Writing Standards</b>	<p>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 . . .).</p> <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
<b>Language Standards</b>	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p> <p>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</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>5. With guidance and support from adults, explore word relationships and</p>

	<p>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>c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).</p>
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## The Standards

The CCSS with California additions that follow are the pre-publication version of the standards prepared by the Sacramento County Office of Education (SCOE), updated on October 21, 2010. Content that is unique to the CCSS and was added by California to the multi-state common core standards is in boldface type. The SCOE document is available online at [http://www.scoe.net/castandards/agenda/2010/ela\\_ccs\\_recommendations.pdf](http://www.scoe.net/castandards/agenda/2010/ela_ccs_recommendations.pdf). These kindergarten CCSS for English language arts were adopted by the California State Board of Education on August 2, 2010.

A complete listing of the 1997 California English language arts content standards is located on the CDE Content Standards Web page at <http://www.cde.ca.gov/be/st/ss/documents/elacontentstnds.pdf>.

<b>Common Core State Standards with California Additions English Language Arts – Kindergarten</b>	
<b>Reading Standards for Literature</b>	
<b>Key Ideas and Details</b>	
1.	With prompting and support, ask and answer questions about key details in a text.
2.	With prompting and support, retell familiar stories, including key details.
3.	With prompting and support, identify characters, settings, and major events in a story.
<b>Craft and Structure</b>	
4.	Ask and answer questions about unknown words in a text. <b>(See grade K Language standards 4–6 for additional expectations.)</b>
5.	Recognize common types of texts (e.g., storybooks, poems, <b>fantasy, realistic text</b> ).
6.	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
<b>Integration of Knowledge and Ideas</b>	
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).
8.	(Not applicable to literature)
9.	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
<b>Range of Reading and Level of Text Complexity</b>	
10.	Actively engage in group reading activities with purpose and understanding.  <b>a. Activate prior knowledge related to the information and events in texts.</b> <b>b. Use illustrations and context to make predictions about text.</b>
<b>Reading Standards for Informational Text</b>	
<b>Key Ideas and Details</b>	
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.
<b>Craft and Structure</b>	
4.	With prompting and support, ask and answer questions about unknown words in a text. <b>(See grade K Language standards 4–6 for additional expectations.)</b>
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.
<b>Integration of Knowledge and Ideas</b>	
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).
<b>Range of Reading and Level of Text Complexity</b>	
10.	Actively engage in group reading activities with purpose and understanding.  <b>a. Activate prior knowledge related to the information and events in texts.</b>

**b. Use illustrations and context to make predictions about text.**

### Reading Standards: Foundational Skills

#### 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.

#### 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 (consonant-vowel-consonant, 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.

#### 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.

\* Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

	<p>b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.**</p> <p>c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>
<b>Fluency</b>	
4.	Read emergent-reader texts with purpose and understanding.
<b>Writing Standards</b>	
<b>Text Types and Purposes</b>	
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.
<b>Production and Distribution of Writing</b>	
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.
<b>Research to Build and Present Knowledge</b>	
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.

\*\* Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.

9.	(Begins in grade 4)
<b>Range of Writing</b>	
10.	(Begins in grade 2)
<b>Speaking and Listening Standards</b>	
<b>Comprehension and Collaboration</b>	
1.	<p>Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <p>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</p> <p>b. Continue a conversation through multiple exchanges.</p>
2.	<p>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.</p> <p><b>a. Understand and follow one- and two-step oral directions.</b></p>
3.	<p>Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<b>Presentation of Knowledge and Ideas</b>	
4.	<p>Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p>
5.	<p>Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>
6.	<p>Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<b>Language Standards</b>	
<b>Conventions of Standard English</b>	
1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>a. Print many upper- and lowercase letters.</p> <p>b. Use frequently occurring nouns and verbs.</p> <p>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</p>



	<p>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</p> <p>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</p> <p>f. Produce and expand complete sentences in shared language activities.</p>
2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>a. Capitalize the first word in a sentence and the pronoun I.</p> <p>b. Recognize and name end punctuation.</p> <p>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p> <p>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>
<b>Knowledge of Language</b>	
3.	(Begins in grade 2)
<b>Vocabulary Acquisition and Use</b>	
4.	<p>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 <i>to 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>
5.	<p>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 <i>colorful</i>).</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>
6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.