

ENGLISH-LANGUAGE ARTS STANDARDS KINDERGARTEN

Student Performance Expectation: All students who have completed one year of Kindergarten English- Language Arts shall be expected to:

DOMAIN 1 READING

STRAND 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

Substrand – Concepts About Print **STANDARDS**

- 1.1 Identify the front cover, back cover, and title page of a book.
- 1.2 Follow words from left to right with one-to-one correspondence and from top to bottom of the printed page.
- 1.3 Understand that printed materials provide information.
- 1.4 Recognize that sentences in print are made up of separate words.
- 1.5 Distinguish letters from words.
- 1.6 Recognize and name all uppercase and lower case letters of the alphabet.

Substrand – Phonemic Awareness **STANDARDS**

- 1.7 Track (move sequentially from sound to sound) and orally represent the number, sameness/difference, and order of two and three isolated phonemes (e.g. f/, s/, th/, j/, d/).
- 1.8 Track (move sequentially from sound to sound) and orally represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., bowel-consonant, consonant-vowel, or consonant-vowel-consonant).
- 1.9 Blend bowel-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 on-syllable words and separate into beginning or ending sounds.
- 1.12 Track auditorily (listen for & reproduce) each word in a sentence and each syllable in a word.
- 1.13 Count the number of sounds in syllables and syllables in words.

Substrand – Decoding and Word Recognition **STANDARDS**

- 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).

Substrand – Vocabulary and Concept Development **STANDARDS**

- 1.7 Identify and sort common words in basic categories (e.g., colors, shapes, foods).

1.8 Describe common objects and events in both general and specific language.

STRAND 2.0 Reading Comprehension

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). The selection in *Recommended Readings in Literature, Kindergarten Through Grade Eight* (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.

Substrand – Structural Features of Informational Materials

STANDARD

2.1 Locate the title, title page, table of contents, name of author, and name of illustrator.

Substrand – Comprehension and Analysis of Grade-Level-Appropriate Text

STANDARDS

2.2 Use pictures and context to make prediction 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 question about essential elements of a text.

STRAND 3.0 Literary Response and Analysis

Students listen and respond to stories based on well-known characters, themes, plots, and settings, the selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.

Substrand – Narrative Analysis of Grade-Level-Appropriate Text

STANDARDS

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.

DOMAIN 2 WRITING

STRAND 1.0 Writing Strategies

Students write words and brief sentences that are legible.

Substrand – Organization and Focus

STANDARDS

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).

1.3 Write by moving from left to right and from top to bottom.

Substrand – Penmanship

STANDARD

1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.

DOMAIN 3 WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS

STRAND 1.0 Written and Oral English Language Conventions

Students write and speak with a command of Standard English conventions.

Substrand – Sentence structure

STANDARD

1.1 Recognize and use complete, structured, coherent sentences when speaking.

Substrand – Spelling

STANDARD

1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.

DOMAIN 4 LISTENING AND SPEAKING

STRAND 1.0 Listening and Speaking Strategies

Students listen and respond to oral communications. They speak in clear and coherent sentences.

Substrand – Comprehension

STANDARDS

1.1 Understand and follow one and two-step oral directions.

1.2 Share information and ideas, speaking audibly in complete, coherent sentences.

STRAND 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver brief recitation and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Domain 1.0.

Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking students:

STANDARDS

2.1 Describe people, places, things (e.g., size, color, and shape), locations, and actions.

2.2 Recite short poems, rhymes, and songs.

2.3 Relate an experience or creative story in a logical sequence.