

Overview of the Content Standards for Kindergarten through Grade Three

Adapted from the 1999 California Reading/Language Arts Curriculum Framework

The period spanning **kindergarten through grade three** is the most critical for instruction in the language arts. During that time students acquire the foundational skills needed for later academic, social, and economic success.

By the end of the third grade, students should be able to:

- 1: read complex word forms accurately and fluently in connected text and decode multisyllabic words independently.
- 2: read grade level narrative and expository text and recall sequence main ideas, and supporting details.
- 3: write compositions that describe familiar events and experiences and construct
- 4: complete, correct sentences to communicate their ideas.
- 5: respond to questions and make well-organized oral presentations centered on major points of information.

Proficiency is achieved gradually by systematically addressing the critical building blocks in each grade. Some of the building blocks (e.g., vocabulary development, analysis of narrative text) cut across kindergarten through grade three, and others (phonemic awareness, concepts about print) are mastered in specific grades.

KINDERGARTEN

Standards and Benchmark Proficiencies

READING – (R)

Standard I Word Analysis, Fluency, and Systematic Vocabulary

Development

- Concepts About Print
- Phonemic Awareness
- Decoding and Word Recognition
- Vocabulary and Concept Development

Standard II Reading Comprehension

- Structural Features of Informational Materials
- Comprehension and Analysis of Grade-Level-Appropriate Text

Standard III Literary Response and Analysis

- Narrative Analysis of Grade-Level-Appropriate Text

WRITING – (W)

Standard I Writing Strategies

- Organization and Focus
- Penmanship

WRITTEN AND ORAL LANGUAGE CONVENTIONS – (WOL)

Standard I Written and Oral Language Conventions

- Sentence Structure
- Spelling

LISTENING AND SPEAKING – (LS)

Standard I Listening and Speaking Strategies

- Comprehension

Standard II Speaking Applications–Genres and Their Characteristics

- Speaking Applications

KINDERGARTEN - READING

(R)Standard I							
<i>Word Analysis, Fluency, and Systematic Vocabulary Development</i>							
Students know about letters, words, and sounds. They apply this knowledge to read simple sentences							
Legend							
Q/T = Quarter or Trimester Ong. =Ongoing Int =Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number							
Benchmarks							
<i>Concepts about Print</i>	Timeline	Int.	Assessment				
GrK.R.I.1 Identify the front cover, back cover, and title page of a book.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.R.I.2 Follow words from left to right and from top to bottom on the printed page.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.R.I.3 Understand that printed materials provide information.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.R.I.4 Recognize that sentences in print are made up of separate words.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.R.I.5 Distinguish letters from words.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.R.I.6 Recognize and name all uppercase and lowercase letters of the alphabet.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

KINDERGARTEN - READING

(R)Standard I (continued)							
<i>Word Analysis, Fluency, and Systematic Vocabulary Development</i>							
Legend							
Q/T= Quarter or Trimester							
Ong.=Ongoing							
Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other							
Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more							
Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number							
Benchmarks							
<i>Phonemic Awareness</i>							
GrK.R.I.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/).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.R.I.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).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.R.I.9 Blend vowel-consonant sounds orally to make words or syllables.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.R.I.10 Identify and produce rhyming words in response to an oral prompt.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.R.I.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.R.I.12 Track auditorily each word in a sentence and each syllable in a word.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.R.I.13 Count the number of sounds in syllables and syllables in words.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

KINDERGARTEN - READING

(R)Standard I (continued)							
<i>Word Analysis, Fluency, and Systematic Vocabulary Development</i>							
Legend							
Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number							
Benchmarks							
<i>Decoding and Word Recognition</i>	Timeline		Int.	Assessment			
GrK.R.I.14 Match all consonant and short-vowel sounds to appropriate letters.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.R.I.15 Read simple one-syllable and high-frequency words (i.e., sight words).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.R.I.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Vocabulary and Concept Development</i>	Timeline		Int.	Assessment			
GrK.R.I.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.R.I.18 Describe common objects and events in both general.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

KINDERGARTEN - READING

(R)Standard II										
<i>Reading Comprehension</i>										
<p>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 information received to prior knowledge.) The quality and complexity of the materials to be read by students are illustrated in the <i>California Reading List</i>.</p>										
Legend										
<p>Q/T= Quarter or Trimester Ong.=Ongoing Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number</p>										
Benchmarks										
<i>Structural Features of Informational Materials</i>				Timeline		Int.		Assessment		
GrK.R.II.1 Locate the title, table of contents, name of author, and name of illustrator.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>				Timeline		Int.		Assessment		
GrK.R.II.2 Use pictures and context to make predictions about story content.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
GrK.R.II.3 Connect to life experiences the information and events in texts.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
GrK.R.II.4 Retell familiar stories.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3
GrK.R.II.5 Ask and answer questions about essential elements.				Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
				Q/T2	Ong.	SS	1	1	1	1
				Q/T3	Ong.	M/S	2	2	2	2
				Q4	Ong.	O	3	3	3	3

KINDERGARTEN - READING

(R)Standard III <i>Literary Response And Analysis</i>							
Students listen and respond to stories based on well-known characters, themes, plots, and settings. The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> illustrate the quality and complexity of the materials to be read by students.							
Legend							
Q/T = Quarter or Trimester Ong. =Ongoing Int =Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number							
Benchmarks							
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>	Timeline		Int.	Assessment			
GrK.R.III.1 Distinguish fantasy from realistic text.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
GrK.R.III.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs and labels).	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
GrK.R.III.3 Identify characters, settings, and important events.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3

KINDERGARTEN - WRITING

(W)Standard I							
<i>Writing Strategies</i>							
Students write words and brief sentences that are legible.							
Legend							
Q/T = Quarter or Trimester Ong. =Ongoing Int =Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number							
Benchmarks							
<i>Organization and Focus</i>	Timeline		Int.	Assessment			
GrK.W.I.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
GrK.W.I.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
GrK.W.I.3 Write by moving from left to right and from top to bottom.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3
<i>Organization and Focus</i>	Timeline		Int.	Assessment			
GrK.W.I.4 Write upper and lower-case letters independently, attending to form and spatial alignment.	Q/T1 Q/T2 Q/T3 Q4	Ong. Ong. Ong. Ong.	REL SS M/S O	Q/T1 1 2 3	Q/T2 1 2 3	Q/T3 1 2 3	Q4 1 2 3

KINDERGARTEN WRITTEN AND ORAL LANGUAGE CONVENTIONS

(WOL) Standard I							
<i>Written and Oral English Language Conventions</i>							
Students write and speak with a command of standard English conventions							
Legend							
Q/T = Quarter or Trimester Ong. =Ongoing Int =Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number							
Benchmarks							
<i>Sentence Structure</i>	Timeline		Int.	Assessment			
GrK.WOL.I.1 Recognize and use complete, coherent sentences when speaking.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
<i>Spelling</i>	Timeline		Int.	Assessment			
GrK.WOL.I.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

KINDERGARTEN LISTENING AND SPEAKING

(LS) - STANDARD I *Listening and Speaking Strategies*

The standards for written and oral English language conventions have been placed between those for writing and for listening and speaking because these conventions are essential to both sets of skills.

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

Legend

Q/T= Quarter or Trimester

Ong.=Ongoing

Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Comprehension</i>	Timeline	Int.	Assessment				
GrK.LS.I.1 Understand and follow one- and two-step oral directions.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.LS.I.2 Share information and ideas, speaking audibly in complete, coherent sentences.	T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3

KINDERGARTEN LISTENING AND SPEAKING

(LS) - STANDARD II

Speaking Applications (Genres and Their Characteristics)

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

Legend

Q/T= Quarter or Trimester

Ong.=Ongoing

Int=Integration with other subjects - REL=Religion SS=Social Studies M/S=Math or Science O=Other

Assessment: 1= 20% or fewer students mastered the benchmark 2=about 50% 3=80% or more

Benchmark Numeration: Grade – Standard Title – Standard number – Benchmark number

Benchmarks							
<i>Comprehension</i>	Timeline		Int.	Assessment			
GrK.LS.II.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.	Q/T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.LS.II.2 Recite short poems, rhymes, and songs.	T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3
GrK.LS.II.3 Relate an experience or creative story in a logical sequence.	T1	Ong.	REL	Q/T1	Q/T2	Q/T3	Q4
	Q/T2	Ong.	SS	1	1	1	1
	Q/T3	Ong.	M/S	2	2	2	2
	Q4	Ong.	O	3	3	3	3