

English-Language Arts Content Standards

Kindergarten	Grade One	Grade Two
<p>Reading</p> <p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</p> <p>Concepts About Print 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 in print are made up of separate words. 1.5 Distinguish letters from words. 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.</p> <p>Phonemic Awareness 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.</p> <p>Decoding and Word Recognition 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).</p> <p>Vocabulary and Concept Development 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). 1.18 Describe common objects and events in both general and specific language.</p> <p>2.0 Reading Comprehension</p>	<p>Reading</p> <p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p> <p>Concepts About Print 1.1 Match oral words to printed words. 1.2 Identify the title and author of a reading selection. 1.3 Identify letters, words, and sentences.</p> <p>Phonemic Awareness 1.4 Distinguish initial, medial, and final sounds in single-syllable words. 1.5 Distinguish long-and short-vowel sounds in orally stated single-syllable words (e.g., bit/bite). 1.6 Create and state a series of rhyming words, including consonant blends. 1.7 Add, delete, or change target sounds to change words (e.g., change cow to how; pan to an). 1.8 Blend two to four phonemes into recognizable words (e.g., /c/ a/ t/ = cat; /f/ l/ a/ t/ = flat). 1.9 Segment single syllable words into their components (e.g., /c/ a/ t/ = cat; /s/ p/ l/ a/ t/ = splat; /r/ i/ ch/ = rich).</p> <p>Decoding and Word Recognition 1.10 Generate the sounds from all the letters and letter patterns, including consonant blends and long-and short-vowel patterns (i.e., phonograms), and blend those sounds into recognizable words. 1.11 Read common, irregular sight words (e.g., <i>the, have, said, come, give, of</i>). 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words. 1.13 Read compound words and contractions. 1.14 Read inflectional forms (e.g., <i>-s, -ed, -ing</i>) and root words (e.g., look, looked, looking). 1.15 Read common word families (e.g., <i>-ite, -ate</i>). 1.16 Read aloud with fluency in a manner that sounds like natural speech.</p> <p>Vocabulary and Concept Development 1.17 Classify grade-appropriate categories of words (e.g., concrete collections of animals, foods, toys).</p> <p>2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making</p>	<p>Reading</p> <p>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.</p> <p>Decoding and Word Recognition 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = su/ per; vowel-consonant/ consonant-vowel = sup/ per). 1.3 Decode two-syllable nonsense words and regular multisyllable words. 1.4 Recognize common abbreviations (e.g., Jan., Sun., Mr., St.). 1.5 Identify and correctly use regular plurals (e.g., <i>-s, -es, -ies</i>) and irregular plurals (e.g., fly/ flies, wife/wives). 1.6 Read aloud fluently and accurately and with appropriate intonation and expression.</p> <p>Vocabulary and Concept Development 1.7 Understand and explain common antonyms and synonyms. 1.8 Use knowledge of individual words in unknown compound words to predict their meaning. 1.9 Know the meaning of simple prefixes and suffixes (e.g., <i>over-, un-, -ing, -ly</i>). 1.10 Identify simple multiple-meaning words.</p> <p>2.0 Reading Comprehension Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources). 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. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information). In grade two, students continue to make progress toward this goal.</p> <p>Structural Features of Informational Materials 2.1 Use titles, tables of contents, and chapter headings to locate information in expository text.</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text 2.2 State the purpose in reading (i.e., tell what information is sought).</p>

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<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 new information to what is already known). The selections in <i>Recommended Readings in Literature, Kindergarten Through Grade Eight</i> (California Department of Education, 1996) illustrate the quality and complexity of the materials to be read by students.</p> <p>Kindergarten</p> <p>Structural Features of Informational Materials</p> <p>2.1 Locate the title, table of contents, name of author, and name of illustrator.</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>2.2 Use pictures and context to make predictions about story content.</p> <p>2.3 Connect to life experiences the information and events in texts.</p> <p>2.4 Retell familiar stories.</p> <p>2.5 Ask and answer questions about essential elements of a text.</p> <p>3.0 Literary Response and Analysis</p> <p>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.</p> <p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.1 Distinguish fantasy from realistic text.</p> <p>3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).</p> <p>3.3 Identify characters, settings, and important events.</p> <p>Writing</p> <p>1.0 Writing Strategies</p> <p>Students write words and brief sentences that are legible.</p> <p>Organization and Focus</p> <p>1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.</p> <p>1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).</p> <p>1.3 Write by moving from left to right and from top to bottom.</p> <p>Penmanship</p> <p>1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.</p> <p>Written and Oral English Language Conventions</p>	<p>predictions, comparing information from several sources). 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. In addition to their regular school reading, by grade four, students read one-half million words annually, including a good representation of grade-level-appropriate narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online</p> <p>Grade One</p> <p>information). In grade one, students begin to make progress toward this goal.</p> <p>Structural Features of Informational Materials</p> <p>2.1 Identify text that uses sequence or other logical order.</p> <p>Comprehension and Analysis of Grade-Level-Appropriate Text</p> <p>2.2 Respond to who, what, when, where, and how questions.</p> <p>2.3 Follow one-step written instructions.</p> <p>2.4 Use context to resolve ambiguities about word and sentence meanings.</p> <p>2.5 Confirm predictions about what will happen next in a text by identifying key words (i.e., signpost words).</p> <p>2.6 Relate prior knowledge to textual information.</p> <p>2.7 Retell the central ideas of simple expository or narrative passages.</p> <p>3.0 Literary Response and Analysis</p> <p>Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). 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.</p> <p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.1 Identify and describe the elements of plot, setting, and character(s) in a story, as well as the story's beginning, middle, and ending.</p> <p>3.2 Describe the roles of authors and illustrators and their contributions to print materials.</p> <p>3.3 Recollect, talk, and write about books read during the school year.</p> <p>Writing</p> <p>1.0 Writing Strategies</p> <p>Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</p>	<p>2.3 Use knowledge of the author's purpose(s) to comprehend informational text.</p> <p>2.4 Ask clarifying questions about essential textual elements of exposition (e.g., why, what if, how).</p> <p>2.5 Restate facts and details in the text to clarify and organize ideas.</p> <p>2.6 Recognize cause-and-effect relationships in a text.</p> <p>2.7 Interpret information from diagrams, charts, and graphs.</p> <p>2.8 Follow two-step written instructions.</p> <p>Grade Two</p> <p>3.0. Literary Response and Analysis</p> <p>Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and the literary terms or elements (e.g., theme, plot, setting, characters). 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.</p> <p>Narrative Analysis of Grade-Level-Appropriate Text</p> <p>3.1 Compare and contrast plots, settings, and characters presented by different authors.</p> <p>3.2 Generate alternative endings to plots and identify the reason or reasons for, and the impact of, the alternatives.</p> <p>3.3 Compare and contrast different versions of the same stories that reflect different cultures.</p> <p>3.4 Identify the use of rhythm, rhyme, and alliteration in poetry.</p> <p>Writing</p> <p>1.0 Writing Strategies</p> <p>Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).</p> <p>Organization and Focus</p> <p>1.1 Group related ideas and maintain a consistent focus.</p> <p>Penmanship</p> <p>1.2 Create readable documents with legible handwriting.</p> <p>Research</p> <p>1.3 Understand the purposes of various reference materials (e.g., dictionary, thesaurus, atlas).</p> <p>Evaluation and Revision</p> <p>1.4 Revise original drafts to improve sequence and provide more descriptive detail.</p> <p>2.0 Writing Applications (Genres and Their Characteristics)</p> <p>Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research,</p>
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<p>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.</p> <p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions.</p> <p>Sentence Structure 1.1 Recognize and use complete, coherent sentences when speaking.</p> <p>Spelling 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.</p> <p>Kindergarten</p> <p>Listening and Speaking</p> <p>1.0. Listening and Speaking Strategies Students listen and respond to oral communication. They speak in clear and coherent sentences.</p> <p>Comprehension 1.1 Understand and follow one-and two-step oral directions. 1.2 Share information and ideas, speaking audibly in complete, coherent sentences.</p> <p>2.0. 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 1.0.</p> <p>Using the listening and speaking strategies of kindergarten outlined in Listening and Speaking Standard 1.0, students: 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.</p>	<p>Organization and Focus 1.1 Select a focus when writing. 1.2 Use descriptive words when writing.</p> <p>Penmanship 1.3 Print legibly and space letters, words, and sentences appropriately.</p> <p>2.0 Writing Applications (Genres and Their Characteristics) Students write compositions that describe and explain familiar objects, events, and experiences. Student writing demonstrates a command of standard American English and the drafting, research, and organizational strategies outlined in Writing Standard 1.0.</p> <p>Using the writing strategies of grade one outlined in Writing Standard 1.0, students:</p> <p>Grade One</p> <p>2.1 Write brief narratives (e.g., fictional, autobiographical) describing an experience. 2.2 Write brief expository descriptions of a real object, person, place, or event, using sensory details.</p> <p>Written and Oral English Language Conventions 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.</p> <p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p>Sentence Structure 1.1 Write and speak in complete, coherent sentences.</p> <p>Grammar 1.2 Identify and correctly use singular and plural nouns. 1.3 Identify and correctly use contractions (e.g., <i>isn't, aren't, can't, won't</i>) and singular possessive pronouns (e.g., <i>my/ mine, his/ her, hers, your/s</i>) in writing and speaking.</p> <p>Punctuation 1.4 Distinguish between declarative, exclamatory, and interrogative sentences. 1.5 Use a period, exclamation point, or question mark at the end of sentences. 1.6 Use knowledge of the basic rules of punctuation and capitalization when writing.</p> <p>Capitalization 1.7 Capitalize the first word of a sentence, names of people, and the</p>	<p>and organizational strategies outlined in Writing Standard 1.0.</p> <p>Using the writing strategies of grade two outlined in Writing Standard 1.0, students:</p> <p>2.1 Write brief narratives based on their experiences: a. Move through a logical sequence of events. b. Describe the setting, characters, objects, and events in detail. 2.2 Write a friendly letter complete with the date, salutation, body, closing, and signature.</p> <p>Written and Oral English Language Conventions 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.</p> <p>Grade Two</p> <p>1.0 Written and Oral English Language Conventions Students write and speak with a command of standard English conventions appropriate to this grade level.</p> <p>Sentence Structure 1.1 Distinguish between complete and incomplete sentences. 1.2 Recognize and use the correct word order in written sentences.</p> <p>Grammar 1.3 Identify and correctly use various parts of speech, including nouns and verbs, in writing and speaking.</p> <p>Punctuation 1.4 Use commas in the greeting and closure of a letter and with dates and items in a series. 1.5 Use quotation marks correctly.</p> <p>Capitalization 1.6 Capitalize all proper nouns, words at the beginning of sentences and greetings, months and days of the week, and titles and initials of people.</p> <p>Spelling 1.7 Spell frequently used, irregular words correctly (e.g., <i>was, were, says, said, who, what, why</i>). 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly.</p> <p>Listening and Speaking</p> <p>1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</p>
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	<p>pronoun I.</p> <p>Spelling 1.8 Spell three-and four-letter short-vowel words and grade-level-appropriate sight words correctly.</p> <p>Listening and Speaking</p> <p>1.0 Listening and Speaking Strategies Students listen critically and respond appropriately to oral communication. They speak in a manner that guides the listener to understand important ideas by using proper phrasing, pitch, and modulation.</p> <p>Comprehension 1.1 Listen attentively. 1.2 Ask questions for clarification and understanding. 1.3 Give, restate, and follow simple two-step directions.</p> <p>Organization and Delivery of Oral Communication 1.4 Stay on the topic when speaking. 1.5 Use descriptive words when speaking about people, places, things, and events.</p> <p>2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a</p> <p>Grade One</p> <p>command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.</p> <p>Using the speaking strategies of grade one outlined in Listening and Speaking Standard 1.0, students: 2.1 Recite poems, rhymes, songs, and stories. 2.2 Retell stories using basic story grammar and relating the sequence of story events by answering <i>who, what, when, where, why,</i> and <i>how</i> questions. 2.3 Relate an important life event or personal experience in a simple sequence. 2.4 Provide descriptions with careful attention to sensory detail.</p>	<p>Comprehension 1.1 Determine the purpose or purposes of listening (e.g., to obtain information, to solve problems, for enjoyment). 1.2 Ask for clarification and explanation of stories and ideas. 1.3 Paraphrase information that has been shared orally by others. 1.4 Give and follow three-and four-step oral directions.</p> <p>Organization and Delivery of Oral Communication 1.5 Organize presentations to maintain a clear focus. 1.6 Speak clearly and at an appropriate pace for the type of communication (e.g., informal discussion, report to class). 1.7 Recount experiences in a logical sequence. 1.8 Retell stories, including characters, setting, and plot. 1.9 Report on a topic with supportive facts and details.</p> <p>2.0 Speaking Applications (Genres and Their Characteristics) Students deliver brief recitations and oral presentations about familiar experiences or interests that are organized around a coherent thesis statement. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0. Using the speaking strategies of grade two outlined in Listening and Speaking Standard 1.0, students:</p> <p>Grade Two</p> <p>2.1 Recount experiences or present stories: a. Move through a logical sequence of events. b. Describe story elements (e.g., characters, plot, setting). 2.2 Report on a topic with facts and details, drawing from several sources of information.</p>
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