

Main Criteria: Classroom Supplement Units Kindergarten

Secondary Criteria: California Content Standards

Subject: Language Arts

Grade: K

Classroom Supplement Units Kindergarten

Pre-writing

California Content Standards

Language Arts

Grade K - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.K.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
EXPECTATION / SUBSTRAND	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.K.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.K.4.	Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
EXPECTATION / SUBSTRAND	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.K.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).
EXPECTATION / SUBSTRAND	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD /	CA.CC.R F.K.	Reading Standards: Foundational Skills

DOMAIN / PART		
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.c.	Understand that words are separated by spaces in print.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.a.	Recognize and produce rhyming words.
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.d.	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/.)
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (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.) CA
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.K.4.	Read emergent-reader texts with purpose and understanding.

CONTENT STANDARD / DOMAIN / PART	CA.CC.W.K.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.K.7.	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
FOUNDATION / PROFICIENCY LEVEL	SL.K.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
EXPECTATION / SUBSTRAND	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
EXPECTATION / SUBSTRAND	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.a.	Print many upper- and lowercase letters.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.b.	Use frequently occurring nouns and verbs.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
FOUNDATION / PROFICIENCY LEVEL	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
FOUNDATION / PROFICIENCY LEVEL	L.K.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT	CA.CC.L.	Language Standards

STANDARD / DOMAIN / PART	K.	
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
FOUNDATION / PROFICIENCY LEVEL	L.K.2.b.	Recognize and name end punctuation.
FOUNDATION / PROFICIENCY LEVEL	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
FOUNDATION / PROFICIENCY LEVEL	L.K.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
FOUNDATION / PROFICIENCY LEVEL	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
FOUNDATION / PROFICIENCY LEVEL	L.K.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 1

California Content Standards

Language Arts

Grade K - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.K.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.

CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.K.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.K.4.	Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
EXPECTATION / SUBSTRAND	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
EXPECTATION / SUBSTRAND	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.K.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).
EXPECTATION / SUBSTRAND	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.c.	Understand that words are separated by spaces in print.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

SUBSTRAND		
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.a.	Recognize and produce rhyming words.
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.d.	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/.)
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (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.) CA
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W K.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
FOUNDATION / PROFICIENCY LEVEL	SL.K.1.b.	Continue a conversation through multiple exchanges.

CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
EXPECTATION / SUBSTRAND	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
EXPECTATION / SUBSTRAND	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.a.	Print many upper- and lowercase letters.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.b.	Use frequently occurring nouns and verbs.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
FOUNDATION / PROFICIENCY LEVEL	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
FOUNDATION / PROFICIENCY LEVEL	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
FOUNDATION / PROFICIENCY LEVEL	L.K.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
FOUNDATION / PROFICIENCY LEVEL	L.K.2.b.	Recognize and name end punctuation.
FOUNDATION / PROFICIENCY LEVEL	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
FOUNDATION / PROFICIENCY LEVEL	L.K.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
FOUNDATION / PROFICIENCY LEVEL	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
FOUNDATION / PROFICIENCY LEVEL	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
FOUNDATION / PROFICIENCY LEVEL	L.K.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 2

California Content Standards

Language Arts

Grade K - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.K.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
EXPECTATION / SUBSTRAND	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.K.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.K.4.	Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). CA

CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
EXPECTATION / SUBSTRAND	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
EXPECTATION / SUBSTRAND	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.K.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).
EXPECTATION / SUBSTRAND	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.c.	Understand that words are separated by spaces in print.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.a.	Recognize and produce rhyming words.
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.

LEVEL		
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.d.	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/.)
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (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.) CA
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W K.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.K.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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W K.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W K.	Writing Standards
PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.K.8.	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration

EXPECTATION / SUBSTRAND	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
FOUNDATION / PROFICIENCY LEVEL	SL.K.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
EXPECTATION / SUBSTRAND	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
EXPECTATION / SUBSTRAND	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.a.	Print many upper- and lowercase letters.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.b.	Use frequently occurring nouns and verbs.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
FOUNDATION / PROFICIENCY LEVEL	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
FOUNDATION / PROFICIENCY LEVEL	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
FOUNDATION / PROFICIENCY LEVEL	L.K.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
FOUNDATION /	L.K.2.b.	Recognize and name end punctuation.

PROFICIENCY LEVEL		
FOUNDATION / PROFICIENCY LEVEL	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
FOUNDATION / PROFICIENCY LEVEL	L.K.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
FOUNDATION / PROFICIENCY LEVEL	L.K.4.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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
FOUNDATION / PROFICIENCY LEVEL	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
FOUNDATION / PROFICIENCY LEVEL	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
FOUNDATION / PROFICIENCY LEVEL	L.K.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 3

California Content Standards
Language Arts
Grade K - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.CC.R.L.K.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
EXPECTATION / SUBSTRAND	RL.K.2.	With prompting and support, retell familiar stories, including key details.

EXPECTATION / SUBSTRAND	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.K.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.K.4.	Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R L.K.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.K.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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI .K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.c.	Understand that words are separated by spaces in print.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY	RF.K.2.a.	Recognize and produce rhyming words.

LEVEL		
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.d.	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/.)
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (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.) CA
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W K.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.K.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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
FOUNDATION / PROFICIENCY LEVEL	SL.K.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD /	CA.CC.S L.K.	Speaking and Listening Standards

DOMAIN / PART		
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
EXPECTATION / SUBSTRAND	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
EXPECTATION / SUBSTRAND	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.a.	Print many upper- and lowercase letters.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.b.	Use frequently occurring nouns and verbs.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
FOUNDATION / PROFICIENCY LEVEL	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
FOUNDATION / PROFICIENCY LEVEL	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
FOUNDATION / PROFICIENCY LEVEL	L.K.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.
FOUNDATION / PROFICIENCY LEVEL	L.K.2.b.	Recognize and name end punctuation.
FOUNDATION / PROFICIENCY LEVEL	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
FOUNDATION / PROFICIENCY LEVEL	L.K.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
FOUNDATION / PROFICIENCY LEVEL	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
FOUNDATION / PROFICIENCY LEVEL	L.K.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Unit 5

California Content Standards
Language Arts
Grade K - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART	CA.CC.R.L.K.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RL.K.1.	With prompting and support, ask and answer questions about key details in a text.
EXPECTATION / SUBSTRAND	RL.K.2.	With prompting and support, retell familiar stories, including key details.
EXPECTATION / SUBSTRAND	RL.K.3.	With prompting and support, identify characters, settings, and major events in a story.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R.L.K.	Reading Standards for Literature
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RL.K.4.	Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 for additional expectations.) CA
EXPECTATION / SUBSTRAND	RL.K.5.	Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.R.L.K.	Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RL.K.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).
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	RI.K.1.	With prompting and support, ask and answer questions about key details in a text.
EXPECTATION / SUBSTRAND	RI.K.2.	With prompting and support, identify the main topic and retell key details of a text.
EXPECTATION / SUBSTRAND	RI.K.3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	RI.K.4.	With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA
CONTENT STANDARD / DOMAIN / PART	CA.CC.RI.K.	Reading Standards for Informational Text
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RI.K.8.	With prompting and support, identify the reasons an author gives to support points in a text.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Print Concepts
EXPECTATION / SUBSTRAND	RF.K.1.	Demonstrate understanding of the organization and basic features of print.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.a.	Follow words from left to right, top to bottom, and page by page.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.b.	Recognize that spoken words are represented in written language by specific sequences of letters.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.c.	Understand that words are separated by spaces in print.
FOUNDATION / PROFICIENCY LEVEL	RF.K.1.d.	Recognize and name all upper- and lowercase letters of the alphabet.
CONTENT STANDARD / DOMAIN / PART	CA.CC.RF.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonological Awareness
EXPECTATION / SUBSTRAND	RF.K.2.	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.a.	Recognize and produce rhyming words.
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.b.	Count, pronounce, blend, and segment syllables in spoken words.

LEVEL		
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.c.	Blend and segment onsets and rimes of single-syllable spoken words.
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.d.	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/.)
FOUNDATION / PROFICIENCY LEVEL	RF.K.2.e.	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Phonics and Word Recognition
EXPECTATION / SUBSTRAND	RF.K.3.	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.a.	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.b.	Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (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.) CA
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.c.	Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).
FOUNDATION / PROFICIENCY LEVEL	RF.K.3.d.	Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
CONTENT STANDARD / DOMAIN / PART	CA.CC.R F.K.	Reading Standards: Foundational Skills
PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.K.4.	Read emergent-reader texts with purpose and understanding.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W K.	Writing Standards
PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.K.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 . . .).
EXPECTATION / SUBSTRAND	W.K.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.
EXPECTATION / SUBSTRAND	W.K.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.
CONTENT STANDARD / DOMAIN / PART	CA.CC.W K.	Writing Standards
PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.K.5.	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD /		Comprehension and Collaboration

MODE		
EXPECTATION / SUBSTRAND	SL.K.1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
FOUNDATION / PROFICIENCY LEVEL	SL.K.1.a.	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
FOUNDATION / PROFICIENCY LEVEL	SL.K.1.b.	Continue a conversation through multiple exchanges.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.K.3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
CONTENT STANDARD / DOMAIN / PART	CA.CC.S L.K.	Speaking and Listening Standards
PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.K.4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
EXPECTATION / SUBSTRAND	SL.K.5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
EXPECTATION / SUBSTRAND	SL.K.6.	Speak audibly and express thoughts, feelings, and ideas clearly.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.K.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.a.	Print many upper- and lowercase letters.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.b.	Use frequently occurring nouns and verbs.
FOUNDATION / PROFICIENCY LEVEL	L.K.1.c.	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
FOUNDATION / PROFICIENCY LEVEL	L.K.1.d.	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
FOUNDATION / PROFICIENCY LEVEL	L.K.1.e.	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
FOUNDATION / PROFICIENCY LEVEL	L.K.1.f.	Produce and expand complete sentences in shared language activities.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. K.	Language Standards
PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.K.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
FOUNDATION / PROFICIENCY LEVEL	L.K.2.a.	Capitalize the first word in a sentence and the pronoun I.

FOUNDATION / PROFICIENCY LEVEL	L.K.2.b.	Recognize and name end punctuation.
FOUNDATION / PROFICIENCY LEVEL	L.K.2.c.	Write a letter or letters for most consonant and short-vowel sounds (phonemes).
FOUNDATION / PROFICIENCY LEVEL	L.K.2.d.	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
FOUNDATION / PROFICIENCY LEVEL	L.K.4.a.	Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.5.	With guidance and support from adults, explore word relationships and nuances in word meanings.
FOUNDATION / PROFICIENCY LEVEL	L.K.5.a.	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
FOUNDATION / PROFICIENCY LEVEL	L.K.5.b.	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
FOUNDATION / PROFICIENCY LEVEL	L.K.5.c.	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
FOUNDATION / PROFICIENCY LEVEL	L.K.5.d.	Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
CONTENT STANDARD / DOMAIN / PART	CA.CC.L.K.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.K.6.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.