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Parent-Teacher Guide to California Content Standards

*Kindergarten Grade Content Standard
and CST Guide.*

Reading

Word Analysis, Fluency, and Systematic Vocabulary Development

Students know about

- ⇒ letters,
- ⇒ words, and
- ⇒ sounds



Students apply this knowledge to read simple sentences.

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.
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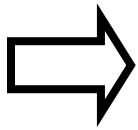
Phonemic Awareness

- 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.

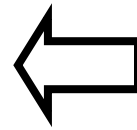
What is Phonemic Awareness

Activities which encourage children to become aware of the sounds of their language are. Phonemic Awareness for Kindergarteners involves analyzing the sounds of language and how these sounds make up words and sentences.

A phoneme is a small unit of speech that corresponds to the letters of the alphabet.



For example, the **letter b** corresponds to the **phoneme /b/**, the **letter d** corresponds to the **phoneme /d/**, and so on.



Students can practice:

- ⇒ Counting syllables
- ⇒ Distinguishing words from sentences
- ⇒ Sounds letters and letter groups make
- ⇒ Rhyming

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).

Words to Know				
Kindergarten				
a	at	is	will	he
and	can	it	with	she
all	ran	into	this	see
am	saw	did	be	we
are	in	little	eat	me

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.

- ⇒ Shapes
 - ⇒ Colors
 - ⇒ Numbers
 - ⇒ Letters
 - ⇒ Foods
 - ⇒ Basic objects
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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 selections 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.

Structural Features of Informational Materials

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

Comprehension and Analysis of Grade-Level-Appropriate Text

2.2 Use pictures and context to make predictions 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 questions about essential elements of a text.

READING TO CHILDREN IS ESSENTIAL TO FUTURE ACADEMIC GROWTH.
STUDIES HAVE SHOWN THAT STUDENTS WHO ARE READ TO FOR A
MINIMUM OF 20 MINUTES PER DAY ARE MORE SUCCESSFUL IN SCHOOL
THAN THOSE WHO ARE NOT.

Great Books for your Kindergartener:

- Allard, Harry. **Miss Nelson Is Missing!**
- Ames, Lee J. **Draw Draw Draw.**
- Anonymous. Fairy tales, folk tales, and nursery rhymes including: "Cinderella," "The Gingerbread Man," "Little Red Riding Hood," "The Three Little Pigs," "The Three Billy Goats Gruff," "Goldilocks and the Three Bears," and Mother Goose Rhymes.
- Bemelmans, Ludwig. **Madeleine.**
- Berenstain, Stan and Jan. **The Berenstain Bears.**
- Bridwell, Norman. **Clifford, the Big Red Dog.**
- Brown, Margaret W. **Goodnight, Moon.**
- Carle, Eric. **The Very Hungry Caterpillar.**
- Mayer, Mercer. **There's a Nightmare in My Closet.**
- McCloskey, Robert. **Make Way for Ducklings.**
- Piper, Watty. **The Little Engine That Could.**
- Potter, Beatrix. **The Tale of Peter Rabbit.**
- Rey, H.A. **Curious George.**
- Sendak, Maurice. **Where the Wild Things Are.**
- Seuss, Dr. **The Cat in the Hat.**
- Solbodkina, Esphyr. **Caps for Sale.**
- Waber, Bernard. **Ira Sleeps Over.**
- Zion, Gene. **Harry the Dirty Dog.**

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.

Narrative Analysis of Grade-Level-Appropriate Text

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.

Writing

1.0 Writing Strategies

Students write words and brief sentences that are legible.

Organization and Focus

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.

Penmanship

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

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.

1.0 Written and Oral English Language Conventions

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

Sentence Structure

1.1 Recognize and use complete, coherent sentences when speaking.

Spelling

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



Listening and Speaking

1.0. Listening and Speaking Strategies

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

Comprehension

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

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

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.

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.

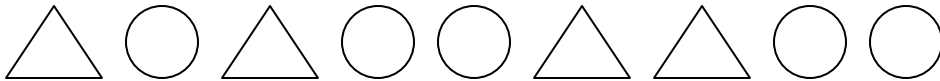
2.3 Relate an experience or creative story in a logical sequence.

Number Sense

1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement):

1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.

Example: Are there more circles or triangles in the following collection:



1.2 Count, recognize, represent, name, and order a number of objects (up to 30).

Example: What numbers are missing:

11, 12, 13, __, __, __, __, 18, 19, 20 __, 22, 23, 24, __

1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.

2.0 Students understand and describe simple additions and subtractions:

2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).

3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:

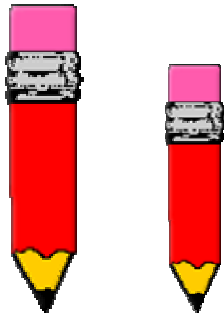
3.1 Recognize when an estimate is reasonable.

Algebra and Functions

1.0 Students sort and classify objects:

1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

Example: Which object is longer? Shorter?



Example 2: Describe how these two objects are the same or different.

Measurement and Geometry

1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties:

1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).

1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).

1.3 Name the days of the week.

1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).

Example: I left home at 9 o'clock in the morning. I came back four hours later. Did I come back in the morning or the afternoon?

2.0 Students identify common objects in their environment and describe the geometric features:

2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).

2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).

- ⇒ Who is the tallest girl in the class?
- ⇒ Name the round objects on the wall.
- ⇒ Which glass holds more?
- ⇒ Which container holds less?

Statistics, Data Analysis, and Probability

1.0 Students collect information about objects and events in their environment:

1.1 Pose information questions; collect data; and record the results using objects, pictures, and picture graphs.

1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.

Mathematical Reasoning

1.0 Students make decisions about how to set up a problem:

1.1 Determine the approach, materials, and strategies to be used.

1.2 Use tools and strategies, such as manipulatives or sketches, to model problems.

2.0 Students solve problems in reasonable ways and justify their reasoning:

2.1 Explain the reasoning used with concrete objects and/ or pictorial representations.

2.2 Make precise calculations and check the validity of the results in the context of the problem.

Example: If there are 4 bananas, 3 oranges, 6 apples and 2 peaches in a bag how many pieces of fruit are there altogether? How many different kinds of fruit are there in the bag?