

OUESD Kid Friendly Standards & Benchmarks – English/Language Arts (Kindergarten)

CA Standards & Benchmarks		<i>OUESD Kid Friendly Standards & Benchmarks</i>
Reading - 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development		
<i>Concepts About Print</i>		
1.1	Identify the front cover, back cover, and title page of a book.	<i>I can point to the front cover, back cover, and title of a book.</i>
1.2	Follow words from left to right and from top to bottom on the printed page.	<i>I can track from left to right and top to bottom.</i>
1.3	Understand that printed materials provide information.	<i>I know that words tell me things.</i>
1.4	Recognize that sentences in print are made up of separate words.	<i>I know that sentences are made up of words.</i>
1.5	Distinguish letters from words.	<i>I know the difference between letters and words.</i>
1.6	Recognize and name all uppercase and lowercase letters of the alphabet.	<i>I can find and name uppercase and lowercase letters out of alphabetical order.</i>
<i>Phonemic Awareness</i>		
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/].	<i>I can hear and say all the sounds in a word and can tell which sounds come first, second, and third.</i>
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).	<i>I can change a sound in a word to make a different word.</i>
1.9	Blend vowel-consonant sounds orally to make words or syllables.	<i>I can put sounds together (blend) to make words.</i>
1.10	Identify and produce rhyming words in response to an oral prompt.	<i>I can hear and make rhyming words.</i>
1.11	Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	<i>I know the beginning and ending sounds of words.</i>
1.12	Track auditorily each word in a sentence and each syllable in a word.	<i>When I listen to a sentence, I can tell the order of the words and can hear each syllable in each word.</i>
1.13	Count the number of sounds in syllables and syllables in words.	<i>I can count syllables in words and the sounds in the syllables.</i>
<i>Decoding and Word Recognition</i>		
1.14	Match all consonant and short-vowel sounds to appropriate letters.	<i>I can match sounds to letters.</i>
1.15	Read simple one-syllable and high-frequency words (i.e., sight words).	<i>I can read simple and high-frequency words.</i>
1.16	Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).	<i>I know that when letters change, sounds change too.</i>

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<i>Vocabulary and Concept Development</i>		
1.17	Identify and sort common words in basic categories (e.g., colors, shapes, foods).	<i>I can sort words into groups that are alike in some way.</i>
1.18	Describe common objects and events in both general and specific language.	<i>I can talk about everyday things.</i>
Reading - 2.0 Reading Comprehension		
<i>Structural Features of Informational Materials</i>		
2.1	Locate the title, table of contents, name of author, and name of illustrator.	<i>I can find and name the author, illustrator, and parts of a book.</i>
<i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>		
2.2	Use pictures and context to make predictions about story content.	<i>I can guess/predict what might happen next in a story.</i>
2.3	Connect to life experiences the information and events in texts.	<i>I use what I already know to make connections with a story.</i>
2.4	Retell familiar stories.	<i>I can retell a story I have heard or read.</i>
2.5	Ask and answer questions about essential elements of a text.	<i>I can ask and answer questions about a story I have heard or read.</i>
Reading - 3.0 Literary Response and Analysis		
<i>Narrative Analysis of Grade-Level-Appropriate Text</i>		
3.1	Distinguish fantasy from realistic text.	<i>I can tell the difference between make-believe and true stories.</i>
3.2	Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).	<i>I know there are different types of written materials to read.</i>
3.3	Identify characters, settings, and important events.	<i>I can tell who the characters are in a story, where the story takes place and what happens in the story.</i>

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Writing - 1.0 Writing Strategies		
<i>Organization and Focus</i>		
1.1	Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.	<i>I can use letters and sounds to make written words that tell about things.</i>
1.2	Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).	<i>I can write simple words (consonant-vowel-consonant).</i>
1.3	Write by moving from left to right and from top to bottom.	<i>I can write by moving from left to right and from top to bottom.</i>
<i>Penmanship</i>		
1.4	Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.	<i>I write using uppercase and lowercase letters neatly and use spaces between words.</i>
Written and Oral English Language Conventions - 1.0 Written and Oral English Language Conventions		
<i>Sentence Structure</i>		
1.1	Recognize and use complete, coherent sentences when speaking.	<i>I speak in complete sentences that make sense.</i>
<i>Spelling</i>		
1.2	Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.	<i>I can spell words by using letter sounds and can spell some sight words correctly.</i>
Listening and Speaking - 1.0 Listening and Speaking Strategies		
<i>Comprehension</i>		
1.1	Understand and follow one- and two-step oral directions.	<i>I can listen and follow simple directions.</i>
1.2	Share information and ideas, speaking audibly in complete, coherent sentences.	<i>I can speak and share with others using complete sentences that make sense.</i>
Listening and Speaking – 2.0 Speaking Applications (Genres and Their Characteristics)		
2.1	Describe people, places, things (e.g., size, color, shape), locations, and actions.	<i>I can use describing words to tell about people, places and things.</i>
2.2	Recite short poems, rhymes, and songs.	<i>I can recite poems, rhymes and songs.</i>
2.3	Relate an experience or creative story in a logical sequence.	<i>I can tell a story in an order that makes sense.</i>