

Irvine Unified School District  
 Preschool Learning Foundations ~ Transitional Kindergarten ~ Kindergarten Common Core Standards  
**Language Arts** Continuum of Standards

| Standard                      | Preschool Foundations<br>(At or around 60 months)  | Transitional Kindergarten  | Kindergarten Common Core Standards  |
|-------------------------------|--|--|---|
| <b>LANGUAGE ARTS</b>          |  |  |   |
| <b>Listening and Speaking</b> | Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem-solving, and seeking new information. | Students communicate using clear and coherent sentences.   | Participates in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. |
|                               |  | Students understand and follow one and two-step oral directions with prompts as needed.                        | Understands and follows one and two-step oral directions.   |
|                               | Speak clearly enough to be understood by both familiar and unfamiliar adults and children.   | Speak clearly enough to be understood by both familiar and unfamiliar adults 90% of the time.                  | Speak clearly enough to be understood by both familiar and unfamiliar adults 100% of the time.  |
|                               | Use accepted language and style during communication with both familiar and unfamiliar adults and children.  | Students follow agreed-upon rules for discussions and maintain turn-taking with prompts and support as needed. | Follows agreed-upon rules for discussions and maintains turn-taking.  |
|                               | Use language to construct extended narratives that are real or fictional.  | Students can clearly tell about an experience.   | With prompting and support, retell familiar stories, including key details.   |
|                               |  |  |   |
| <b>Vocabulary</b>             | Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.  | Students describe people, places and things (e.g. size, color, shape), positional location and actions.        | Describes familiar people, places, things and events and, with prompting and support, provide additional detail.  |
|                               | 2.2 Understand and use accepted words for categories of objects encountered in everyday life.  | Students use words to describe familiar and unfamiliar categories of objects.                                  | Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.                           |

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|                               | Understand and use both simple and complex words that describe the relations between objects. | Students will use a variety of vocabulary in daily language.                    | Use words and phrases acquired through conversations, reading and being read to, and responding to texts.  |
| <b>Writing</b>                | Adjust grasp and body position for increased control in drawing and writing.                  | Students stabilize paper and use appropriate pencil grasp and posture.          |  |
|                               | Write letters or letter-like shapes to represent words and ideas.                             | Students use letters to represent words.  | Uses a combination of drawing, dictating, and writing to compose opinion, informative or narrative pieces. |
|                               | Writes letters or letter-like shapes to represent words and ideas.                            | Students draw, dictate and/or label drawings to express ideas.                  | Uses a combination of drawing, dictating, and writing to compose opinion, informative or narrative pieces. |
|                               |   | Students write any letter starting at the top.                                  |  |
|                               | Writes first name neatly and correctly.   | Students write first name neatly and correctly                                  |  |
|                               |   | Students copy words from the environment using a variety of medium or supplies. |  |
|                               |   | Students write by moving left to write.   |  |
| <b>Concepts of Print</b>      | Display appropriate book-handling behaviors and knowledge of print conventions.               | Students understand how a book works.   | Demonstrates understanding of the organization and basic features of print.                                |
|                               | Understand that print is something that is read and has specific meaning.                     | Students understand the words and the pictures tell the story.                  | Recognizes that spoken words are represented in written language by specific sequences of letters..        |
|                               |   | Students recognize all upper and lower case letters of their first name.        | Recognizes and names all upper and lowercase letters of the alphabet.                                      |
| <b>Phonological Awareness</b> | Orally blend and delete words and syllables without the support of pictures or objects.       | Students orally blend simple CVC words.   | Blends two to three phonemes into recognizable words.  |

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|                                     | Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects. | Students independently recite and recognize onset and rime.                 | Isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words.  |
|                                     |   | Students recognize and produce rhyming words with visual or verbal prompts. | Recognize and produce rhyming words.   |
|                                     |   | Students separate orally stated words into beginning sounds.                | Adds or substitutes individual sounds in simple, one-syllable words to make new words.   |
|                                     |   | Students track and count words auditorily.                                  | Count, pronounce, blend and segment syllables in spoken words.   |
|                                     |   |   |  |
| <b>Phonics and Word Recognition</b> | Match more than half of uppercase letter names and more than half of lowercase letters names to their printed form.                   | Students recognize most letters in printed form.                            | Students recognize all letters in printed form.  |
|                                     | Recognize own name or other common words in print.  | Students recognize high frequency words.                                    | Read simple CVC words and common high-frequency words by sight.  |
|                                     | Begin to recognize that letters have sounds.  | Students recognize that all letters have sounds.                            | Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or most frequent sound for each consonant. Distinguish between similarly spelled words by identifying the sounds of the letters that differ. |

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| Comprehension | Demonstrate knowledge of details in a familiar story, including characters, events and ordering of events through answering questions.   | Students answer open ended questions about a story or event.                  | Ask and answer questions about key details in a text.                               |
|               | Use information from informational text in a variety of ways, including describing, relating, categorizing or comparing and contrasting. | Students make predictions and connections with informational text or stories. | Identify basic similarities in and differences between two texts on the same topic. |
|               | Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.  | Actively engage in group reading activities with purpose and understanding.   | Actively engage in group reading activities with purpose and understanding.         |
|               | Engage in more complex routines associated with literacy activities.   | Use props and creative dramatics to engage in story extension.                | Actively engage in group reading activities with purpose and understanding.         |