

Analysis of *California ELA standards to Common Core standards-Kindergarten*

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Concepts of print	1.1 Identify the front cover, back cover, title page of a book.	Reading: Information Text-Key Ideas and Details	5. Identify the front cover, back cover, and the title page of a book.	Yes	
	1.2 Follow words from left to right, from top to bottom on the printed page.	Reading: Foundational Skills	1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Yes	1a
	1.3 Understand that printed materials provide information.	Reading: Foundational Skills	1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.	Yes	1b
	1.4 Recognize that sentences in print are made up of separate words.	Reading: Foundational Skills	1. Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print.	Yes	1c

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			d. Recognize and name all upper- and lowercase letters of the alphabet.		
	1.5 Distinguish letters from words.	Reading: Foundational Skills	1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	Partial	CCS does not specifically address skill of distinguishing letters from words
	1.6 Recognize and name uppercase and lowercase letters of the alphabet.	Reading: Foundational Skills	1. Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. 	Yes	1d
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 (/f,s,th/, /j,d,j/).	Reading: Foundational Skills	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) 	Partial	2b and 2d CCS places emphasis on syllables in words and 2-3 phonemes.

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			e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
Phonemic Awareness	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 (vowel-consonant, consonant-vowel, or consonant-vowel-consonant).	Reading: Phonological awareness	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Yes	
	1.9 Blend vowel-consonant sounds orally to make words or syllables.	Reading: Foundational Skills	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.	Partial	2c CCS focuses mainly on orally blending onsets and rimes.

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	1.10 Identify and produce rhyming words in response to an oral prompt.	Reading: Foundational Skills	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	Yes	2a
	1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.	Reading: Foundational Skills	2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. 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/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	Yes	2d Extends to medial sounds.

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	1.12 Track auditorily each word in a sentence and each syllable in a word.	Reading: Foundational Skills	<p>1. Demonstrate understanding of the organization and basic features of print.</p> <ul style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet. <p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.¹ (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. 	Yes	1c and 2b
	1.13 Count the number of sounds in syllables and syllables in words.	Reading: Foundational Skills	<p>2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).</p> <ul style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or 	Partial	2b Does not address counting sounds/phonemes within syllable.

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			CVC) words.1 (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.		
Decoding	1.14 Match all consonants and short -vowels sounds to appropriate letters.	Reading: Foundational Skills	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (the,of,to,you, she, my,is,are, do,does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Yes	3a-emphasizes one to one correspondences by producing primary and most frequent sound for each consonant. 3b -Includes long vowels
	1.15 Read simple one-syllable and high frequency words (sight words).	Reading: Foundational Skills	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (the,of,to,you, she, my,is,are, do,does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Partial	3c- Does not include decoding/blending simple one-syllable words.

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	1.16 Understand that as letters of words change, so do the sounds (alphabetic principle).	Reading: Foundational Skills	3. Know and apply grade-level phonics and word analysis skills in decoding words. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (the,of,to,you, she, my,is,are, do,does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.	Yes	3d
Vocabulary	1.17 Identify and sort common words in basic categories (colors, shapes, foods)	Language	5. With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	Yes	5a
	1.18 Describe common objects and events in both general and specific language.	Speaking and Listening	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Yes	Not specific to building vocabulary.
Comprehension	2.1 Locate the title, table of contents, name of author and name of illustrator.	Reading: Literature and Informational Text	6. Name the author and illustrator of a story and define the role of each in telling the story.	Partial	Includes defining the role of the author and illustrator and

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
			6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		text genre. Separates literature from expository text. Does not include locating the title, and table of contents.
	2.2 Use pictures and context to make predictions about story content.	Reading: Literature and Informational Text	7. With prompting and support, describe the relationship between illustrations and the story in which they appear (what moment in a story an illustration depicts). 7. With prompting and support, describe the relationship between illustrations and the text in which they appear (what person, place, thing, or idea in the text an illustration depicts).	Yes	
	2.3 Connect to life experiences the information and events in texts.			No	
	2.4 Retell familiar stories.	Reading: Literature	2. With prompting and support, retell familiar stories, including key details.	Yes	
	2.5 Ask and answer questions about essential elements of a text.	Reading: Literature and Informational Text Reading: Literature	1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answer. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	Yes	Extends to referencing the text for answers. Includes information presented orally or through media. Extends to comparing and contrasting adventures and experiences of characters.

Domain Reading	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Literary response	3.1 Distinguish fantasy from realistic text.			No	Does not focus on fantasy/realism
	3.2 Identify types of everyday print materials (storybooks, poems, newspapers, signs, labels).	Reading: Literature	5. Recognize common types of texts (storybooks, poems).	Yes	
	3.3 Identify characters, settings, and important events.	Reading: Literature	3. With prompting and support, identify characters, setting, and major events in a story.	Yes	

Domain Writing	CA ELA standard	Core Strand	Common Core standard (CCS)	Alignment?	Comments in reference to CCS
Strategies	1.1 Use letters and phonetically spell words to write about experiences, stories, people, objects, or events.	Language	<ol style="list-style-type: none"> 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...). 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. 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. 	Yes	CCS explicitly states writing forms/genre.
	1.2 Write consonant-vowel-consonant words (demonstrate the alphabetic principle).	Language	<ol style="list-style-type: none"> 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships. 	Yes	
	1.3 Write by moving left to right and from top to bottom.	Language	<ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). 	Implied	1a Does not focus on directionality of writing.

Domain Writing	CA ELA standard	Core Strand	Common Core standard (CCS)	Alignment?	Comments in reference to CCS
			<ul style="list-style-type: none"> d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. 		
Penmanship	1.4 Write uppercase and lowercase letters	Language	<ul style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities. 	Yes	1a

Domain Conventions	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Sentence structure	1.1 Recognize and use complete, coherent sentences when speaking.	Language	<p>1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <ul style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). <p>f. Produce and expand complete sentences in shared language activities.</p> <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>	Yes	<p>1f</p> <p>Conventions strand stresses grammar and usage.</p>
Spelling	1.2 Spell independently by using pre-phonetic knowledge, sound of the alphabet, and knowledge of letter names.	Language	<p>2-Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <ul style="list-style-type: none"> a- Capitalize the first word in a sentence and the pronoun I. b- Recognize and name end punctuation. c- Write a letter or letters for most consonant and short-vowel sounds (phonemes). <p>d-Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</p>	Yes	2d

Domain Listening Speaking	CA ELA standard	Core Strand	Common Core Standard (CCS)	Alignment?	Comments in reference to CCS
Comprehension	1.1 Understand and follow one- and two-step oral directions.			No	Does not address following directions.
	1.2 Share information and ideas, speaking audibly in complete, coherent sentences.	Speaking and Listening	1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 6. Speak audibly and express thoughts, feelings, and ideas clearly.	Yes	
Speaking	2.1 Describe people, places, things (size, color, shape), locations, and actions.	Speaking and Listening Writing	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail. 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	Yes Partial	CCS 8 addresses writing.
	2.2 Recite short poems, rhymes, and songs.	Speaking and Listening	6. Speak audibly and express thoughts, feelings, and ideas clearly.	Implied	Does not explicitly emphasize poems, rhymes, and songs.
	2.3 Relate an experience or creative story in a logical sequence.	Speaking and Listening	4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	Implied	Does not emphasize logical sequence.

Common Core Standards not found in Kindergarten CA ELA Standards

Core Strand	Common Core standard	Comments in reference to CA ELA Standards
Reading: Literature	4. Ask and answer questions about unknown words in text.	
Reading: Literature Reading: Informational Text	10. Actively engage in group reading activities with purpose and understanding .	Not explicitly stated in CA Reading standards.
Reading: Informational Text	3. With prompting and support, describe the connection between two individual events, ideas, or pieces of information in a text.	
Reading: Informational Text	4. With prompting and support, ask and answer questions about unknown words.	
Reading: Informational Text	8. With prompting and support, identify the reasons an author gives to support points in a text.	
Reading: Informational Text	9. With prompting and support, identify similarities in and differences between two texts on the same topic (illustrations, descriptions, or procedures).	2nd grade
Reading: Foundational Skills	4. Read emergent-reader texts with purpose and understanding.	
Writing	5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	Begins in 2nd grade and continues in the next grade levels
Writing	6. With guidance and support from adults , explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	
Writing	7. Participate in shared research and writing projects (explore a number of books by a favorite author and express opinions about them).	
Speaking	3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.	1st grade/2 nd grade
Speaking	5. Add drawings or other visual displays to descriptions as desired to provide additional details.	
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. b. Use frequently occurring nouns and verbs.	1st/2nd grade
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. c. Form regular plural nouns orally by adding /s/or /es/ (dog, dogs, wish, wishes).	1st grade
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. d. Understand and use question words (interrogatives) (who, what, where, when, why, how)	1st grade

Core Strand	Common Core standard	Comments in reference to CA ELA Standards
Language	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. e. Use the most frequently occurring prepositions (to, from, in, out, on, off, for, of, by)	
Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a-Capitalize the first word in a sentence and the pronoun <i>I</i> .	1 st grade
Language	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. b. Recognize and name end punctuation.	1 st grade
Language	4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meaning for familiar words and apply them accurately (knowing <i>duck</i> is a bird and learning the verb <i>duck</i>). b. Use the most frequently occurring inflections and affixes (-ed,-s, re-,un-, pre-,-ful,-less) as a clue to the meaning of an unknown word.	1 st grade
Language-	5. With guidance and support from adults, explore word relationships and nuances in word meanings. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing same general action (walk,march, strut, prance) by acting out the meanings.	2nd grade-antonyms
Language	6. Use words and phrases acquired through conversations, reading and being read to and responding to texts.	

CA Standards not found in Kindergarten Common Core Standards

Domain	CA Standards	Comments in reference to CCS
Reading	2.3 Connect to life experiences the information and events in texts.	
Literary Response	3.1 Distinguish fantasy from realistic text.	
Listening and Speaking	1.1 Understand and follow one- and two-step oral directions.	