Kindergarten–Grade Two

Reading Comprehension

With an emphasis on developing comprehension with texts, students are exposed to a variety of literature and informational texts and learn how different genres, or types, of books have different structures. Their exposure to this wide and rich range of books is supported when teachers read books aloud and connect questions to the text. This is the time for students to embrace a love for reading, talking, and expressing opinions about all kinds of books and experiences in their world.

In kindergarten through grade two, students make great strides in learning how to read, or the foundational skills. These skills include developing print concepts, phonological awareness, phonics and word recognition, and increasing reading fluency. Classrooms are engaging, allowing children to move and explore, participate in hands-on activities, and learn how to interact with teachers and classmates.

To help your student develop literacy skills:

▶ Read aloud with your child and provide a variety of text types for independent reading (e.g., books, pictures with captions, rhymes, songs). Visit the library or borrow books from school.

▶ Have your student talk and write, or draw pictures, about what he or she is reading, experiencing, watching, or is of interest.

For more information on the California Common Core State Standards for ELA/Literacy and ideas for helping your student succeed, check out these resources:

▶ The Common Core Resources Web page is available online at http://www.cde.ca.gov/re/cc/. Start by clicking on the Students/Parents tab.

▶ The California Common Core State Standards for ELA/Literacy are available online at http://www.cde.ca.gov/be/st/ss/documents/finalelaccssstandards.pdf.

▶ The ELA/ELD Framework for California Public Schools is available online at http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp.

▶ ELA instruction in transitional kindergarten is based on the California Preschool Learning Foundations, which are available online at http://www.cde.ca.gov/sp/cd/re/psfoundations.asp.

What Your Student Will Learn:

California Common Core State Standards for ELA/Literacy

Students engage in new and challenging literacy experiences as they develop skills and knowledge under the California Common Core State Standards for English Language Arts/Literacy. The standards are organized around four strands—Reading, Writing, Speaking and Listening, and Language—which define what students are expected to learn by the end of each grade.

Learning to read is critical for students at this time, but learning also focuses on three new emphases: (1) more exposure to content-rich informational texts; (2) developing opinions using evidence from books; and (3) engaging in group and individual reading activities around more complex texts and practicing with new vocabulary.

Developing Language Skills

To support their reading, writing, and speaking, students are exposed to grammar and word usage through the Language Standards. Spelling is one area of major growth in the early grades. During this grade span, students

▶ write a letter or letters for most consonant and short-vowel sounds and spell simple words phonetically (e.g., cat, pan), drawing on knowledge or sound–letter relationships (Kindergarten);

▶ use conventional spelling for words with common spelling patterns (e.g., -ack, -ate, -ight, -ot) and for frequently occurring irregular words and spell untaught words phonetically, drawing on phonemic awareness and spelling conventions (e.g., connecting the sounds of different letters) (First Grade);

▶ generalize learned spelling patterns when writing words (e.g., cage → badge; boy → boil) (Second Grade).

Speaking and Listening

Speaking and listening skills are important for communication. Students participate in collaborative conversations on grade-level topics, in small and large groups, with classroom friends and adults, becoming more skilled in asking and responding to questions.

Grade	Increasing Effective Expression
K	Students follow agreed-upon rules for discussions and continue a conversation through multiple exchanges.
1	Students follow agreed-upon rules, build on others' talk in conversations by responding to their comments, and ask questions to clear up any confusion.
2	Students follow agreed-upon rules, build on others' talk in conversation by linking their comments to others, and ask for clarification and further explanation as needed.

Analysis of Text

Students begin to critically read and analyze texts. This table shows some of the skills in the Reading Standards for Informational Text that students learn by the end of each grade.

Grade	Examples of Making Meaning with Text
K	With prompting and support, students identify the main topic and retell key details of a text.
1	Students identify the main topic and retell key details of a text.
2	Students identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.