



CALIFORNIA KINDERGARTEN STANDARDS™

Kindergarten CA Standards	Ignite Learning Domains	Ignite Subdomains	Ignite Skill Descriptors
K-ESS3-2. - Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather.	Physical Development	Health and Safety	Demonstrates understanding of personal safety practices and routines
K.1.1.N - Name a variety of healthy foods and explain why they are necessary for good health. K.1.4.N - Recognize the importance of a healthy breakfast. K.7.2.N - Plan a nutritious breakfast.	Physical Development	Nutrition	Creates a shopping list with healthy foods
K.7.2.M - Describe positive ways to show care, consideration, and concern for others. K.1.1.P - Identify effective dental and personal hygiene practices. K.7.1.P - Show effective dental and personal hygiene practices. K.7.2.P - Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).	Physical Development	Self-Care	Identifies self-care routines and scenarios
CCSS.ELA-Literacy.CCRA.R.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCSS.ELA-Literacy.CCRA.L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. CCSS.ELA-Literacy.CCRA.L.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	Language & Communications	Academic Vocabulary	Applies understanding of cross-curricular prekindergarten level tier 2 words

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<p>RI.K.4. - With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA</p> <p>L.K.4.a. - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.6. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>			
<p>RF.K.2.c. - Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>RF.K.3.d. - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p> <p>L.K.5.a. - Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.</p>	Literacy	Alliteration	Listens to songs and chants that have repeating initial sounds
<p>RF.K.1.d. - Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>L.K.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	Literacy	Alphabet Knowledge	Listens to alphabet chants and songs
<p>CCSS.ELA - Literacy.CCRA.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>	Literacy	Blending	Combines two words to make a compound word
<p>RI.K.5. - Identify the front cover, back cover, and title page of a book.</p>	Literacy	Concepts of Print	Identifies appropriate book orientation
<p>CCSS.ELA-Literacy.CCRA.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p>L.K.1.c. - Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).</p>	Language & Communications	Conventions of Language	Demonstrates understanding of regular plural nouns

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<p>RF.K.2.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/.)</p> <p>RF.K.3.a. - Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds or many of the most frequent sounds for each consonant.</p> <p>RF.K.3.b. - Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA</p> <p>RF.K.3.d. - Distinguish between similarly spelled words by identifying the sounds of the letters that differ.</p>	Literacy	Decoding	Decode CVC words with short vowel sounds
<p>RF.K.3.c. - Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).</p> <p>RF.K.4. - Read emergent-reader texts with purpose and understanding.</p>	Literacy	High-Frequency Words	Identifies the following sight words: the, can, is, a, I, see, on, he, she, at
<p>L.K.1.a. - Print many upper- and lowercase letters.</p>	Literacy	Letter Formation	Writes 5 uppercase letters
<p>RF.K.1.d. - Recognize and name all upper- and lowercase letters of the alphabet.</p> <p>L.K.2.c. - Write a letter or letters for most consonant and short-vowel sounds (phonemes).</p>	Literacy	Letter-Sound Correspondence	Identifies 10 uppercase letters based on their sounds
<p>CCSS.ELA-Literacy.CCRA.R.2 - Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p>CCSS.ELA-Literacy.CCRA.R.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCSS.ELA-Literacy.CCRA.R.10 - Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.K.1. - With prompting and support, ask and answer questions about key details in a text.</p>	Literacy	Listening Comprehension/ Key Ideas and Details	Recalls the order of events in a story

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<p>RL.K.3. - With prompting and support, identify characters, settings, and major events in a story.</p> <p>RF.K.4. - Read emergent-reader texts with purpose and understanding.</p>			
<p>SL.K.2.a. - Understand and follow one- and two-step oral directions. CA</p>	Language & Communications	Listening and Understanding	Carries out multi-step requests that relate to familiar activities or situations
<p>CCSS.ELA-Literacy.CCRA.R.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCSS.ELA-Literacy.CCRA.R.10 - Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RL.K.1. - With prompting and support, ask and answer questions about key details in a text.</p> <p>RL.K.7. - With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).</p> <p>RF.K.4. - Read emergent-reader texts with purpose and understanding.</p> <p>W.K.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 . . .).</p>	Literacy	Reading Comprehension - Fiction	Answers simple recall questions about a text with short, predictable sentences that directly relate to illustrations
<p>CCSS.ELA-Literacy.CCRA.R.7 - Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p>CCSS.ELA-Literacy.CCRA.R.10 - Read and comprehend complex literary and informational texts independently and proficiently.</p> <p>RI.K.1. - With prompting and support, ask and answer questions about key details in a text.</p> <p>RI.K.7. - With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).</p> <p>RF.K.4. - Read emergent-reader texts with purpose and understanding.</p> <p>W.K.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 . . .).</p>	Literacy	Reading Comprehension - Fiction	Answers simple recall questions about texts with short, predictable sentences that directly relate to illustrations

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<p>CCSS.ELA-Literacy.CCRA.L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-Literacy.CCRA.L.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p>L.K.6. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>	Language & Communications	Receptive Language	Shows understanding of basic words
<p>RF.K.2.a. - Recognize and produce rhyming words.</p>	Literacy	Rhyming	Listens to a variety of rhymes (songs, chants, etc.)
<p>RF.K.1.b. - Recognize that spoken words are represented in written language by specific sequences of letters.</p> <p>RF.K.1.c. - Understand that words are separated by spaces in print.</p>	Literacy	Segmenting	Identifies separate words within a sentence
<p>CCSS.ELA-Literacy.CCRA.R.4 - Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p>CCSS.ELA-Literacy.CCRA.L.3 - Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</p> <p>CCSS.ELA-Literacy.CCRA.L.6 - Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>	Language & Communications	Vocabulary	Understands color words

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<p>RI.K.4. - With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 additional expectations.) CA</p> <p>L.K.4.a. - Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</p> <p>L.K.6. - Use words and phrases acquired through conversations, reading and being read to, and responding to texts.</p>			
<p>L.K.1.a. - Print many upper- and lowercase letters.</p>	Literacy	Writing Development	Makes scribble marks
<p>K.G.2. - Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.4. - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).</p>	Mathematics	2-D Shapes	Matches 2 identical simple shapes (square, triangle, circle) that have the same size and orientation
<p>K.OA.1. - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.2. - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.3. - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>K.OA.4. - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>K.OA.5. - Fluently add and subtract within 5.</p> <p>K.NBT.1. - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	Mathematics	Addition	Finds the total by joining groups and counting all the objects in situations where the sum is 4 or less

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<p>K.MD.3. - Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p>	Mathematics	Classification and Data	Identifies objects given a single attribute
<p>K.CC.4.a. - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4.b. - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.5. - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	Mathematics	Comparing Quantities	Places objects into a set structure that forces one-to-one correspondence
<p>K.OA.3. - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>K.OA.4. - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>K.NBT.1. - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	Mathematics	Composing	Identifies the missing part to complete wholes up to 5
<p>K.G.2. - Correctly name shapes regardless of their orientations or overall size.</p> <p>K.G.4. - Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).</p> <p>K.G.5. - Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</p>	Mathematics	Composing Shapes	Draws basic 2-dimensional shapes

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<p>K.OA.3. - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>K.OA.4. - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>K.OA.5. - Fluently add and subtract within 5.</p> <p>K.NBT.1. - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	Mathematics	Decomposing	Given the whole (up to 5), identifies two parts that can be used to create the whole
<p>K.MD.1. - Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</p> <p>K.MD.2. - Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.</p>	Mathematics	Measurement	Orders up to 10 objects by length and height
<p>K.CC.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.4.c. - Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.7. - Compare two numbers between 1 and 10 presented as written numerals.</p>	Mathematics	Number Sequencing	Identifies the number that comes before or after a number between 0 and 10
<p>K.CC.3. - Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).</p>	Mathematics	Numeral Writing	Writes numerals 0 - 10

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<p>K.CC.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.4.a. - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4.b. - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.4.c. - Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5. - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	Mathematics	Ordinal Numbers	Arranges up to four objects using knowledge of ordinal positions
	Mathematics	Patterns	Extends and fills in missing parts of AABBA, ABCABC, and ABBABB patterns
<p>K.CC.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.4.a. - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4.b. - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.4.c. - Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5. - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	Mathematics	Set Counting	Touches one object for each number said for sets up to 5

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<p>K.G.1. - Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</p>	Mathematics	Spatial Relationships	Follows simple directions related to position (in, on, off, over, and under)
<p>K.CC.2. - Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</p> <p>K.CC.4.a. - When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.</p> <p>K.CC.4.b. - Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.</p> <p>K.CC.4.c. - Understand that each successive number name refers to a quantity that is one larger.</p> <p>K.CC.5. - Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.</p>	Mathematics	Subitizing	Matches small sets of 1-3 objects
<p>K.OA.1. - Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p> <p>K.OA.2. - Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>K.OA.3. - Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p> <p>K.OA.4. - For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>K.OA.5. - Fluently add and subtract within 5.</p> <p>K.NBT.1. - Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</p>	Mathematics	Subtraction	Finds the difference by separating objects when the whole is 4 or less

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<p>K-PS3-1. - Make observations to determine the effect of sunlight on Earth's surface.</p> <p>K-PS3-2. - Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.</p> <p>K-ESS2-1. - Use and share observations of local weather conditions to describe patterns over time.</p>	Science & Technology	Earth Science	Identifies materials in the environment
<p>K-LS1-1. - Use observations to describe patterns of what plants and animals (including humans) need to survive.</p> <p>K-ESS3-1. - Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live.</p>	Science & Technology	Life Science	Identifies living things and their basic needs, and how they grow and change over time
	Science & Technology	Physical Science	Identifies the effects magnets have on some items (i.e. magnets attract some things, but not others)
<p>K-2.CS.1. - Select and operate computing devices that perform a variety of tasks accurately and quickly based on user needs and preferences. (P1.1)</p> <p>K-2.IC.18. - Compare how people lived and worked before and after the adoption of new computing technologies. (P3.1)</p>	Science & Technology	Simple Tools and Technology	Identifies simple tools in everyday life
<p>K-5.CST.5. - Students judge the significance of the relative location of a place (e.g., proximity to a harbor, on trade routes) and analyze how relative advantages or disadvantages can change over time.</p> <p>K-5.HI.2. - Students identify the human and physical characteristics of the places they are studying and explain how those features form the unique character of those places.</p>	Social Studies	Community Awareness	Draws a picture of a neighborhood
	Social Studies	Self-Identity	Draws a self-portrait
<p>K.1.1.M - Identify a variety of emotions.</p> <p>K.7.1.M - Express emotions appropriately.</p>	Social-Emotional Development	Identifying Emotions	Identifies basic emotions (happy, sad, angry/mad, and scared)

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<p>K.1.5.M - Describe and practice situations when it is appropriate to use "Please," "Thank you," "Excuse me," and "I'm sorry."</p> <p>K.4.2.M - Cooperate and share with others.</p> <p>K.8.1.M - Encourage others when they engage in safe and healthy behaviors.</p>	Social-Emotional Development	Social Problem Solving	Recognizes social problems