

# Let's Go Learn California Standards Report

English-Language Arts Content Standards  
for California Public Schools

**CONFIDENTIAL INFORMATION**

Student: John Smith  
Assessment Date: 08/08/2002  
Date of Birth: 12/12/1992  
Age: 9 yrs 8 months  
Grade: 4

The logo for 'Let's Go Learn' features the text 'Let's Go Learn' in a bold, sans-serif font. The word 'Let's' is in black, 'Go' is in green, and 'Learn' is in blue. A yellow triangle is positioned above the 'o' in 'Go', and a red vertical bar is to the left of 'Let's'.

[www.letsoglearn.com](http://www.letsoglearn.com)

1-888-618-READ

[info@letsoglearn.com](mailto:info@letsoglearn.com)

## Kindergarten Reading, 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

**Mastery**

- 1.14 Match all consonant and short-vowel sounds to appropriate letters .....
- 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). .....
- 1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods). .....
- 1.18 Describe common objects and events in both general and specific language. ....

## Kindergarten Reading, 2.0 Reading Comprehension

- 2.5 Ask and answer questions about essential elements of a text. ....

## Kindergarten Writing, 1.0 Written and Oral English Language Conventions

- 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names. ....

## Grade One Reading, 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

- 1.1 Match oral words to printed words. ....
- 1.3 Identify letters, words, and sentences. ....
- 1.4 Distinguish initial, medial, and final sounds in single-syllable words. ....
- 1.5 Distinguish long- and short-vowel sounds in orally stated single-syllable words (e.g., *bit/bite*) .....
- 1.11 Read common, irregular sight words (e.g., *the, have, said, come, give, of*). .....
- 1.12 Use knowledge of vowel digraphs and r-controlled letter-sound associations to read words. ....
- 1.13 Read compound words and contractions. ....
- 1.14 Read inflectional forms (e.g., *-s, -ed, -ing*) and root words (e.g., *look, looked, looking*). .....

## Grade One Reading, 2.0 Reading Comprehension

- 2.2 Respond to *who, what, when, where, and how* questions. ....

## Grade One Writing, 1.0 Written and Oral English Language Conventions

- 1.8 Spell three- and four-letter short-vowel words and grade-level-appropriate sight words correctly. ....

## Grade Two Reading, 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

- 1.1 Recognize and use knowledge of spelling patterns (e.g., diphthongs, special vowel spellings) when reading. ....
- 1.2 Apply knowledge of basic syllabication rules when reading (e.g., vowel-consonant-vowel = *su/per*; vowel-consonant/consonant-vowel = *sup/per*) .....
- 1.3 Decode two-syllable nonsense words and regular multisyllable words. ....

## Grade Two Writing, 1.0 Written and Oral English Language Conventions

- 1.7 Spell frequently used, irregular words correctly (e.g., *was, were, says, said, who, what, why*). .....
- 1.8 Spell basic short-vowel, long-vowel, r-controlled, and consonant-blend patterns correctly. ....

### Grade Three Reading, 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

Mastery

1.2 Decode regular multisyllabic words. ....

### Grade Three Reading, 2.0 Reading Comprehension

2.3 Demonstrate comprehension by identifying answers in the text. ....

2.4 Recall major points in the text and make and modify predictions about forthcoming information. ....

2.6 Extract appropriate and significant information from the text, including problems and solutions. ....

### Grade Three Writing, 1.0 Written and Oral English Language Conventions

1.8 Spell correctly one-syllable words that have blends, contractions, compounds, ortho-graphic patterns (e.g., *qu*, consonant doubling, changing the ending of a word from *-y* to *-ies* when forming the plural), and common homophones (e.g. *hair-hare*) .....

### Grade Four Reading, 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1.2 Apply knowledge of word origins, derivations, synonyms, antonyms, and idioms to determine the meaning of words and phrases. ....

1.3 Use knowledge of root words to determine the meaning of unknown words within a passage. ....

1.4 Know common roots and affixes derived from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *international*). ....

1.6 Distinguish and interpret words with multiple meanings. ....

### Grade Four Writing, 1.0 Written and Oral English Language Conventions

1.7 Spell correctly roots, inflections, suffixes and prefixes, and syllable constructions. ....

### Grade Five Reading, 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development

1.2 Use word origins to determine the meaning of unknown words. ....

1.4 Know abstract, derived roots and affixes from Greek and Latin and use this knowledge to analyze the meaning of complex words (e.g., *controversial*). ....

### Grade Five Writing, 1.0 Written and Oral English Language Conventions

1.5 Spell roots, suffixes, prefixes, contractions, and syllable constructions correctly. ....

### Grade Six Writing, 1.0 Written and Oral English Language Conventions

1.5 Spell frequently misspelled words correctly (e.g., *their, they're, there*). ....

### Grade Seven Reading, 1.0. Word Analysis, Fluency, and Systematic Vocabulary Development

1.2 Use knowledge of Greek, Latin, and Anglo-Saxon roots and affixes to understand content-area vocabulary. ....

### Grade Seven Writing, 1.0 Written and Oral English Language Conventions

1.7 Spell derivatives correctly by applying the spellings of bases and affixes. ....