

Kindergarten California's Common Core Standards Parent Handbook



Ramona Unified School District

Introduction

This handbook gives parents an introduction to California's Common Core Standards and a summary of what students are expected to learn as they advance through kindergarten. The standards are designed to reflect the knowledge and skills that our young people need for success in college and careers. A common set of learning goals helps teachers and parents ensure students are challenged and making appropriate progress.

Why Common Core Standards?

California educators have joined a national movement to adopt common standards and assessments for English language arts and mathematics. Currently, standards for what students should know and be able to do vary among states, as does the difficulty of the assessments used to determine whether students are meeting those standards. Common standards allow for collaboration among states on best practices and professional development.

Common learning goals provide a clear vision of what educators and parents in all states should aim for. These learning goals help ensure that students meet college and work expectations, are prepared to succeed in a global economy and society, and are provided with rigorous content and application of higher knowledge thinking. Benchmarked against international standards, the Common Core Standards assist students in their preparation to complete the requirements for enrollment at a California public university.

California's Adoption of Common Core Standards

Adopted in California in August 2010, the K-12 Common Core State Standards were developed through a state-led effort to establish consistent and clear education standards for English language arts and mathematics. The initiative was launched by and supported by the Council of Chief State School Officers and the National Governors Association. In the Common Core Standard adoption process, California added supporting standards to complete the unique picture necessary for California students. The Common Core also added strength to the existing California standards by including additional standards for vocabulary and new standards for collaborative discussions. Literacy standards that focus on reading and writing instruction during history/social studies, science, and technology also were included. In mathematics, standards were added to demonstrate a stronger emphasis on number sense and algebraic thinking.

Organization of Standards

These handbooks organize information about the standards for English language arts and mathematics for each grade level or subject course from kindergarten through 8th grade. Each grade level provides a content overview and a summary of skills developed at that level. Additional information about grades 9-12 will be provided at a later date.

In English language arts, California Common Core Standards are organized into the following four groups: (1) reading, (2) writing, (3) speaking and listening, and (4) language.

Vertical Trajectory of Reading Anchor Standards Sample

Strand: Reading—Informational Texts

Topic: Key Ideas and Details

Anchor 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Grade	Standard
11-12 (RI.11-12.1)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
9-10 (RI.9-10.1)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
8 (RI.8.1)	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
7 (RI.7.1)	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
6 (RI.6.1)	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
5 (RI.5.1)	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4 (RI.4.1)	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
3 (RI.3.1)	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
2 (RI.2.1)	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
1 (RI.1.1.)	Ask and answer questions about key details in a text.
K (RI.K.1.)	With prompting and support, ask and answer questions about key details in a text.

Grade K Overview | Mathematics

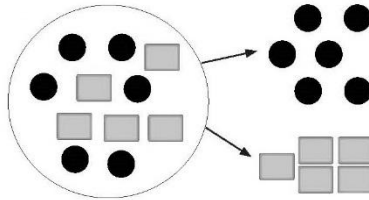
Kindergarten students learn to count to 100 and write numbers to 20. Attention is given to numbers 11-20 where emphasis is placed on tens and ones building a foundation for place value understanding. Beginning addition and subtraction starts in kindergarten. Students sort and classify groups of objects and identify basic shapes.

- Know number names and be able to count to 100
- Write numbers 0 – 20
- Learn about numbers 11-20, with tens and ones
- Count objects to tell the number of things in a group up to 20
- Compare numbers and groups

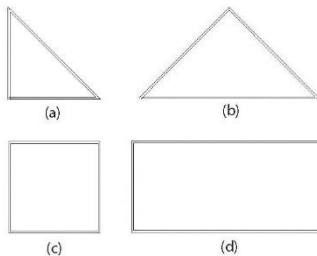


Which group has more? Which group has less?
Are these groups equal?

- Understand that addition is putting together groups and adding to groups
- Understand that subtraction is taking apart groups and taking from groups
- Fluently add and subtract within 5
- Understand concepts of time (morning, afternoon, evening, etc.)
- Know about the tools that measure time (clock, calendar, etc.)
- Sort objects into groups



- Identify and describe shapes



How many sides and "corners" do these shapes have?
Which shape has sides of equal length?

Grade K Overview | English Language Arts

Kindergarten students work with prompting and support to interact with literature or informational text by asking and answering questions and identifying details and main events. Students know and can name all letters, and they can print many letters. They can read common words and draw, tell or write about a book.

Reading

With prompting and support:

- Ask and answer questions about a reading selection
- Identify characters, setting, and main events in a story
- Retell stories, including details



Reading: Foundational Skills

- Understand basic print features
 - Left to right
 - Top to bottom
 - Page by page
- Recognize and name all uppercase and lowercase letters
- Recognize that spoken words are made up of syllables and sounds
- Recognize and produce rhyming words
- Blend two or three sounds together to make a recognizable word
- Use phonics when reading words
- Say the most frequent sounds for each consonant and vowel
- Read common high-frequency words by sight
 - The, of, to, you, is

Writing

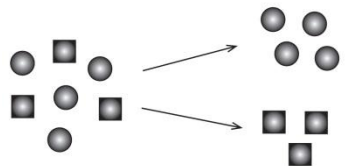
- Draw, tell, or write about a book
- Draw, tell, or write about events in the order they happened

Speaking and Listening

- Participate in discussions
 - Listen to others
 - Take turns speaking
- Follow oral directions
- Ask and answer questions
- Describe people, places, things, and events, providing detail

Language

- Print many uppercase and lowercase letters
- Use capitalization, punctuation, and spelling
- Identify new meanings for familiar words
 - Knowing *duck* is a bird, and learning the verb form of *to duck*
- Sort common objects into categories
 - Shapes, food



What differences will I see in my student's assignments and how can I help?

The new Common Core State Standards make several important changes to current standards. These changes are called shifts. Below you will see what these shifts change and what you can do to help your student at home.

English Language Arts

What's Shifting?	What to Look for?	What Can You Do?
Your student will now read more non-fiction in each grade level.	Look for students to have more reading assignments based on real-life events, such as biographies, articles and historical stories.	Read non-fiction books with your children. Find ways to make reading fun and exciting.
Reading more non-fiction texts will help your student learn about the world through reading.	Look for your student to bring home more fact-based books about the world. For instance, your 1st grader or Kindergartener might read Clyde Robert Bulla's <i>A Tree is a Plant</i> . This book involves students in reading and learning about science.	Know which non-fiction books are grade-level appropriate and make sure your student has access to such books. Talk to your school or local librarian.
Your student will read challenging texts very closely , so they can make sense of what they read and draw their own conclusions.	Your students will have reading and writing assignments asking them to retell or write about key parts of a story or book. For example, your 2nd or 3rd grader might be asked to read aloud Faith D'Aluisio's non-fiction book titled <i>What the World Eats</i> and retell facts from the story.	Provide more challenging texts for your student to read. Show them how to dig deeper into difficult pieces. Encourage them to talk with you about what they have read.
When it comes to writing or retelling a story, your student will use "evidence" gathered from the text to support what they say.	Look for written assignments asking your student to draw on concrete examples from the text that serve as evidence. "Evidence" is provided through examples from the book that are used to support a response or conclusion.	Ask your student to provide evidence in everyday discussions and disagreements.
Your student will learn how to write from what they read.	Look for writing assignments that ask your student to create arguments in writing based on evidence from the text. For 4th and 5th graders, this might mean reading and writing about <i>The Kids Guide to Money</i> , a non-fictional book by Steve Otfinoski.	Encourage writing at home. Write together using evidence and details.
Your student will increase their academic vocabulary.	Look for assignments that stretch your student's vocabulary allowing them to see the "power" in language.	Read often to babies, toddlers and preschoolers. Read with your older student or discuss what they read independently.

Mathematics and the California Common Core State Standards (CCSS)

The Common Core State Standards (CCSS) for mathematics connects two types of standards: one for mathematical practice (how students are able to apply and extend math principles) and one for mathematical content (what students know about math). Developing students at the elementary level will engage in a variety of mathematical activities as they grow in subject maturity and expertise.

Mathematics

What's Shifting?	What to Look for?	What Can You Do?
Your student will work more deeply in fewer topics , which will ensure full understanding. Less is more!	Look for assignments that require students to show their work and explain how they arrived at an answer. Look for work asking students to make sense of problems and to persevere in solving them.	Know what concepts are important for your student based on their grade level and spend time working on those concepts. Ask your student to explain how they arrived at an answer.
Your student's learning will be a progression, building year after year.	Look for assignments that build on one another. For example, students will focus on adding, subtracting, multiplying and dividing before studying fractions. Each concept forms the foundation for increasingly complex mathematical thought and application	Know what concepts are important for your student based on their grade level and spend time working on those concepts.
Your student will spend time practicing and memorizing math facts.	Students may have assignments focused on memorizing and mastering basic math facts which are important for success in more advanced mathematical problems.	Help your students know and memorize basic math facts. Play games and engage in activities that encourage mental math.
Your student will understand why the math works and be asked to talk about and prove their understanding.	Look for assignments requiring your student to reason abstractly and quantitatively, to construct viable arguments and critique the reasoning of others, and to model with mathematics and to utilize appropriate tools in problem solving. Students will explore more than one way to solve a problem.	Be aware of what concepts your student struggled with last year and support your student in those challenge areas moving forward. Encourage your student to share their mathematical thinking.
Your student will now be asked to use math in real-world situations.	Look for math assignments that are based on the real world. For instance, homework for 5th graders might include adding fractions as part of a dessert recipe or determining how much pizza friends ate based on fractions.	Provide time every day for your student to work on math at home. Ask your student to "do the math" that pops up in daily life. For example, determining the length, width, and depth of a garden plot to know how many bags of garden soil to buy.



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Our Mission

Ramona Unified School District, a Professional Learning Community, will ensure a high level of learning for all students through a culture of collaboration with families and the community in the pursuit of excellence.