

- command, file, or application. (I)
- Open and close an application or program (I)
- Explain the functions of basic file menu commands (i.e. *New, Open, Close, Save, Save as, Print*) (I)

Type words per minute (WPM) with proficiency and accuracy: Keyboard Familiarity

Multimedia and Presentation:

- Use painting and drawing programs to create and edit work. (I)

Using the Internet:

- Explain and use terms related to a network (i.e., username, password, network, file server). (I)
- Explain and use terms related to the Internet (i.e. web browser, URL, keyword, search engine, links). (I)

Ethics and Safety:

- Follow school/classroom rules for the responsible use of computers, peripheral devices, and the Internet. (M)
- Explain ethical issues related to privacy, cyber-bullying, plagiarism, spam, viruses, hacking, and file sharing. (I)
- Explain the potential risks and dangers associated with various forms of online communications. (I)
- Explain and use safe practices for sharing personal information via the Internet and other medium. (I)
- Identify and describe ways in which technology is used at home, as school, and in society. (I)

Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time every day

when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Read with your child every day, Ask your child to explain his or her favorite parts of the story. Share your own ideas. To find more books for your child to read, visit www.corestandards.org/assets/Appendix_B.pdf.
- Encourage your child to tell you about his or her day at school. Have your child describe the picture to you.

Mathematics

- Ask your child questions that require counting as many as 20 things. For example, ask, “How many books do you have about wild animals?”
- Ask your child questions that require comparing numbers. “Who is wearing more bracelets, you or your sister?” (Your child might use matching or counting to find the answer.)

www.pta.org



Parents' Guide to Common Core and

Kindergarten

California State Standards

This guide is based on the new Common Core State Standards, which have been adopted by more than 45 states including California.

This information provides an overview of what your child will learn by the end of Kindergarten in English Language and Mathematics (Common Core State Standards).

Included are the California Standards for Social Studies and Physical Fitness, as well as the Technology Standards which are based on what the Saugus Union School District believes students need to master to be successful.

If your child is meeting the Kindergarten expectations outlined in these standards, he or she will be well prepared for 1st grade.



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ELA: Reading Standards for Literature (RL)

Key Ideas and Details:

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Craft and Structure:

4. Ask and answer questions about unknown words in a text.
5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Integration of Knowledge and Ideas:

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. what a moment in a story an illustration depicts).
8. (Not applicable to literature).
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Range of Reading and Level of Text Complexity:

10. Actively engage in group reading activities with purpose and understanding.
 - a. Activate prior knowledge related to the information and events in texts.
 - b. Use illustrations and context to make predictions about text.

Reading Standards for Informational Text (RI)

Key Ideas and Details:

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure:

4. With prompting and support, ask and answer questions about unknown words in a text.

5. Identify the front cover, back cover, and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

Integration of Knowledge and Ideas:

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).
8. With prompting and support, identify the reasons and author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Range of Reading and Level of Text Complexity:

10. Actively engage in group reading activities with purpose and understanding.
 - a. Activate prior knowledge related to the information and events in text.
 - b. Use illustrations and context to make predictions about text.

Reading Standards for Foundational Skills (RF)

Print Concepts:

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.

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. (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.
- f. Blend two to three phonemes into recognizable words.

Phonics and Word Recognition:

3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds of 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. (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.)
 - c. Read common high-frequency words by sight (e.g., *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.

Fluency:

4. Read emergent-reader texts with purpose and understanding.

Writing Standards (W)

Text Types and Purposes:

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 writ-

ing 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.

Production and Distribution of Writing:

4. (Begins in grade 2)
5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

Research to Build and Present Knowledge:

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).
8. With guidance and support from adults, recall information from experiences of gather information from provided sources to answer a question.
9. (Begins in grade 4)

Range of Writing:

10. (Begins in grade 2)

Speaking and Listening Standards (SL)

Comprehension and Collaboration:

1. Participate in collaborative conversations with diverse patterns 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.

Comprehension and Collaboration:

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.
 - a. Understand and follow one-and two- step oral directions.
3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Presentation of Knowledge and Ideas:

- Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
- Add drawings or other visual displays to descriptions as described to provide additional detail.
- Speak audibly and express thoughts, feelings, and ideas clearly.

Language Standards (L)

Conventions of Standard English:

- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - Print many upper- and lowercase letters.
 - Use frequently occurring nouns and verbs.
 - Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).
 - Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).
 - Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of by, with*).
 - Produce and expand complete sentences in shared language activities.
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - Capitalize the first word in a sentence and the pronoun *I*.
 - Recognize and name end punctuation.
 - Write a letter or letters for most consonant and short-vowel sounds (phonemes).
 - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Knowledge of Language:

- (Begins in grade 2)

Vocabulary Acquisition and Use:

- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.
 - Identify new meaning for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - Use the most frequently occurring inflections

and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

- With guidance and support from adults, explore word relationships and nuances in word meanings.
 - Sort common objects into categories (e.g., shapes, food) to gain a sense of the concepts the categories represent.
 - Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
- Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

Math: Counting and Cardinality (K.CC)

Know Number Names and the Count Sequence:

- Count to 100 by ones and by tens.
- Count forward from a given number within the known sequence (instead of having to begin at 1).
- Write numbers from 0 to 20. Represent number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

Count to Tell the Number of Objects:

- Understand the relationship between numbers and quantities; connect counting to cardinality.
 - When counting objects, say the number names in the standard order, pairing each object with one and only on number name and each number name with one and only one object.
 - Understand 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.
 - Understand that each successive number name refers to a quantity that is one larger.

- 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.

Compare Numbers:

- Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
- Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking (K.OA)

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from:

- Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
- Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
- 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 $5 = 4 + 1$).
- 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.
- Fluently add and subtract within 5.

Number and Operations in Base Ten (K.NBT)

Work with numbers 11-19 to gain foundations for place value:

- Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects and drawings and record each composition 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.

Measurement and Data (K.MD)

Describe and Compare Measurable Attributes:

- Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
- 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.*

Classify Objects and Count the Number of Objects in Each Category:

- Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

Geometry (K.G)

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres):

- 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*.
- Correctly name shapes regardless of their orientations or overall size.*
- Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).*

Analyze, Compare, Create, and Compose Shapes:

- 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).
- Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
- Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

Social Studies (California Standard)

- Understands responsibilities, rules, and cooperation at school
- Develops a sense of self and family
- Understands (learns) the symbols and traditions of the United States
- Understands the role of various workers within the community
- Compares and contrasts people and places
- Appreciates cultural diversity

Physical Fitness Calif. Standard -1

Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.

Movement Concepts:

- 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.
 - 1.2 Travel forward and sideways while changing direction quickly in response to a signal.
 - 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.
 - 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.
- #### Body Management:
- 1.5 Create shapes by using nonlocomotor movements.
 - 1.6 Balance on one, two, three, four, and five body parts.
 - 1.7 Balance while walking forward and sideways on a narrow, elevated surface.
 - 1.8 Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.

Locomotor Movement:

- 1.9 Perform a continuous log roll.
- 1.10 Travel in straight, curved, and zigzag pathways.
- 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.

Manipulative Skills:

- 1.12 Strike a stationary ball or balloon with the hands, arms, and feet.
 - 1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.
 - 1.14 Kick a stationary object, using a simple kicking pattern.
 - 1.15 Bounce a ball continuously, using two hands.
- #### Rhythmic Skills:
- 1.16 Perform locomotor and nonlocomotor movements to a steady beat.
 - 1.17 Clap in time to a simple, rhythmic beat

Physical Fitness Calif. Standard -2

Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activity.

Movement Concepts:

- 2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.
- 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.

Body Management:

- 2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.
- 2.4 Explain base of support.

Locomotor Movement:

- 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.

Manipulative Skills:

- 2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet.
- 2.7 Identify the point of contact for kicking a ball in a straight line.
- 2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.

Physical Fitness Calif. Standard -3

Students Assess and Maintain a Level of Physical Fitness to Improve Health and Performance.

Fitness Concepts:

- 3.1 Participate in physical activities that are enjoyable and challenging.

Aerobic Capacity:

- 3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.

Muscular Strength/Endurance:

- 3.3 Hang from overhead bars for increasing periods of time.

- 3.4 Climb a ladder, jungle gym, or apparatus.

Flexibility:

- 3.5 Stretch shoulders, legs, arms, and back without bouncing.

Body Composition:

- 3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Assessment:

- 3.7 Identify indicators of increased capacity to participate in vigorous physical activity

Physical Fitness Calif. Standard -4

Students Demonstrate Knowledge of Physical Fitness Concepts, Principles, and Strategies to Improve Health and Performance.

Fitness Concepts:

- 4.1 Identify physical activities that are enjoyable and challenging.
- 4.2 Describe the role of water as an essential nutrient for the body.
- 4.3 Explain that nutritious food provides energy for physical activity.

Aerobic Capacity:

- 4.4 Identify the location of the heart and explain that it is a muscle.
- 4.5 Explain that physical activity increases the heart rate.

- 4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.

Muscular Strength/Endurance:

- 4.7 Explain that strong muscles help the body to climb, hang, push, and pull.

- 4.8 Describe the role of muscles in moving the bones.

Flexibility:

- 4.9 Identify the body part involved when stretching.

Body Composition:

- 4.10 Explain that the body is composed of bones, organs, fat, and other tissues.

Physical Fitness Calif. Standard-5

Students Demonstrate and Utilize Knowledge of Psychological and Sociological Concepts, Principles, and Strategies that Apply to the Learning and Performance of Physical Activity.

Self-Responsibility:

- 5.1 Identify the feelings that result from participation in physical activity.
- 5.2 Participate willingly in physical activities.

Social Interaction:

- 5.3 Demonstrate the characteristics of sharing in a physical activity.
- 5.4 Describe how positive social interaction can make physical activity with others more fun.

Group Dynamics:

- 5.5 Participate as a leader and a follower during physical activities.

Technology Fluency– SUSD Standards

I= Introduce; D= Develop; M= Master; A=Apply Using a Computer:

- Identify and explain the parts of various technological devices appropriate to grade-level (M)
- Start and shut down various technological devices (M)
- Use a keyboard and pointing device; such as a mouse / touchpad (M)
- Explain that icons (i.e. recycle bin/trash, folder, shortcut) are symbols used to represent a