

Common Core Reading Standards Foundational Skills Kindergarten

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

Kindergartners:

Phonics and Word Recognition

3. Know and apply grade-level phonics and word analysis skills in decoding words.
 - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
 - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.
 - 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.

What does this mean and what can I do at home to help my child develop these skills?

- Help my child understand which letters go with which sounds in whatever we are reading
- Help my child understand the difference between long and short vowel sounds
- Help my child to know common words that are often used in our reading: such as, *the, of, to, she, my, is, are, do, does*
- Point to words as I read them so that my child will begin to connect the printed words with the sounds
- Read familiar books again and again so that my child can develop fluency in reading



Common Core Writing Standards Kindergarten

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Kindergartners:	
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., <i>My favorite book is . . .</i>).
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 writing 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 3)
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 or gather information from provided sources to answer a question.
9.	(Begins in grade 4)
Range of Writing	
10.	(Begins in grade 3)

What does this mean and what can I do at home to help my child develop these skills?

- Help my child to fill in the blank, either with words or pictures, of statements that I start, like “My favorite book is ...”, or “The part I like best is...”
- Encourage my child to tell about the book we read through pictures and words. Don’t worry if the words are not spelled correctly – the sound is what is important now
- Ask my child to tell me the order of what happened – beginning, middle, end
- Ask questions about the story so my child can add details to what he is writing/drawing
- Help my child to use the computer, pens, crayons, paint, etc. to produce and publish what he has written/drawn
- Help my child to do simple research about books – find other books by the same author or about the same topic
- Help my child to recall information about what has happened to him or about what he has seen to connect to what he is reading

Speaking and Listening Standards Kindergarten

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

Kindergartners:	
Comprehension and Collaboration	
1.	Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none">Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).Continue a conversation through multiple exchanges.
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.
3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
Presentation of Knowledge and Ideas	
4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.
6.	Speak audibly and express thoughts, feelings, and ideas clearly.

What does this mean and what can I do at home to help my child develop these skills?

- Talk to my child in a back and forth conversation, taking turns and showing her how to talk to others with respect
- Ask my child questions about what we read so that I can see what she understands
- Encourage my child to ask questions to clarify the parts of a story or conversation she does not understand
- Ask my child to add more details when she talks about people, places, and things
- Provide my child with drawing supplies so that she can illustrate what he is talking or writing about
- Encourage my child to speak loudly and clearly so that others will understand her



Language Standards Kindergarten

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

Kindergartners:
Conventions of Standard English

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



Kindergartners:
Knowledge of Language

3. (Begins in grade 2)

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
 - a. Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).
 - b. 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.
5. With guidance and support from adults, explore word relationships and nuances in word meanings.
 - a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
 - b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
 - c. Identify real-life connections between words and their use (e.g., note places at school that are *colorful*).
 - d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk, march, strut, prance*) by acting out the meanings.
6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

What does this mean and what can I do at home to help my child develop these skills?

- Help my child understand the relationship between letters (upper and lower case) and sounds, and to practice printing and recognizing words with upper case letters: beginning names, sentences, and special people and places
- Use words like in, out, under, around, on top of... Also for, by, with, to...
- Help my child understand that adding –s or –es makes a word plural, and that adding beginnings and endings like –ed, –ing, –ful and re-, un-, pre- changes the word
- Encourage my child to sort words into categories, like foods, birds, colors...
- Show my child opposites, like hot/cold, big/small, smile/frown
- Help my child find words that have similar meanings, like cold, frosty, icy, frigid
- Encourage my child to use new words she hears, adding to her vocabulary

Common Core Reading Standards for Kindergarten

The standards explain what children should be able to understand and do by the end of each grade. The box on the left lists the standards teachers are using, and the box on the right is what you can do at home to support what children are learning in the classroom.

Kindergartners:

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).
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 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.

What does this mean and what can I do at home to help my child develop these skills?

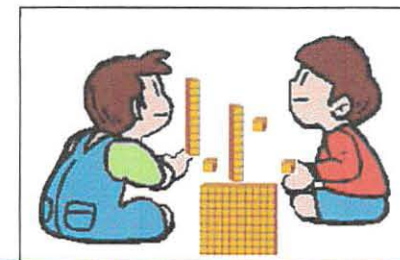
- Ask my child about what we read
- Ask my child to retell the story in his own words
- Let my child know to ask about words she doesn't know
- Help my child understand the difference between storybooks, poems, cookbooks, newspapers...
- Talk about what the pictures tell about the story
- Ask my child to tell me what is different from and the same as in the characters



Common Core Math Standards for Kindergarten

Numbers and Operations

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Counting and Cardinality

K.CC

Know number names and the count sequence.

1. Count to 100 by ones and by tens.
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
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).

Count to tell the number of objects.

4. Understand the relationship between numbers and quantities; connect counting to cardinality.
 - 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.
 - 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.
 - c. Understand that each successive number name refers to a quantity that is one larger.
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.

Compare numbers.

6. 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.²
7. Compare two numbers between 1 and 10 presented as written numerals.

Number and Operations in Base Ten

K.NBT

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

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.

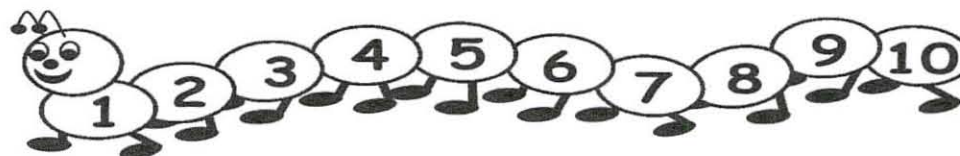
What does this mean and what can I do at home to help my child develop these skills?

- Help your child learn to count forward from 1 to 100. Don't always begin at 1; start at other numbers sometimes.
- Show your child how to write numbers from 0 to 20, and let him match objects like coins or blocks to the number so he how many items a number represents.
- Help your child understand that the last number spoken when counting indicates the number of items, and it doesn't matter what order was used – starting at the top, bottom, left, or right –you still get the same number.
- Arrange items in different ways – line, circle, or square – to show your child that the count is the same no matter how things are grouped. Items arranged in a line are easier to count, so give him practice using other configurations.
- Help him understand that each successive number name refers to a quantity that is one higher; six is one more than five.
- Tell your child a number and ask him to count out that many items – blocks, raisins, coin, etc.
- Arrange two groups of items and ask your child to tell you which group has more or less, or they are the same (equal).
- Write numbers up to 20 two ways on index cards – in digits (1, 2, 3...), and as written numerals (one, two, three...). Let your child match the cards.
- Show your child how to illustrate number groups in drawings. For example, if he has 12 blocks and removes 3 blocks, he has 9 blocks left. Show him that 12 is a ten and two ones, and that 9 is 9 ones.

Common Core Math Standards Kindergarten

Algebra and Patterns

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Operations and Algebraic Thinking

K.OA

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

1. Represent addition and subtraction with objects, fingers, mental images, drawings¹, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
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 $5 = 4 + 1$).
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.
5. Fluently add and subtract within 5.

¹Include groups with up to ten objects.

²Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)

What does this mean and what can I do at home to help my child develop these skills?

- Use many different ways to show your child how to add and subtract. Let her use real items such as blocks, raisins, or cheerios. Help her draw items on paper. Show her how to clap once for each successive number – 6 claps equals six items. Let her “see” the numbers in her mind.
- Help your child to act out the situations by moving items around –so that she can see that taking two blocks away from a pile of 10 blocks leaves 8 blocks. Ask her to add 3 more blocks and see how many she has.
- Show her how to use the numbers and symbols in equations to represent what she is doing. For example, if she has 5 blocks and adds 2, she can show that with $5 + 2 = 7$.
- Help her understand that numbers can be deconstructed in more than one way. For example, 7 can be $0 + 7$, $6 + 1$, $5 + 2$, $4 + 3$, and the number can be moved around – $7 + 0$, $1 + 6$, $2 + 5$, $3 + 4$.
- Help your child understand the equations that make ten of anything – how many do we need to add to get 10 if we have 1, 2, 3...

Speaking and Listening Standards Kindergarten

Geometry and Spatial Sense

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Geometry

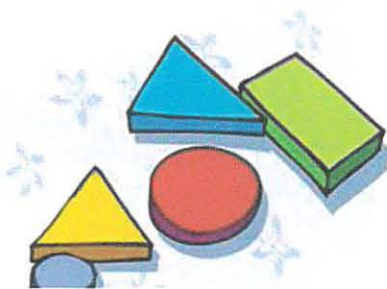
K.G

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

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

Analyze, compare, create, and compose shapes.

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



What does this mean and what can I do at home to help my child develop these skills?

- Help your child learn various words to describe objects she sees in her world. For example, when she describes a dog, it could be large, furry, soft, and friendly. When she describes where her shoes are, they might be next to, under, behind, or on top of the bed.
- Let your child see that shapes (circle, square, rectangle, triangle) remain the same shape no matter how large or small they are.
- Help your child practice naming shapes she sees in her surroundings.
- Show your child the difference between two-dimensional shapes (flat, like a piece of paper) and three-dimensional shapes (solid, like a cereal box).
- Talk with your child about how shapes differ – kind of edge (straight or curved), number of corners, number and length of sides.
- Show your child how to use clay, play doh, string, or yarn to make different shapes. Help her draw the shapes on paper with pencils, crayons, markers, or paint.
- Help your child see that putting two shapes together might make different shapes. For example, putting two triangles together might make a square, or putting two squares together might make a rectangle.
- Help your child see shapes in her world: ask what shape she sees in windows, car tires, sections of sandwiches, etc.