

California's
Common Core Standards

Parent Handbook



Kindergarten

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Introduction

This pamphlet gives parents an introduction to California's Common Core Standards and a summary of what students are expected to learn in the grade level. The standards are designed to reflect the knowledge and skills that our students 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. 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 science, 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

The information provided contains a content overview and a summary of skills developed at that level. 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.

Included for mathematics is The Standards for Mathematical Practice, a set of behaviors that every student should develop. These practices deepen understanding of mathematics and enhance students' problem solving abilities.

- Look for and make use of structure.
 - Discern patterns and structures
 - Can step back for an overview and shift perspective
 - See complicated things as single objects or as being composed of several objects
- Look for and identify ways to create shortcuts when doing problems.
 - When calculations are repeated, look for general methods, patterns and shortcuts
 - Be able to evaluate whether an answer makes sense

Mathematics | Standards for Mathematical Practice

The Standards for Mathematical Practice describe behaviors that all students will develop in the Common Core Standards. These practices rest on important “processes and proficiencies” including problem solving, reasoning and proof, communication, representation, and making connections. These practices will allow students to understand and apply mathematics with confidence.

- Make sense of problems and persevere in solving them.
 - Find meaning in problems
 - Analyze, predict and plan solution pathways
 - Verify answers
 - Ask themselves the question: “Does this make sense?”

- Reason abstractly and quantitatively.
 - Make sense of quantities and their relationships in problems
 - Create coherent representations of problems

- Construct viable arguments and critique the reasoning of others.
 - Understand and use information to construct arguments
 - Make and explore the truth of conjectures
 - Justify conclusions and respond to arguments of others

- Model with mathematics.
 - Apply mathematics to problems in everyday life
 - Identify quantities in a practical situation
 - Interpret results in the context of the situation and reflect on whether the results make sense

- Use appropriate tools strategically.
 - Consider the available tools when solving problems

Grade K Overview | Mathematics

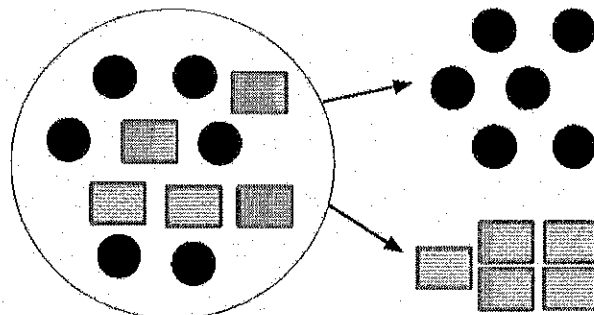
Kindergarten students learn to count to 100 and write numbers to 20. Attention is given to numbers 11-20 where emphasis is placed on tens and ones building a foundation for place value understanding. Beginning addition and subtraction starts in kindergarten. Students sort and classify groups of objects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



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

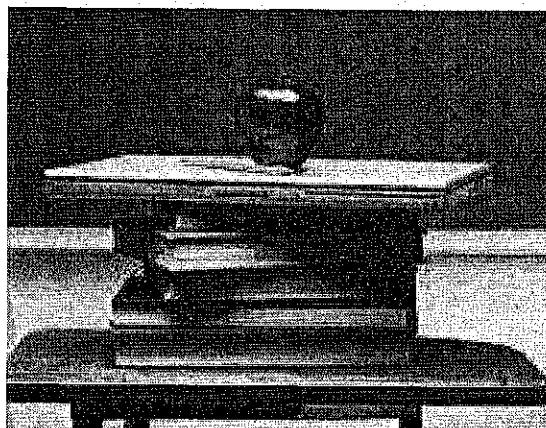
Language

- 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*



General Homework Tips for Parents

1. Make sure your child has a quiet, well-lit place to do homework. Avoid having your child do homework with the television on or in places with other distractions, such as people coming and going.
2. Make sure your child has the necessary materials, such as paper, pencils, eraser, etc. available. Ask your child if special materials are needed for some projects and get them in advance.
3. Help your child with time management. Establish a set time each day for doing homework. Don't let your child leave homework until just before bedtime. Keep a calendar or daily planner with your child showing all scheduled activities. Think about using a weekend morning or afternoon for working on big projects, especially if the project involves getting together with classmates.
4. Be a role model. When your child is doing homework, you do homework. If your child is reading, you read too. If your child is doing math, balance your checkbook. Show your child that the skills they are learning are related to things you do as an adult.
5. Provide guidance, not answers. When your child asks for help, talk them through the problem, do not give them the solution. Your child will not learn the material if you supply them the answers. Too much help teaches your child that when the going gets rough, someone will do the work for him/her.
6. Watch your child for signs of failure and frustration. Let your child take a short break if he/she is having trouble keeping their mind on an assignment. Have your child take a brain break by doing something physical like running in place, or doing jumping jacks.
7. Stay informed. Talk with your child's teacher. Make sure you know the purpose of homework and what your child's class rules are.
8. Reward your child for progress in doing homework. If he/she has been successful in homework completion and is working hard, celebrate with a special event (reading a book with you, taking a walk together, trip to the park, etc.)



Common Core State Standard Links

Parent-Friendly Information about Common Core -

[http://www.pta.org/common core state standards.asp](http://www.pta.org/common%20core%20state%20standards.asp)

Link for **Detailed Information** about Common Core –

[http://www.isbe.state.il.us/common core/default.htm](http://www.isbe.state.il.us/common%20core/default.htm)

<http://www.corestandards.org/>

Link for **Homework Help** for Common Core –

<http://www.school.familyeducation.com>

<http://www.khanacademy.org>

<http://www.studygeek.org>

<http://www.washingtonpost.com>

<http://www.factmonster.com>

<http://www.parenttoolkit.com>

<http://www.commoncoreworks.org>

<http://www.scholastic.com/parents>

<http://www.wonderopolis.org>