

Fullerton School District

Report Card Parent Guide

Kindergarten

With the change to the California Common Core State Standards in English language arts and mathematics, the FSD report card in grades K - 6 have been revised to align to the new State Standards.

Please use this document as a reference when reviewing your child’s report card. This parent guide includes “I Can” statements that present the English Language Arts and Mathematics standards in a more user-friendly format.

READING: LITERATURE	READING: INFORMATIONAL TEXT
“I Can”...	“I Can”...
<p><u>Key Ideas & Details:</u></p> <ul style="list-style-type: none"> • ask and answer questions about important details in the story. • retell a story I know using important details from the story • tell the characters, setting and what happens in the story 	<p><u>Key Ideas & Details:</u></p> <ul style="list-style-type: none"> • ask and answer questions about important details in nonfiction books. • tell the main topic and important details in nonfiction books. • tell how people, events or ideas are connected
<p><u>Craft & Structure:</u></p> <ul style="list-style-type: none"> • ask and answer questions about new words in stories. • tell the difference between the different kinds of fiction I read. • tell who the author and illustrator are in stories. I can tell what their jobs are. 	<p><u>Craft & Structure:</u></p> <ul style="list-style-type: none"> • ask and answer questions about new words in nonfiction books. • find the front cover, back cover and title page in nonfiction books. • tell who the author and illustrator are in nonfiction books. I can tell what their jobs are.
<p><u>Integration of Knowledge & Ideas</u></p> <ul style="list-style-type: none"> • tell how the words and pictures go together in stories. • tell what is the same and different about the actions of characters in stories I know. 	<p><u>Integration of Knowledge & Ideas:</u></p> <ul style="list-style-type: none"> • tell how the words and pictures go together in nonfiction books. • find the reasons an author gives to make the information more clear. • tell how two nonfiction books are alike and different.

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READING: FOUNDATIONAL SKILLS

“I Can”...

Print Concepts:

- understand how books can be read.
 - read the words in a book in the right order.
 - understand that words I say can be written using letters in a certain order.
 - understand that words have spaces between them.
 - name all of my upper and lower case letters in the alphabet.

Phonological Awareness:

- understand the sounds that letters and words make.
 - recognize and make rhyming words.
 - count and divide words into syllables.
 - blend and take apart the beginning sounds and ending parts of one-syllable words.
 - find and say the beginning, middle and last sound in simple words.
 - make new words by changing a consonant or a vowel sound in a word I already know.

Phonics & Word Recognition:

- look at words and figure them out by using what I know about letters and sounds.
 - say the most common sound for each consonant in the alphabet.
 - match long and short vowel sounds with letters that go with them.
 - read common sight words.
 - tell the difference between and read similar words by looking at the letters that are different.

Fluency:

- read and understand books at my level well.

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WRITING

“I Can” ...

Text Types & Purposes:

- draw or write to help me share what I think.
- draw or write to help me explain about a topic.
- draw or write to tell an organized story about something that has happened.

Production & Distribution of Writing:

- listen to my friends’ ideas to help add details to my stories.
- use a computer or tablet to publish my writing.

Research to Build & Present Knowledge:

- help my class learn about a subject and then write about it.
- use what I know and have read about to answer questions.

SPEAKING & LISTENING

“I Can” ...

Comprehension & Collaboration:

- show that I know how to have good conversations with my friends and teachers.
 - listen and take turns when I am hang a conversation.
 - have a long conversation with another person.
- tell what a story is about.
- ask and answer a question about what I have heard.

Presentation of Knowledge & Ideas:

- use details when I tell about people, places, and things.
- use drawings to help add details to what I share.
- speak and share my ideas clearly.

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LANGUAGE

“I Can”...

Conventions of Standard English:

- show that I know how to use words correctly when I write and speak.
 - print lots of upper and lowercase letters.
 - use nouns (words that name) and verbs (action words).
 - make nouns plural (more than one) by adding “s” or “es” to the end.
 - understand and use question words (who, what, where, when, why, how).
 - use common prepositions (to, from, in, out, on, off, for, of, by, with).
 - create longer complete sentences with my class.
- show that I know how to write sentences correctly.
 - capitalize the first word in a sentence.
 - capitalize the word “I”.
 - find and name punctuation at the end of a sentence.
 - write a letter or letters for most consonant sounds.
 - write a letter or letters for most short vowel sounds.
 - use what I know about letters and sounds to spell easy words.

Vocabulary Acquisition & Use:

- figure out what words mean by thinking about what I have read.
 - find new meanings for words I already know and use them correctly.
 - use beginnings and endings of words to help me figure out what they mean (-ed, -s, re-, un-, pre-, -ful, -less)
- figure out how words are related. I can figure out how their meanings might be alike.
 - sort things into groups and use the names of the groups to help me understand them better.
 - match some verbs and adjectives with their opposites.
 - tell how words are used in real-life.
 - tell the difference between verbs that are almost alike.
- use the new words I learn in different ways to show that I know what they mean.

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MATHEMATICS

“I Can”...

Counting & Cardinality:

- count to 100 by ones and tens.
- count forward starting at any number I have learned.
- write numbers from 0 to 20 and tell about a group of 0 to 20 things.
- understand how number names go with counting things in the right order.
 - name the number for each thing in a group as I count them.
 - understand that the last thing I count tells the number of things in a group.
 - understand that things in a group can be moved around and the total number will be the same.
 - understand that the next number I say when I count means that there is one more.
- count up to 20 to tell how many things are in a line, a box or a circle.
- count up to 10 to tell how many things are in a group.
- count out a group of things then someone gives me any number from 1 to 20.
- use matching or counting to tell if a group of objects in one group is bigger, smaller or the same as a group of objects in another group.
- compare two written numbers between 1 and 10.

Operations & Algebraic Thinking:

- use what makes sense to me to show that I know how to add and subtract.
- use objects or drawings to show that I can solve addition and subtraction word problems up to 10.
- take apart any number from 1 to 10 to show that I understand that number.
- take any number from 1 to 9 and show what I need to add to it to make 10.
- add and subtract numbers within 5.

Number & Operations in Base Ten:

- make and take apart numbers from 11 to 19 by telling how many tens and ones are in the number and by drawing a picture or writing a number sentence.

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MATHEMATICS

“I Can”...

Measurement & Data:

- show and tell about the parts of a thing that I can measure.
- compare two things that are measured using the same tool by using words like longer and shorter.
- put things into groups by looking at how they are the same, count the things that I put into groups and then sort them by how many.

Geometry:

- name and tell about shapes I see around me and tell where I see shapes by using words like: above, below, beside, in front of, behind and next to.
- name shapes no matter how big they are or which way they are turned.
- tell if a shape is two-dimensional (flat) or three-dimensional (solid).
- think about and compare two-dimensional and three-dimensional shapes.
- make shapes by drawing them or by using things like sticks and clay.
- use simple shapes to make larger shapes.