

# 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.

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

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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.