



Huntington Beach City School District

Common Core State Standards Grade Level Learning Descriptors

Kindergarten

ENGLISH/LANGUAGE ARTS

Reading Foundational Skills

- **Print Concepts** – follow words from left to right, top to bottom, and page by page; recognize that spoken words are represented in written language; understand that words are separated by spaces in print; recognize and name all upper- and lowercase letters of the alphabet.
- **Phonological Awareness** – recognize and produce rhyming words; count, pronounce, blend, and segment syllables in spoken words; blend and segment onsets and rimes of single-syllable spoken words; isolate and pronounce the initial, medial vowel, and final sounds in three-phoneme words; add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
- **Phonics and Word Recognition** – produce the primary or many of the most frequent sounds for each consonant; associate long and short sounds with common spellings for the five major vowels; read common high-frequency words by sight; distinguish between similarly spelled words by identifying the sounds of the letters that differ.
- **Fluency** – read emergent-reader texts with purpose and understanding.

Reading Literature

- **Key Ideas and Details** – with prompting and support ask and answer questions about key details in a text; with prompting and support retell familiar stories, including key details; with prompting and support identify characters, settings, and major events in a story.
- **Craft and Structure** – ask and answer questions about unknown words in a text; recognize common types of texts (e.g., storybooks, poems); 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** – with prompting and support describe the relationship between illustrations and the story in which they appear; with prompting and support compare and contrast the adventures and experiences of characters in familiar stories.

Reading Informational Text

- **Key Ideas and Details** – with prompting and support ask and answer questions about key details in a text; with prompting and support identify the main topic and retell key details of a text; with prompting and support describe the connection between two individuals, events, ideas, or pieces of information in a text.
- **Craft and Structure** – with prompting and support ask and answer questions about unknown words in a text; identify the front cover, back cover, and title page of a book; 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** – with prompting and support describe the relationship between illustrations and the text in which they appear; with prompting and support identify the reasons an author gives to support points in a text; with prompting and support identify basic similarities in and differences between two texts on the same topic.

Writing

- **Text Types and Purposes** – 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; 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; 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** – with guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed; 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** – participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them); with guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Language

- **Conventions of Standard English** – print many upper- and lowercase letters correctly; use frequent occurring nouns and verbs; form regular plural nouns orally; use the most frequently occurring prepositions; produce and expand complete sentences in shared language activities; 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; spell simple words phonetically, drawing on knowledge of sounds-letter relationships.
- **Vocabulary Acquisition and Use** – identify new meanings 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 as a clue to the meaning of an unknown word; with guidance and support from adults, sort common objects into categories to gain a sense of the concepts the categories represent; demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites; identify real-life connections between words and their use; 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.



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Speaking and Listening

- **Comprehension and Collaboration** - participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups; follow agreed-upon rules for discussions; continue a conversation through multiple exchanges; 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; 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 desired to provide additional detail; speak audibly and express thoughts, feelings, and ideas clearly.

Kindergarten MATHEMATICS

Counting and Cardinality

- **Know number names and the count sequence** - count to 100 by ones and by tens; count forward beginning from a given number within the known sequence; write numbers from 0 to 20; represent a number of objects within a written numeral 0-20.
- **Count to tell the number of objects** - understand the relationship between numbers and quantities; connect counting to cardinality; understand that the last number name said tells the number of objects counted; understand that each successive number name refers to a quantity that is one larger; count to answer "how many?"
- **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, by using matching and counting strategies; compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking

- **Understanding 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; solve addition and subtraction word problems, and add and subtract within 10; decompose number less than or equal to 10 into pairs in more than one way; for any number from 1 to 9, find the number that makes 10 when added to the given number; fluently add and subtract within 5.

Number and Operations in Base Ten

- **Work with number 11-19 to gain foundations for place value** - compose and decompose number from 11-19 into ten ones and some further ones.

Measurement and Data

- **Describe and compare measurable attributes** - describe measurable attributes of objects, such as length or weight; directly compare two objects with a measurable attribute in common.
- **Classify objects and count the number of objects in each category** - classify objects into given categories; count the number of objects in each category and sort the categories by count.

Geometry

- **Identify and describe shapes** - 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 or three-dimensional.
- **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, and other attributes; model shapes in the world by building shapes from components and drawing shapes; compose simple shapes to form larger shapes.

Common Core State Standards and Grade Level Technology Competencies can be found on our website (please click on the following):

www.hbcasd.us - Parents / Educational Services / Common Core Standards

The following assessment methods may be utilized to determine your child's progress toward mastery of the standards:

- ✓ Student performance and participation during class activities and discussions
- ✓ Performance tasks
- ✓ Teacher observation (whole group and small group)
- ✓ One-on-one assessments (teacher and student)
- ✓ Class work, projects, and writing samples
- ✓ Summative assessments (paper pencil and / or online)