

Oakland Unified School District presents the Parents as Partners Guide to Common Core Standards Kindergarten

Oakland Unified School District holds a set of core beliefs about the families we serve each and every day.

- Core Belief #1** All parents have dreams for their children and want the best for them.
- Core Belief #2** Partnerships with families are essential to academic achievement.
- Core Belief #3** All parents can support their children’s learning.
- Core Belief #4** The responsibility for building partnerships between school and home rests primarily on the school staff, especially school leaders.

Because we hold these family engagement core beliefs, we have developed tools and resources to ensure that all families understand the **Common Core Standards** and are able to support learning at home. These resources include the *Common Core Backpack*, which are activities that parents can use at home to reinforce the Common Core Standards.

What are the Common Core Standards?	Why Common Core?
<p>In the past, each state had its own set of educational standards. This caused confusion and concerns about whether or not our students were ready for college and careers at the time of their high school graduation. California voluntarily adopted the Common Core Standards in 2010.</p> <p>The Common Core State Standards (CCSS) are a set of learning expectations in English language arts and mathematics designed to prepare K-12 students for college and career success. The CCSS communicate what is expected of students at each grade level, putting students, parents, teachers, and school administrators on the same page, while working toward shared goals.</p>	<p>The Common Core State Standards are important because they will help all children – no matter who they are – learn the same skills needed for college and career. They create clear expectations for what your child should know and be able to do in key areas: Literacy (reading, writing, speaking and listening in all subject areas) and Mathematics. If you know what these expectations are, then you can help your child prepare because you are your child’s first teacher.</p> <p>Our students are future scientists, researchers, managers, and designers. They must be problem solvers and collaborators. The common core prepares them to compete with not only American peers in other states, but with students from around the world.</p>

How can families support school success?

Partnerships with families are essential to academic achievement. Put simply, schools cannot educate students alone. How can families partner with the school?

1. Know what your child should be learning in Kindergarten.
2. Ask the teacher if your child has mastered the skills that have been taught.
3. Ask how you can support learning at home. Ask for activities from the *Common Core Backpack*, which are activities that parents use at home with their child to support mastery of the Common Core Standards.
4. Read. Read. Read. Have your child read each day and ask them questions. Then have them go into the text to answer the question, “How do you know?”
5. Make sure your child is reading non-fiction books often.

Kindergarten Common Core Standards

Here are some key **English Language Arts** skills being taught in Kindergarten. For a complete list of the California Common Core Standards, please visit the California Department of Education's website (<http://www.cde.ca.gov/re/cc/>).

There is a Common Core Backpack activity for each of the Common Core Standards listed below.

Common Core Standard		Basically, this means your child can...
RL.K.1	With prompting and support, ask and answer questions about key details in a text.	Tell who, what, where, when, why and how after listening to stories.
RL.K.2	With prompting and support, retell familiar stories, including key details.	Retell a story.
RL.K.3	With prompting and support, identify characters, settings, and major events in a story.	Tell the characters, setting and what happens in a story.
RI.K.2	With prompting and support, identify the main topic and retell key details of a text.	Tell the main topic and details in a nonfiction book.
RL.K.5	Recognize common types of texts (e.g., storybooks, poems).	Tell the difference between storybooks and poems.
RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	Tell who the author and illustrator are. He can tell what their jobs are.
RI.K.5	Identify the front cover, back cover, and title page of a book.	Find the front cover, back cover and title page in a book.
RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	I can tell who the author and illustrator are. He can tell what their jobs are.
RL.K.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).	Use the illustrations to help to tell the story.
RF.K.1	Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all upper- and lowercase letters of the alphabet. 	Use basic text features to help him read. (Read left to right, read top to bottom, spaces between words)
		Recognize and name all upper and lowercase letters.

Kindergarten Common Core Standards

Here are some key **Mathematics** skills being taught in Kindergarten. For a complete list of the California Common Core Standards, please visit the California Department of Education's website (<http://www.cde.ca.gov/re/cc/>).

There is a Common Core Backpack activity for each of the Common Core Standards listed below.

Common Core Standard		Basically, this means your child can...
K.CC.1	Count to 100 by ones and by tens.	Count to 100 by ones and tens.
K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).	Count forward starting at a given number.
K.CC.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).	Write numbers from 0 to 20. Write a number for a group of 0 to 20 objects.
K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. <ol style="list-style-type: none"> 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. 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. Understand that each successive number name refers to a quantity that is one larger. 	Put numbers in order.
K.CC.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.	Count out a number of objects between 1 and 20.
K.CC.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. ¹	Tell if a group of objects in one group is greater than, less than or equal to a group of objects in another group.
K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings ² , sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.	Use objects, fingers and pictures to help show addition and subtraction.
K.NBT.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.	Use objects, drawings or equations to show tens and ones.
K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.	Compare how two objects are similar or different. (more of, less of, taller, shorter)
K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. ³	Place objects into categories.