

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.