

California's
COMMON CORE

Content Standards
Curriculum Builder
Kindergarten Grade

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Curriculum Builder for
ELA and Mathematics
Kindergarten

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CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE AND TECHNICAL SUBJECTS

The History of Standards in California

Student content standards describe what students should know and be able to do in a subject matter for a particular grade. California ushered in the standards era in 1997, when the State Board of Education adopted contents standards, K-12, for both English Language Arts and mathematics, establishing for the first time in the State a consistent set of expectations for all students. Those standards have stood as the beacon for the development of curriculum frameworks, the creation of curricular materials, and the basis for State and local assessments.

While California established and utilized its own standards, every other state in the union did the same. Seeking uniformity of rigor and expectation for the entire nation, the National Governors Association Center for Best Practices and the Council of chief State School Officers coordinated efforts to write the Common core State Standards. Teachers, school administrators, and experts began the work with the end in mind and drafted “career and college ready” exit standards for graduated high school seniors. As such these anchor standards define what is required to be successful in entry-level, credit-bearing academic college courses and in the workforce training programs. With exit standards charting the way, the creators of the Common Core standards backward-mapped down through the grade levels to create a consistent format and strong linkages from grade level to grade level.

These new Common Core Standards, adopted for English language arts and mathematics only:

- Are aligned with college and work expectations
- Are clear, understandable, and consistent
- Include rigorous content and application of knowledge through higher-order skills
- Build upon strengths and lessons of the current standards from many states
- Are informed by other top performing countries, so that all students are prepared to succeed in our global economy and society
- Are evidence-based

Transition to the Common Core Standards

The State Board of Education in California adopted the Common Core Standards in 2010 to ensure that California would be eligible as a state to submit an application for a Race to the Top grant. Even though that application was not selected for funding, the adoption of the Common Core Standards is in law. Currently, 47 states have adopted the standards. It is the advent of assessments tied to the Common Core, however, that will mark the true transition from the older California standards to the current Common

Core. California participates with over twenty other states in the SMARTER Balanced Assessment Consortium. Linking arms with other states in the consortium, California plans to usher in a totally new assessment system in the spring of the school year 2014-15. The implementation of a new assessment system will mark point in time when students, teachers, schools, districts and larger systems will be held accountable for the instruction of these new standards.

In order to create as smooth a transition as possible from the old standards and the current assessment system, teachers and administrators are working to understand and embrace the Common Core Standards. This publication is designed to assist with that process.

The new Common Core Standards for English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects

The title of the standards includes other fields of study responsible for student literacy. In the K-5 standards, references to history/social studies, science and technical subjects are embedded. In the upper grade level standards, these content areas have their own section of standards. The inclusion across traditional divisions of study reinforces the primacy of literacy and the need for its integration.

Reading standards are “stair-cased” and demand student reading of a diverse array of classic and contemporary literature, but likewise insist on a focus of challenging informational texts. There is no specified reading list, but the Common Core instead provide numerous sample texts. Various genre are delineated that include: myths, foundational documents from U. S. history, seminal works of American literature, and, of course, Shakespeare. States, local districts, and perhaps even schools will make the final decisions about what titles students will read.

The issue of text complexity reminds educators that the reading level of work place documents frequently

exceeds the rigor of literature at the college level. Therefore, the measurement called the “lexile” gauges the text complexity of a document. Text complexity intertwines the issues of: qualitative dimensions (structure of language, knowledge demands, etc.), quantitative dimensions (word length, sentence length, etc.), and reader and task considerations (appropriateness of text to reader, reader motivation and experiences, etc.)

Writing standards are grounded in the ability to write logical arguments based on claims, sound reasoning, and relevant evidence. Even the earliest grades require the ability to argue through opinion writing. Additionally, students are expected to conduct research, both short- and long-term projects, throughout the grade levels. To establish a consistent expectation for rigor, annotated samples of student writing across the grade levels accompany the standards.

Speaking and Listening standards require the presentation of complex information through the acts of listening and speaking but also through media. Speaking is expected between individuals, in small groups and in larger groups.

Language standards describe vocabulary acquisition and the ability to appreciate nuances of words. In addition to the use of formal language, students are expected to navigate through a variety of contexts and choose the appropriate level of formality.

Media and Technology standards are integrated through these standards.

Implementation: We are launching into CCSS using the curriculum and the materials we have. Whether your district is using Open Court, MMH, or another program, we must begin CCSS implementation using our existing materials.

As you proceed through your pacing guide and current curriculum, compare each lesson to the standards found here. Use the notes column to document which parts of your current curriculum is relevant to each standard.

READING LITERATURE

Key Ideas and Details

Standard	Notes	Dates Taught					Mastery
RL 1. With prompting and support, ask and answer questions about key details in a text.							
RI 2. With prompting and support, retell familiar stories, including key details.							
RL 3. With prompting and support, identify characters, settings, and major events in a story.							

Craft and Structure

Standard	Notes	Dates Taught					Mastery
RL 4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 on pages 19-20 for additional expectations.)							
RI 5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).							
RL 6. 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

Standard	Notes	Dates Taught					Mastery
RL 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).							
RL 8. (Not applicable to literature)							
RL 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.							

READING LITERATURE

Range of Reading and Level of Text Complexity

Standard	Notes	Dates Taught					Mastery
RL 10. Actively engage in group reading activities with purpose and understanding.							

READING INFORMATIONAL TEXT

Key Ideas and Details

Standard	Notes	Dates Taught					Mastery
RI 1. With prompting and support, ask and answer questions about key details in a text.							
RI 2. With prompting and support, identify the main topic and retell key details of a text.							
RI 3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.							

Craft and Structure

Standard	Notes	Dates Taught					Mastery
RI 4. With prompting and support, ask and answer questions about unknown words in a text.							
RI 5. Identify the front cover, back cover, and title page of a book.							
RI 6. 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

Standard		Notes	Dates Taught					Mastery
RI 7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).							
RI 8.	With prompting and support, identify the reasons an author gives to support points in a text.							
RI 9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).							

Range of Reading and Level of Text Complexity

Standard		Notes	Dates Taught					Mastery
RI 10.	Actively engage in group reading activities with purpose and understanding.							

READING FOUNDATIONAL SKILLS

Print Concepts

Standard		Notes	Dates Taught					Mastery
RF 1.	Demonstrate understanding of the organization and basic features of print.							
RF 1.a	Follow words from left to right, top to bottom, and page by page.							
RF 1.b	Recognize that spoken words are represented in written language by specific sequences of letters.w							

Print Concepts

Standard	Notes	Dates Taught					Mastery
RF 1.c Understand that words are separated by spaces in print.							
RF 1.d Recognize and name all upper- and lowercase letters of the alphabet.							

Phonological Awareness

Standard	Notes	Dates Taught					Mastery
RF 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).							
RF 2.a Recognize and produce rhyming words.							
RF 2.b Count, pronounce, blend, and segment syllables in spoken words.							
RF 2.c Blend and segment onsets and rimes of single-syllable spoken words.							
RF 2.d Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.							

Phonics and Word Recognition

Standard	Notes	Dates Taught					Mastery
RF 3. Know and apply grade-level phonics and word analysis skills in decoding words.							
RF 3.a Demonstrate basic knowledge of letter-sound correspondences by producing the primary or most frequent sound for each consonant.							
RF 3.b Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.							

Phonics and Word Recognition

Standard	Notes	Dates Taught					Mastery
RF 3.c Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).							
RF 3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.							

Fluency

Standard	Notes	Dates Taught					Mastery
RF 4. Read emergent-reader texts with purpose and understanding.							

WRITING

Text Types and Purposes

Standard	Notes	Dates Taught					Mastery
W 1. 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 (e.g., My favorite book is...).							
W 2. 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.							
W 3. 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

Standard	Notes	Dates Taught					Mastery
W 4. (Begins in grade 3)							
W 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.							
W 6. 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

Standard	Notes	Dates Taught					Mastery
W 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).							
W 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.							
W 9. (Begins in grade 4)							

Range of Writing

Standard	Notes	Dates Taught					Mastery
W 10. (Begins in grade 3)							

SPEAKING & LISTENING

Comprehension and Collaboration

Standard		Notes	Dates Taught					Mastery
SL 1.	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.							
SL 1.a	Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).							
SL 1.b	Continue a conversation through multiple exchanges.							
SL 2.	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.							
SL 3.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.							

Presentation of Knowledge and Ideas

Standard		Notes	Dates Taught					Mastery
SL 4.	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.							
SL 5.	Add drawings or other visual displays to descriptions as desired to provide additional detail.							
SL 6.	Speak audibly and express thoughts, feelings, and ideas clearly.							

LANGUAGE STANDARDS

Conventions of Standard English

Standard		Notes	Dates Taught					Mastery
L 1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.							
L 1.a	Print many upper- and lowercase letters.							
L 1.b	Use frequently occurring nouns and verbs.							
L 1.c	Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).							
L 1.d	Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).							
L 1.e	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).							
L 1.f	Produce and expand complete sentences in shared language activities.							
L 2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.							
L 2.a	Capitalize the first word in a sentence and the pronoun I.							
L 2.b	Recognize and name end punctuation.							
L 2.c	Write a letter or letters for most consonant and short-vowel sounds (phonemes).							
L 2. d	Spell simple words phonetically, drawing on knowledge of sound-letter relationships.							

Knowledge of Language

Standard	Notes	Dates Taught					Mastery
L 3. (Begins in grade 2)							

Vocabulary Acquisition and Use

Standard	Notes	Dates Taught					Mastery
L 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.							
L 4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).							
L 4.b Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.							
L 5. With guidance and support from adults, explore word relationships and nuances in word meanings.							
L 5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.							
L 5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).							
L 5.c Identify real-life connections between words and their use (e.g., note places at school that are colorful).							
L 5.d Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.							
L 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.							

CALIFORNIA'S COMMON CORE CONTENT STANDARDS FOR MATHEMATICS

The K-5 standards provide students with a *solid foundation in whole numbers, addition, subtraction, multiplication, division, fractions and decimals*—which help young students build the foundation to successfully apply more demanding math concepts and procedures, and move into applications.

In kindergarten, the standards follow successful international models and recommendations from the National Research Council's Early Math Panel report, by focusing kindergarten work on the number core: learning how numbers correspond to quantities, and learning how to put numbers together and take them apart (the beginnings of addition and subtraction).

The K-5 standards build on the best state standards to provide detailed guidance to teachers on how to navigate their way through knotty topics such as *fractions, negative numbers, and geometry*, and do so by maintaining a continuous progression from grade to grade.

The standards stress not only procedural skill but also conceptual understanding, to make sure students are learning and absorbing the critical information they need to succeed at higher levels - rather than the current practices by which many students learn enough to get by on the next test, but forget it shortly thereafter, only to review again the following year.

Having built a strong foundation K-5, students can do hands on learning in geometry, algebra and probability and statistics. Students who have completed 7th grade and mastered the content and skills through the 7th grade will be *well-prepared for algebra* in grade 8.

COUNTING & CARDINALITY

Know number names and the count sequence.

Standard	Notes	Dates Taught					Mastery
CC 1. Count to 100 by ones and by tens.							
CC 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).							
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).							

Count to tell the number of objects.

Standard	Notes	Dates Taught					Mastery
CC 4. Understand the relationship between numbers and quantities; connect counting to cardinality.							
CC 4.a 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.							
CC 4.b 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.							
CC 4.c Understand that each successive number name refers to a quantity that is one larger.							
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.							

Compare numbers.

Standard	Notes	Dates Taught					Mastery
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. Include groups with up to ten objects.							
CC 7. Compare two numbers between 1 and 10 presented as written numerals.							

OPERATIONS & ALGEBRAIC THINKING

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Standard	Notes	Dates Taught					Mastery
OA 1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations. Drawings need not show details, but should show the mathematics in the problem. (This applies wherever drawings are mentioned in the Standards.)							
OA 2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.							
OA 3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).							
OA 4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.							

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Standard	Notes	Dates Taught					Mastery
OA 5. Fluently add and subtract within 5.							

NUMBER & OPERATIONS IN BASE TEN

Work with numbers 11-19 to gain foundations for place value.

Standard	Notes	Dates Taught					Mastery
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 (such as $18 = 10 + 8$); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.							

MEASUREMENT & DATA

Describe and compare measurable attributes.

Standard		Notes	Dates Taught					Mastery
MD 1.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.							
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.							

Classify objects and count the number of objects in each category.

Standard		Notes	Dates Taught					Mastery
MD 3.	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. (Limit category counts to be less than or equal to 10.)							

GEOMETRY

Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Standard	Notes	Dates Taught					Mastery
G 1. 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.							
G 2. Correctly name shapes regardless of their orientations or overall size.							
G 3. Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").							

Analyze, compare, create, and compose shapes.

Standard	Notes	Dates Taught					Mastery
G 4. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).							
G 5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.							
G 6. Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"							

