

DOWNEY UNIFIED SCHOOL DISTRICT  
Educational Services

## Kindergarten Common Core State Standards

With the change to the Common Core State Standards in English language arts and mathematics, the DUSD report card in grades K-5 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” Read fiction</b>	<b>“I Can” Read Nonfiction</b>
<p><b><u>Key Ideas &amp; Details</u></b> I can read, understand and tell about fiction. I can...</p> <p>RL.K.1 ask and answer questions about important details in stories.</p> <p>RL.K.2 retell a story I know using important details from the story.</p> <p>RL.K.3 tell the characters, setting and what happens in stories.</p> <p><b><u>Craft &amp; Structure</u></b></p> <p>RL.K.4 ask and answer questions about new words in stories.</p> <p>RL.K.5 tell the difference between the different kinds of fiction I read.</p> <p>RL.K.6 tell who the author and illustrator are in stories. I can tell what their jobs are.</p> <p><b><u>Integration of Knowledge &amp; Ideas</u></b></p> <p>RL.K.7 tell how the words and pictures go together in stories.</p> <p>RL.K.9 tell what is the same and different about the actions of characters in stories I know.</p> <p><b><u>Range of Reading &amp; Level of Complexity</u></b></p> <p>RL.K.10 be an important part of fiction reading activities in my classroom.</p>	<p><b><u>Key Ideas &amp; Details</u></b> I can read, understand and tell about nonfiction. I can...</p> <p>RI.K.1 ask and answer questions about important details in nonfiction books.</p> <p>RI.K.2 tell the main topic and important details in nonfiction books.</p> <p>RI.K.3 tell how people, events or ideas are connected.</p> <p><b><u>Craft &amp; Structure</u></b></p> <p>RI.K.4 ask and answer questions about new words in nonfiction books.</p> <p>RI.K.5 find the front cover, back cover and title page in nonfiction books.</p> <p>RI.K.6 tell who the author and illustrator are in nonfiction books. I can tell what their jobs are.</p> <p><b><u>Integration of Knowledge &amp; Ideas</u></b></p> <p>RI.K.7 tell how the words and pictures go together in nonfiction books.</p> <p>RI.K.8 find the reasons an author gives to make the information more clear.</p> <p>RI.K.9 tell how two nonfiction books about the same thing are alike and different.</p> <p><b><u>Range of Reading &amp; Level of Complexity</u></b></p> <p>RI.K.10 be an important part of nonfiction reading activities in my classroom.</p>

## Reading – Foundational Skills

### “I Can” Read

#### **Print Concepts**

- RF.K.1 I can understand how books are meant to be read. I can...
- RF.K.1A read the words in a book in the right order.
  - RF.K.1B understand that words I say can be written using letters in a certain order.
  - RF.K.1C understand that words have spaces between them.
  - RF.K.1D name all of my upper and lower case letters in the alphabet.

#### **Phonological Awareness**

- RF.K.2 I can understand the sounds that letters and words make. I can...
- RF.K.2A recognize and make rhyming words.
  - RF.K.2B count and divide words into syllables.
  - RF.K.2C blend and take apart the beginning sounds and ending parts of one-syllable words.
  - RF.K.2D find and say the beginning, middle and last sound in simple words.
  - RF.K.2E make new words by changing a consonant or a vowel sound in a word I already know.

#### **Phonics & Word Recognition**

- RF.K.3 I can look at words and figure them out by using what I know about letters and sounds. I can...
- RF.K.3A say the most common sound for each consonant in the alphabet.
  - RF.K.3B match long and short vowel sounds with the letters that go with them.
  - RF.K.3C read common sight words.
  - RF.K.3D tell the difference between and read similar words by looking at the letters that are different.

#### **Fluency**

- RF.K.4 I can read and understand books at my level well.

## Writing

### “I Can” Write

#### **Text Types & Purposes**

I can write different types of writing for different reasons. I can...

- W.K.1 draw or write to help me share what I think.
- W.K.2 draw or write to help me explain about a topic.
- W.K.3 draw or write to tell an organized story about something that has happened.

#### **Production & Distribution of Writing**

I can make my writing better and get it ready for others to read. I can...

- W.K.5 listen to my friends' ideas to help add details to my stories.
- W.K.6 use a computer or tablet to publish my writing.

#### **Research to Build & Present Knowledge**

I can use research to help my writing. I can...

- W.K.7 help my class learn about a subject and then write about it.
- W.K.8 use what I know and have read about to answer questions.

## Language

### "I Can" Use Proper English

#### Conventions of Standards English

- L.K.1 I can show that I know how to use words correctly when I write and speak. I can...
- L.K.1A print lots of upper and lowercase letters.
  - L.K.1B use nouns (words that name) and verbs (action words).
  - L.K.1C make nouns plural (more than one) by adding "s" or "es" to the end.
  - L.K.1D understand and use question words. (who, what, where, when, why, how)
  - L.K.1E use common prepositions (to, from, in, out, on, off, for, of, by, with).
  - L.K.1F create longer complete sentences with my class.
- L.K.2 show that I know how to write sentences correctly.
- L.K.2A capitalize the first word in a sentence.
  - L.K.2A capitalize the word "I".
  - L.K.2B find and name punctuation at the end of a sentence.
  - L.K.2C write a letter or letters for most consonant sounds.
  - L.K.2C write a letter or letters for most short vowel sounds.
  - L.K.2D use what I know about letters and sounds to spell easy words.

#### Vocabulary Acquisition & Use

I can figure out what words mean and use them in different situations. I can...

- L.K.4 figure out what words mean by thinking about what I have read.
- L.K.4A find new meanings for words I already know and use them correctly.
  - L.K.4B use beginnings and endings of words to help me figure out what they mean. (-ed, -s, re-, un-, pre-, -ful, -less)
- L.K.5 figure out how words are related. I can figure out how their meanings might be alike.
- L.K.5A sort things into groups and use the names of the groups to help me understand them better. (shapes, foods)
  - L.K.5B match some verbs (action words) and adjectives (describing words) with their opposites.
  - L.K.5C tell how words are used in real-life. (I can talk about animals that are colorful).
  - L.K.5D tell the difference between verbs (action words) that are almost alike. (walk, march, strut, prance)
- L.K.6 use the new words I learn in different ways to show that I know what they mean.

## Speaking and Listening

### "I Can" share & Listen

#### Comprehension & Collaboration

I can have and understand conversations with all kinds of people. I can...

- SL.K.1 show that I know how to have good conversations with my friends and teachers.
- SL.K.1A listen and take turns when I am having conversations.
  - SL.K.1B have a long conversation with another person.
- SL.K.2 tell what a story is about.
- SL.K.3 ask and answer a question about what I have heard.

#### Presentation of Knowledge & Ideas

I can share my ideas and what I have learned. I can...

- SL.K.4 use details when I tell about people, places and things.
- SL.K.5 use drawings to help add details to what I share.
- SL.K.6 speak and share my ideas clearly.

## Counting & Cardinality

### "I Can" Do Math

#### Know number names & the count sequence.

I know my numbers and can count. I can...

- K.CC.A.1 count to 100 by ones and tens.
- K.CC.A.2 count forward starting at any number I have learned.
- K.CC.A.3 write numbers from 0 to 20.
- K.CC.A.3 write a number to tell about a group of 0 to 20 things.

#### Count to tell the number of objects.

I can count to tell the number of things. I can...

- K.CC.B.4 understand how number names go with counting things in the right order.
  - K.CC.B.4A name the number for each thing in a group as I count them.
  - K.CC.B.4B understand that the last thing I count tells the number of things in a group.
  - K.CC.B.4B understand that things in a group can be moved around and the total number will be the same.
  - K.CC.B.4C understand that the next number I say when I count means that there is one more.
- K.CC.B.5 count up to 20 to tell how many things are in a line, a box or a circle.
- K.CC.B.5 count up to 10 to tell how many things are in a group.
- K.CC.B.5 count out a group of things when someone gives me any number from 1 to 20.

#### Compare numbers.

I can compare numbers. I can...

- K.CC.C.6 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.
- K.CC.C.7 compare two written numbers between 1 and 10.

## Operations & Algebraic Thinking

### "I Can" Do Math

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

I can understand addition and subtraction. I can...

- K.OA.A.1 use what makes sense to me to show that I know how to add.
- K.OA.A.1 use what makes sense to me to show that I know how to subtract.
- K.OA.A.2 use objects or drawings to show that I can solve addition word problems up to 10.
- K.OA.A.2 use objects or drawings to show that I can solve subtraction word problems up to 10.
- K.OA.A.3 take apart any number from 1 to 10 to show that I understand that number. (5 = 2 + 3)
- K.OA.A.4 take any number from 1 to 9 and show what I need to add to it to make 10.
- K.OA.A.5 add numbers within 5.
- K.OA.A.5 subtract numbers within 5.

## Numbers & Operations in Base Ten

### "I Can" Do Math

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

I can work with bigger numbers to understand place value. I can...

K.NBT.A.1 make and take apart numbers from 11 to 19 by telling how many tens and ones are in the number.

K.NBT.A.1 show how many tens and ones in numbers from 11 to 19 by drawing a picture or writing a number sentence.

## Measurement & Data

### "I Can" Do Math

#### Describe & compare measurable attributes.

I can tell about and compare things that can be measured. I can...

K.MD.A.1 show and tell about the parts of a thing that I can measure.

K.MD.A.2 I can compare two things that are measured using the same tool by using words like longer and shorter.

#### Classify objects & count the number of objects in each category.

I can sort things and put them into groups.

K.MD.B.3 I can put things into groups by looking at how they are the same.

K.MD.B.3 I can count the things that I put into groups and then sort them by how many.

## Geometry

### "I Can" Do Math

#### Identify & describe shapes.

I can name and tell about shapes. I can...

K.G.A.1 name and tell about shapes I see around me.

K.G.A.1 tell where I see shapes by using words like: above, below, beside, in front of, behind and next to.

K.G.A.2 name shapes no matter how big they are or which way they are turned.

K.G.A.3 tell if a shape is two-dimensional (flat) or three-dimensional (solid).

#### Analyze, compare, create, & compose shapes.

I can think about, compare and make different shapes. I can...

K.G.B.4 think about and compare two-dimensional and three-dimensional shapes.

K.G.B.5 make shapes by drawing them or by using things like sticks and clay.

K.G.B.6 use simple shapes to make larger shapes.