



SANTA MONICA - MALIBU UNIFIED SCHOOL DISTRICT

Understanding Your Child's Kindergarten Report Card

Santa Monica-Malibu Unified School District is now using the Common Core State Standards (CCSS) in English language arts and mathematics. Your child's report card reflects his or her progress toward achieving these rigorous standards, as well as progress in other academic subject areas. Equally important, the report card provides information about your child's work habits and citizenship.

Rather than being graded on each Common Core State Standard (of which there are many), students are given marks on a strand or cluster of standards within a subject area. The marks used for academic subjects are as follows:

- **4 – Masters Standards:** The student demonstrates mastery of a strand or cluster of standards that are expected by the end of the school year. Mastery is a high bar, and generally not achieved until the end of the year.
- **3 – Approaching Mastery:** The student has mastered or nearly mastered some – but not all – of the standards within a strand or cluster. The student is well on the way toward mastery by the end of the year.
- **2 – Making Some Progress Toward Standards:** Since the beginning of the year, the student has demonstrated growth toward many of the standards within the strand or cluster. With continued work and support, the student may reach mastery by the end of the year.
- **1 – Making Little Progress Toward Standards:** The student has demonstrated little progress toward mastery since the beginning of the year. Considerable work and support will be needed in order for the student to achieve mastery.

Areas that have been taught during the reporting period are indicated with a $\sqrt{}$. If many of the standards have not been addressed during the first reporting period, the student may receive N/A, meaning that the strand or cluster of standards is not assessed at this time.

During the winter reporting period, you will want to see your child “making some progress toward standards” or, perhaps, “approaching mastery” of the standards. It is our goal to have students reach mastery of the CCSS by the end of the year. The teacher's comments will help to explain specific standards and areas in which your child demonstrates strengths and areas that need additional focus. As always, if you have questions or concerns about your child's progress, please discuss these with the classroom teacher.

This guide provides detailed explanation of the Common Core State Standards that are included on the report card. For more information about the Common Core, you may find the National PTA's website helpful: <http://pta.org/content.cfm?ItemNumber=2796>

KINDERGARTEN COMMON CORE STATE STANDARDS

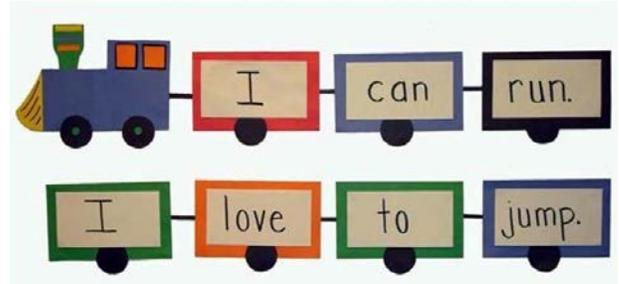
ENGLISH LANGUAGE ARTS AND LITERACY

Reading Foundational Skills

Concepts of Print

Understanding of the organization and basic features of print:

- Follow words from left to right, top to bottom, and page-by-page.
- Recognize that spoken words are represented in written language by sequences of letters.
- Understand that words are separated by spaces in print.
- Recognize and name all upper and lowercase letters.



Phonological Awareness

Understanding of spoken words, syllables, and sounds:

- 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 (*c-at*, *b-at*).
- Isolate and pronounce the initial, medial vowel, and final sounds in consonant-vowel-consonant words (*c-a-t*).
- Add or substitute individual sounds in simple, one-syllable words to make new words (*c-a-t*, *c-a-n*, *p-a-n*, *p-i-n*).

Phonics and Word Recognition

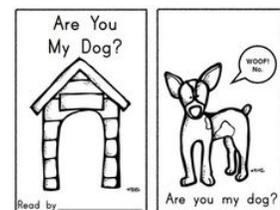
Understanding of grade-level phonics and word analysis skills in decoding words:

- Demonstrate basic knowledge of letter-sound correspondences by producing the most frequent sound for each consonant.
- Associate long and short sounds with common spellings for the five vowels.
- Read common high-frequency words by sight (*I*, *the*, *of*, *to*, *you*, *she*, *my*, *is*, *are*, *do...*).
- Distinguish between similarly spelled words by identifying the sounds of letters that differ.



Fluency

- Read early emergent reader texts with purpose and understanding. Texts at this level often have repetitive patterns, strong picture support, natural language, and familiar concepts.



Reading Literature and Informational Texts

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.
- With prompting and support, identify characters, settings and major events.
- With prompting and support, identify main topic and retell key details.
- With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Craft and Structure

- Ask and answer questions about unknown words.
- Recognize common types of texts (*storybooks, poems, informational texts*).
- With prompting and support, name the author and illustrator of a story.
- Identify the front cover, back cover, and title page.



Integration of Knowledge and Ideas

- With prompting and support, describe the relationship between illustrations and the story in which they appear. (*What moment in a story does an illustration show?*)
- With prompting and support, compare and contrast the experiences of characters in familiar stories.
- With prompting and support, identify basic similarities in and differences between two texts on the same topic.

Writing

- Use a combination of drawing, dictating and writing to compose a piece that tells about events in order (*beginning, middle, and end*) and provide a reaction to what happened.
- Use a combination of drawing, dictating and writing to write about a topic.
- Use a combination of drawing, dictating and writing to write an opinion piece. (*My favorite book is...*).
- Participate in shared research and writing projects.



Language

Conventions of Standard English

- Capitalize the first letter of a sentence and the pronoun "I."
- Recognize and name end punctuation (*period, question mark, exclamation point*).
- Spell simple words phonetically.
- Print many upper and lower case letters.

Speaking and Listening



Comprehension and Collaboration

- Participate in conversations on kindergarten topics.
- Follow rules for discussion (*listening to others, taking turns*).
- Understand and follow multi-step directions.
- Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

MATHEMATICS

Counting and Cardinality

Know number names and the count sequence

- Count to 100 by ones and by tens.
- Count forward from a given number (*11, __, __, __...*)
- Write numbers from 0 to 20.
- Represent a number of objects with a written numeral 0 to 20, with 0 representing a count of no objects.

Count to tell the number of objects

- When counting objects, say the number names in the standard order, pairing each object in a one-to-one correspondence.
- Understand that the last number name said tells the number of objects.
- Understand that the number of objects is the same, regardless of their arrangement or the order in which they were counted.
- Understand that one number up, names a quantity that is one larger.
- Count from 1 – 20 objects arranged in any order.

Compare numbers

- Identify whether the number of objects in a group of 1 – 10 objects is greater than, less than, or equal to the number of objects in another group by using matching and counting strategies.
- Compare written numerals between 1 and 10.



Operations and Algebraic Thinking

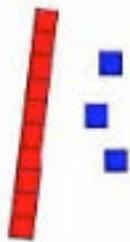
With numbers within 10, understand addition as putting together or adding to; and subtraction as taking apart or taking from.

- Represent addition and subtraction with objects, fingers, mental images, drawings, acting out situations, verbal explanations, or equations.

- Solve addition and subtraction word problems, and add and subtract within 10 by using objects or drawings to represent the problem.
- Decompose (*break down*) numbers less than or equal to 10 into pairs using objects or drawings, and record each decomposition by a drawing or equation. ($5 = 2 + 3$ and $5 = 4 + 1$).
- For any number from 1 – 9, find the number that makes 10 when added to the given number by using objects or drawings. Record the answer with a drawing or equation.
- Fluently add and subtract within 5.

Number Operations in Base 10

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

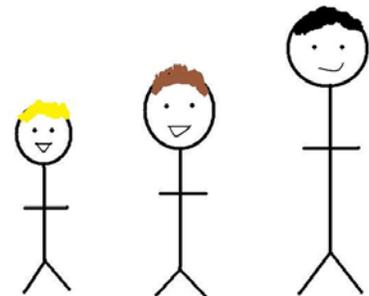


- Compose and decompose numbers for 11 – 19 into ten and ones, using objects or drawings and record each composition or decomposition by a drawing or equation ($18 = 10 + 8$).
- Understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

Measurement and Data

Describe and compare measurable attributes

- Describe the measurable attributes of one object, such as length or weight.
- Compare two objects with a measurable attribute in common to see which object has more or less of the attribute (*taller or shorter, heavier or lighter*).



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

- Classify objects into given categories (*size, shape, color...*).
- Count the number of objects in each category and sort the categories by count (within 10).

Geometry

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

- Describe objects using the names of the shapes, and describe the relative positions of these objects (*above, below, beside, in front of, behind*).
- Correctly name shapes regardless of their orientations or overall size.
- Identify shapes as 2-dimensional or 3-dimensional.

Analyze, compare, create, and compose shapes.

- Analyze and compare 2- and 3-dimensional shapes in different sizes and orientations.
- Use informal language to describe their similarities and differences.
- Model shapes in the world by drawing and building from components (*sticks and balls*).
- Compose simple shapes to form larger shapes. (*Join two triangles to make a rectangle*.)

Standards for Mathematical Practice

In addition to specifying specific grade level content and skills in mathematics, the Common Core State Standards identify eight mathematical practices that all students at every grade level should use as they continue to develop as mathematicians and problem solvers.

1. Make sense of problems and persevere in solving them.

In Kindergarten, students examine problems or tasks, can make sense of the task, and find a way to start the task. Students persevere while solving tasks. If they get stuck, students can try a different way to solve it. At the end of a task, Kindergarteners ask themselves, “Does my answer make sense?”

2. Reason abstractly and quantitatively.

Students make sense of quantities and relationships while solving tasks. Students represent situations using numbers and symbols. In the problem, “There were 5 children on the playground and some children go line up. If there are 3 children still playing, how many children lined up?” students are expected to translate that situation into the equation: $5 - 3 = \underline{\quad}$, and then solve the task.

3. Construct viable arguments and critique the reasoning of others.

Kindergarteners accurately use mathematical terms to engage in discussions about problem solving strategies. Kindergarten students are expected to examine a variety of problem solving strategies and begin to recognize the reasonableness of them, as well as similarities and differences among them.

4. Model with mathematics.

Students model real-life mathematical situations with a number sentence or an equation. Kindergarten students rely on concrete objects and pictorial representations while solving tasks, but the expectation is that they will also write an equation to model problem situations.

5. Use appropriate tools strategically.

In Kindergarten, tools may include counters, place value (base ten) blocks, hundred chart, number lines, and concrete geometric shapes. Kindergarten students are expected to explain why they used specific mathematical tools.

6. Attend to precision.

Kindergarteners students describe their actions and strategies clearly, using grade-level appropriate vocabulary and give explanations and reasoning regarding their process of finding solutions. They check their work and the work of others for accuracy.

7. Look for and make use of structure.

Kindergarteners carefully look for patterns and structures in the number system and other areas of mathematics. While decomposing (breaking down) numbers, students realize that every number between 11 and 19, can be decomposed into 10 and some leftovers, such as $12 = 10 + 2$, $13 = 10 + 3$, etc.

8. Look for and express regularity in repeated reasoning.

Kindergarten students begin to look for regularity in problem structures when solving mathematical tasks. Students begin composing and decomposing numbers in different ways. For example, in the task “There are 8 crayons in the box. Some are red and some are blue. How many of each could there be?” Kindergarten students realize that the 8 crayons could include 4 of each color ($4 + 4 = 8$), 5 of one color and 3 of another ($5 + 3 = 8$), etc.

