

Kindergarten Reading

I Can Read Fiction with Help

- ◆ I can tell who, what, where, when, why, and how after listening to stories. RL.K.1
- ◆ I can retell a story. RL.K.2
- ◆ I can tell the characters, setting, and what happens in a story. RL.K.3

I Can Read Nonfiction with Help

- ◆ I can tell who, what, where, when, why, and how after reading nonfiction. RI.K.1
- ◆ I can tell the main topic and details in a nonfiction book. RI.K.2
- ◆ I can tell how people, events, or ideas are connected. RI.K.3

I Can Understand Fiction

- ◆ I can engage in class fiction reading activities RL.K.10
- ◆ I can ask and answer questions about new words in a story. RL.K.4
- ◆ I can tell the difference between storybooks and poems. RL.K.5
- ◆ I can tell who the author and illustrator are. I can tell what their jobs are. RL.K.6

I Can Use What I Know To Understand Fiction with Help

- ◆ I can use the illustrations help to tell the story. RL.K.7
- ◆ I can compare and contrast familiar characters in stories. RL.K.9

I Can Read Fluently

- ◆ I can read beginning books fluently. RF.K.4
- ◆ I can understand beginning books. RF.K.4

Common Core State Standards

- ◆ I can use basic text features to help me read RF.K.1 (read left to right, read top to bottom, spaces between words)

I Can Use What I Know To Understand Nonfiction with Help

- ◆ I can engage in class nonfiction reading activities RI.K.10
- ◆ I can use words and pictures to help me understand nonfiction. RI.K.7
- ◆ I can find the reasons an author gives to support his or her ideas. RI.K.8
- ◆ I can tell how two nonfiction books are alike and different. RI.K.9

I Can Use Phonics Skills to Help Me Read

- ◆ I can recognize and name all upper- and lowercase letters RF.K.1
- ◆ I can recognize and make rhyming words RF.K.2
- ◆ I can count and divide words into syllables. RF.K.2
- ◆ I can blend and divide onsets and rimes of single-syllable words. RF.K.2
- ◆ I can find and say the initial, middle vowel, and last sound in simple words. RF.K.2
- ◆ I can change a consonant or a vowel sound to make new words. RF.K.2
- ◆ I can make the most common sound for each consonant. RF.K.3
- ◆ I can match the most common long and short vowel sounds with the common spellings. RF.K.3
- ◆ I can read common high-frequency words. RF.K.3

Hudson Park Elementary considers the education of your child to be our most important responsibility. The Hudson Park Motto is Learners for Life!



**Hudson Park
Kindergarten
CCSS**

Parent Brochure

This brochure is designed to share the new Common Core State Standards which more than 45 states have adopted. If your child is meeting the expectations outlined in these standards, he or she will be well prepared for the first grade.

Why are Academic Standards Important?

Academic standards are important because they help ensure that all students, no matter where they live, are prepared for success in college and the workforce. Standards provide a clear roadmap for learning for teachers, parents, and students. Having clearly defined goals helps families and teachers work together to ensure that students succeed.

How Can I Help My Child?

- ◆ Create a quiet place for your child to study at the same time each day.
- ◆ Sit down with your child at least once a week for 15 to 30 minutes so you are aware of what he/she is working on.
- ◆ Encourage your child to read to you books such as:
One Blue Fish: A Colorful Counting Book by Charles Reasoner
Roar: A Noisy Counting Book by Pamela Duncan Edwards
- ◆ Count to 20 by ones.
- ◆ Begin at any number and count to 20. Children are often able to count to 20 when starting at 1. However, when asked to start at another number such as 7, they may have trouble so it is important to practice starting from a number besides 1.
- ◆ Write numbers from 0 to 10.
- ◆ Write a number from 0 to 10 to show number of objects counted. If a child counts 5 apples, he should be able to represent this by writing a 5.
- ◆ Count objects up to 10.
- ◆ Understand the last number said is the number of objects counted. For example, if a child counts 6 blocks, he understands there are 6 because it is the last number he said.

Kindergarten Math Common

I Can Use Numbers to Help Me Understand Math

- ◆ I can count to 100 by ones and tens. K.CC.1
- ◆ I can count forward starting at a given number. K.CC.2
- ◆ I can write numbers from 0 to 20. K.CC.3
- ◆ I can write a number for a group of 0 to 20 objects. K.CC.3
- ◆ I can put numbers in order. K.CC.4
- ◆ I can name a group of objects by using a number. K.CC.4
- ◆ I can understand that the last object counted tells the number of objects in a group. K.CC.4
- ◆ I can understand that the number of objects in a group can be rearranged and the total number will be the same. K.CC.4
- ◆ I can understand that adding an object to a group will make the total number one bigger. K.CC.4
- ◆ I can count to tell how many. K.CC.5
- ◆ I can count out a number of objects between 1 and 20. K.CC.5
- ◆ I can 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.CC.6
- ◆ I can compare two written numbers between 1 and 10. K.CC.7

I Can Use Addition and Subtraction to Help Me Understand Math

- ◆ I can use objects, fingers, and pictures to help me show addition. K.OA.1
- ◆ I can use objects, fingers, and pictures to help me show subtraction. K.OA.1
- ◆ I can solve addition and subtraction word problems within 10. K.OA.2
- ◆ I can take apart numbers less than or equal to 10. K.OA.3 ($5 = 2 + 3$)
- ◆ I can find the number that is added to 1 through 9 to make 10. I can use objects or drawings to show my answer. K.OA.4

Core State Standards

- ◆ I can add and subtract within 5. K.OA.5

I Can Use Number Sense and Place Value to Help Me Understand Math

- ◆ I can put together and take apart numbers from 11 to 19 by naming the tens and ones. K.NBT.1
- ◆ I can use objects, drawings, or equations to show tens and ones. K.NBT.1

I Can Use Measurement and Data to Help Me Understand Math

- ◆ I can tell how an object can be measured. K.MD.1 (length, weight)
- ◆ I can compare how two objects are similar or different. K.MD.2 (more of, less of, taller, shorter)
- ◆ I can place objects into categories. K.MD.3
- ◆ I can count the number of objects in categories. K.MD.3
- ◆ I can sort the categories by the number of objects. K.MD.3

I Can Use Geometry to Help Me Understand Math

- ◆ I can find shapes around me. K.G.1
- ◆ I can tell where shapes are. K.G.1 (above, below, beside, in front of, behind, next to)
- ◆ I can tell about shapes. K.G.1
- ◆ I can compare shapes. K.G.1
- ◆ I can name shapes. K.G.3
- ◆ I can tell about and compare two-dimensional and three-dimensional shapes. K.G.4
- ◆ I can make shapes using materials like sticks and clay. K.G.5
- ◆ I can use simple shapes to make larger shapes. K.G.6