

**Grand Island Central School District  
Kindergarten Standards-Based Report Card Parent CCLS Reference Document**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

**Common Core Learning Standards for English Language Arts**

**Reading Literature Text**

With prompting and support, ask and answer questions about key details in a text

With prompting and support, retell familiar stories including key details

With prompting and support, identify characters, setting, and major events

Ask and answer questions about unknown words

Identify common types of text and the parts of a book

With prompting and support, name and define the roles of a text's author and illustrator

With prompting and support, describe the relationship between the illustrations and the text

With prompting and support, identify the reasons an author gives to support points in a text

With prompting and support, compare and contrast texts on the same topic and characters in familiar stories  
(a)

Actively engage in group reading activities with purpose and understanding

With prompting and support, make connections between self, text, and world around them

**Reading Informational Text**

With prompting and support, ask and answer questions about key details in a text

With prompting and support, identify the main topic and retell familiar details

With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text

With prompting and support, ask and answer questions about unknown words

Identify common types of text and the parts of a book

Name and define the roles of a text's author and illustrator

With prompting and support, describe the relationship between the illustrations and the text

With prompting and support, identify the reasons an author gives to support points in a text

With prompting and support, identify basic similarities in and differences between two texts on the same topic

Actively engage in group reading activities with purpose and understanding

**Reading Foundational Skills**

Recognize that spoken words correspond to printed words and are read from left to right and top to bottom and are separated by spaces in print (a-d)

Recognizes and names upper case letters:

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Recognizes and names lower case letters:

a b c d e f g h i j k l m n o p q r s t u v w x y z

Demonstrates understanding of spoken words, syllables, and sounds (phonemes) (a-e)

Decode grade level words and read high frequency words by sight (a-d)

Associates sounds with letters taught:

a b c d e f g h i j k l m n o p q r s t u v w x y z

Read emergent-reader texts with purpose and understanding

***Common Core Learning Standards for English Language Arts - Kindergarten***

**Writing**

Use a combination of drawing, dictating, and writing to create opinion pieces in which they tell a reader the topic and state an opinion

Use a combination of drawing, dictating, and writing to create informative/explanatory texts in which they name what they are writing about and supply some information about the topic

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

With guidance and support from adults, add details to strengthen writing in response to questions and suggestions from peers

With guidance and support from adults, explore digital tools such as the Internet to produce and publish writing

Participate in group research and writing projects

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question

Create and/or present a poem, dramatization, art work, or personal response to a particular author or these studied in class, with support as needed

**Speaking and Listening**

Participate in small and large group conversations about kindergarten topics and texts with peers and adults (a-c)

Confirm understanding of texts read aloud or information presented orally or through other media by asking and answering questions

Ask and answer questions in order to seek help, get information, or clarify something that is not understood

Describe familiar people, places, things, and events and with prompting and support, provide additional details

Add drawings or other visual displays to descriptions to provide additional detail

Speak audibly and express thoughts, feelings, and ideas clearly

### **Language**

Demonstrate command of the conventions of standard English grammar and usage when writing and (a-f)

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing (a-d)

Determine or clarify the meaning of unknown and multiple-meaning words and phrases (a-b)

With guidance and support from adults, explore word relationships, concepts and connections in word meanings (a-d)

Use words and phrases acquired through conversations, reading and being read to, and responding to texts

## **Common Core Learning Standards for Mathematics - Kindergarten**

### **Counting and Cardinality**

Count to **100** by ones

Count to **100** by tens

Count forward and backward beginning from a given number within the known sequence (instead of having to start at 1)

Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20

Count to answer 'how many'

Understand that when counting objects the number names are said in standard order, each object is paired with one and only one number name, and the last number name said tells the number of objects counted

Understand that when counting forward, each successive number name refers to a quantity that is 1 larger

Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group

Compare two numbers between 1 and 10 when presented as written numerals

### **Operations and Algebraic Thinking**

Understand that addition is putting together and subtraction is taking apart

Represent addition and subtraction in a variety of ways (e.g., concrete objects, actions, images, equations, etc.)

Decompose (i.e., "break apart") numbers less than or equal to 10 into pairs in more than one way and record each pair using a drawing or equation

Compose and decompose numbers less than or equal to 10 in two different ways and record by drawing or equations

Understand that addition and subtraction are related

Solve addition and subtraction word problems and add and subtract within 10 (use objects or drawings to represent the problem)

Fluently add and subtract within 1-5

### **Number and Operations in Base Ten**

Understand that 10 can be thought of as a bundle of ones – a unit called a ten

Show and understand that numbers from 11 to 19 represent a group of ten ones and 1, 2, 3, 4 ... or 9 ones

Compose and decompose teen numbers into a ten and some ones

Put in order numbers presented in base-ten notation from 1-20 and be able to explain the reasoning

Understand that a decade word refers to one, two, three, etc. tens

Understand that the two digits of a two-digit number represent amounts of tens and ones

Decompose 10 into pairs of numbers by using a variety of methods

Compose numbers to make 10 by using a variety of methods

For any number from 1-9, find the number that makes 10 when added to the given number

### **Measurement and Data**

Describe measurable attributes of objects (e.g., length or weight)

Directly compare two objects to decide which object has more or less of a common attribute (e.g., the lengths of 2 pencils) and describe the difference

Classify objects into given categories; count the numbers of objects in each category and sort the categories by count

### **Geometry**

Describe objects in the environment using names of shapes and describe the positions of these objects using terms such as above, below, beside, in front of, behind, and next to

Correctly name shapes regardless of their orientations or size

Identify shapes as two-dimensional ("flat") or three-dimensional ("solid")

Understand that shapes can be seen as having parts, such as sides and vertices, and that shapes can be put together to compose other shapes

Analyze and compare two- and three-dimensional shapes and describe their similarities and differences

Combine simple shapes to form larger shapes