

# Foundational Skills Language Development Content Knowledge Meaning Making Listening Speaking Meaning Making Effective Expression Language Development Kindergarten–Grade Two

## Reading Comprehension

With an emphasis on developing comprehension with texts, students are exposed to a variety of literature and informational texts and learn how different genres, or types, of books have different structures. Their exposure to this wide and rich range of books is supported when teachers read books aloud and connect questions to the text. This is the time for students to embrace a love for reading, talking, and expressing opinions about all kinds of books and experiences in their world.

In kindergarten through grade two, students make great strides in learning how to read, or the foundational skills. These skills include developing print concepts, phonological awareness, phonics and word recognition, and increasing reading fluency. Classrooms are engaging, allowing children to move and explore, participate in hands-on activities, and learn how to interact with teachers and classmates.



### ***To help your student develop literacy skills:***

- Read aloud with your child and provide a variety of text types for independent reading (e.g., books, pictures with captions, rhymes, songs). Visit the library or borrow books from school.
- Have your student talk and write, or draw pictures, about what he or she is reading, experiencing, watching, or is of interest.

### ***For more information on the California Common Core State Standards for ELA/Literacy and ideas for helping your student succeed, check out these resources:***

- The Common Core Resources Web page is available online at <http://www.cde.ca.gov/re/cc/>. Start by clicking on the Students/Parents tab.

- The California Common Core State Standards for ELA/Literacy are available online at <http://www.cde.ca.gov/be/st/ss/documents/finalelaccsstandards.pdf>.

- The ELA/ELD Framework for California Public Schools is available online at <http://www.cde.ca.gov/ci/rl/cf/elaeldfrmwrksbeadopted.asp>.

- ELA instruction in transitional kindergarten is based on the California Preschool Learning Foundations, which are available online at <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>.

Produced for the Consortium for the Implementation of the Common Core State Standards under the leadership of the Curriculum Frameworks and Instructional Resources Division of the California Department of Education and the Sacramento County Office of Education.

## What Your Student

# Will Learn:

## California Common Core State Standards for ELA/Literacy

*Students engage in new and challenging*

*literacy experiences as they develop skills and knowledge under the California Common Core State Standards for English Language Arts/Literacy. The standards are organized around four strands—Reading, Writing, Speaking and Listening, and Language—which define what students are expected to learn by the end of each grade.*

*Learning to read is critical for students at this time, but learning also focuses on three new emphases: (1) more exposure to content-rich informational texts; (2) developing opinions using evidence from books; and (3) engaging in group and individual reading activities around more complex texts and practicing with new vocabulary.*

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### Developing Language Skills Spe



To support their reading, writing, and speaking, students are exposed to grammar and word

usage through the Language Standards. Spelling is one area of major growth in the early grades. During this grade span, students

□ write a letter or letters for most consonant and short-vowel sounds and spell simple words phonetically (e.g., cat, pan), drawing on knowledge or sound-letter relationships (Kindergarten);

Speaking and listening skills are important for communication. Students participate in collaborative conversations on grade-level topics, in small and large groups, with classroom friends and adults, becoming more skilled in asking and responding to questions.

### Grade Increasing Effective Expression

Students follow agreed-upon rules for

connecting the sounds of different letters)  
(First Grade);

## Analysis of Text

Students begin to critically read and analyze texts. This table shows some of the skills in the Reading Standards for Informational Text that students learn by the end of each grade.

### Grade Examples of Making Meaning with Text

With prompting and support, students

**K**

□ use conventional spelling for words with common spelling patterns (e.g., -ack, -ate, -ight, -ot) and for frequently occurring irregular words and spell untaught words phonetically, drawing

**1**

on phonemic awareness and spelling conventions (e.g.,

**2**

□ generalize learned spelling patterns when writing words (e.g., cage □ badge; boy □ boil)  
(Second Grade).



discussions and continue a conversation through multiple exchanges.

Students follow agreed-upon rules, build on others' talk in conversations by responding to their comments, and ask questions to clear up any confusion.

Students follow agreed-upon rules, build on others' talk in conversation by linking their comments to others, and ask for clarification and further explanation as needed.

**K**

identify the main topic and retell key details

of a text.

**1** Students identify the main topic and retell key details of a text.

Students identify the main topic of a

**2** multi-paragraph text as well as the focus of specific paragraphs within the text.

## Foundational Skills Language Development Content Knowledge Meaning Making Effective Expression Reading Writing Listening Speaking Meaning Making Effective Expression Language Development Foundational Skills Content Knowledge

### Grade-Level Focus

With the emphasis on students understanding mathematical concepts and achieving deeper learning, teachers will teach mathematics differently than in the past. Students will learn to “do math” through real-world situations and focus on fewer topics that are connected in a coherent progression within and across grade levels.

In kindergarten through grade two, student learning focuses on the concepts and skills for addition and subtraction with a special emphasis on place value. They will learn different strategies for addition and subtraction and apply them to solving a variety of problems. Students will develop conceptual understandings about addition and subtraction that form the building blocks for later grades. They will be able to explain why a procedure works and why an answer is correct.

### Fluency Expectations

Students will also learn to calculate quickly and accurately. This table shows some of the skills students are expected to develop by the end of each grade, which are part of the Standards for Mathematical Content.

**K** Fluently add and subtract

within 5

**1** Fluently add and subtract within 10

Know from memory all sums of two one-digit numbers

**2**

Add/subtract within 100 (using strategies)

### To help your student learn mathematics:

□ Talk with your student about the mathematics you use every day (counting to tell how many things there are, cooking, making decisions, planning a schedule).

□ Talk with the teacher about the problem-solving strategies students are learning, and help your student practice them at home.

**For more information on the California Common Core State Standards for Mathematics and ideas for helping your student succeed, check out these resources:**

□ The Common Core Resources Web page is online at <http://www.cde.ca.gov/re/cc/>. Start by clicking on the Students/Parents tab.

□ The California Common Core State Standards for Mathematics are available online at [http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandar\\_daug2013.pdf](http://www.cde.ca.gov/be/st/ss/documents/ccssmathstandar_daug2013.pdf).

□ The Mathematics Framework for California Public Schools is available online at <http://www.cde.ca.gov/ci/ma/cf/index.asp>.

□ Mathematics instruction in Transitional Kindergarten is based on the California

Preschool Learning Foundations, which are available online at <http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>.

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**The California Common Core State Standards for Mathematics are based on three major principles: focus, coherence, and rigor. There are two types of standards—the Standards for Mathematical Practice and Standards for Mathematical Content—that together define the mathematics students need to understand, know, and be able to do at each grade level.**

### Thinking Like a Mathematician

The Standards for Mathematical Practice (MP) help students learn to think like mathematicians—to apply mathematics to solve real-world problems, be resourceful, reason about numbers, and explain and defend their answers. When students apply MP.5, they use math drawings and other tools to solve problems and better understand how mathematics works, as shown in the table and the example problems that follow.

Students use objects (counters, connecting cubes, tiles) to represent two quantities and compare them.

### Example Problems

1

A kindergarten student might use tiles to determine if there are more triangles or squares.



Student says: "I lined up 1 square with 1 triangle. Since there is 1 extra triangle, there are more triangles than squares."



3

K

cubes, tiles) to represent two quantities and compare them.

Students may use math drawings to support 1 conceptual understanding as they solve addition and subtraction problems.

Students may decide to solve a word problem using a math drawing instead of 2

writing an equation. They use the drawing to help explain their answer.

## What Your Student Will Learn:

### California Common Core State Standards for Mathematics



There are 36 birds in the park. Suddenly, 25 more birds arrive. How many birds are there now?

Student says: "I used a math drawing and made a pile of 36 and a pile of 25. Altogether, I had 5 tens and 11 ones. 11 ones is the same as one ten and one left over. So, I really had 6 tens and 1 one. That makes 61."

2

Here is a drawing a first-grade student could use to solve a problem. In this example, rather than drawing the actual objects (balls), the student uses the numbers in the problem ( $3 + \square = 9$ ) to represent the quantities.

Abel has 9 balls. Susan has 3 balls. How many more balls does Abel have than Susan?

**9 Balls**

**3 Balls ?? Balls**

Students will be asked to explain their answers.

Here is an example of a second grader's explanation of how to use place value understanding (groups of tens and ones) to solve an addition problem.