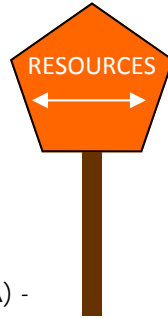


## General Parent Resources

- ◇ Common Core State Standards- [www.cde.ca.gov/re/cc](http://www.cde.ca.gov/re/cc)
- ◇ Common Core Video- [www.commoncoreworks.org/page/378](http://www.commoncoreworks.org/page/378)
- ◇ K-8 California's Common Core Standards Parent Handbook- [www.smmusd.org/edservices/commoncore/pdf/ccsparenthandbook.pdf](http://www.smmusd.org/edservices/commoncore/pdf/ccsparenthandbook.pdf)
- ◇ Parent Roadmaps to Common Core Standards (Council of Great City Schools') - <http://www.cgcs.org/Page/328>
- ◇ Parents' Guides to Student Success (National PTA) - <http://www.pta.org/parents/content.cfm?ItemNumber=2583&navItemNumber=3363>



## Common Core Grade Level Resources

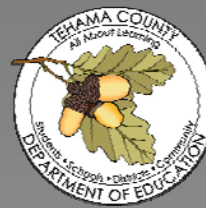
- ◇ A Look At Kindergarten Through Grade Six In California Public Schools- [www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp](http://www.cde.ca.gov/ci/cr/cf/grlevelcurriculum.asp)
- ◇ Learn Zillion—High Quality Lessons For Review By Students All Aligned To CCSS- [www.learnzillion.com](http://www.learnzillion.com)

## Common Core Assessment

- ◇ Smarter Balanced Practice Tests- [www.smarterbalanced.org/pilot-test/](http://www.smarterbalanced.org/pilot-test/)
- ◇ Smarter Balanced *Fact vs Fiction* - <http://www.cde.ca.gov/ta/tg/sa/smarterbalresources.asp>

## Parent/Student Home Resources

- ◇ Family Math Activities- [http://www.orecity.k12.or.us/staff/curriculum\\_resources/mathematics/family\\_math\\_activities](http://www.orecity.k12.or.us/staff/curriculum_resources/mathematics/family_math_activities)
- ◇ Everyday Mathematics- <http://everydaymath.uchicago.eduparents/>
- ◇ Reading Resources- <http://www2.ed.gov/parents/read/resources/edpicks.jhtml>



# Kindergarten



## COMMON CORE STATE STANDARDS FOR CALIFORNIA SCHOOLS

### *PARENT ROADMAP*

Designed to prepare all students to graduate from high school ready for post secondary education and careers.

Prepared by:  
**Tehama County Department of Education  
Educational Support Services**

Larry P. Champion  
Tehama County Superintendent of Schools  
[www.tehamaschools.org](http://www.tehamaschools.org)

(Adapted with permission from the *National PTA*)



### This Parent Roadmap Includes:

- An introduction to Common Core State Standards (CCSS).
- An overview of what your child will be learning in English language arts/literacy and mathematics.
- Tips for talking to your child's teacher about his or her academic progress.
- Ideas and activities to help your child extend learning at home.
- Additional resources.






### What are the Common Core State Standards (CCSS)?

California has joined a national research-based movement to adopt common standards and assessments for English language arts/literacy and mathematics. Common standards allow for collaboration among states on best practices and professional development. Common learning goals provide a clear vision of what educators, students and parents in all states should aim for. These learning goals help ensure that students meet college and work expectations, are prepared to succeed in a global economy and society, and are provided with rigorous standards. The CCSS include standards for English language arts/literacy and mathematics for each grade level or subject course for K-12. In English language arts/literacy, CCSS are organized by the College and Career Readiness Anchor Standards. These broad standards along with the grade specific ELA standards (reading, writing, speaking and listening, and language) define the skills and understandings students must demonstrate to achieve literacy in all areas. In mathematics, content standards are organized by grade level or subject course (K-12), and include Standards for the Mathematical Practices. These behaviors and practices deepen students understanding of mathematics and enhance their problem solving abilities.



### Early Childhood Education Program:

TCDE's Early Childhood Education Department is focused on preparing our students for success in school. We provide quality programs for children 0-5.

-  • Family Child Care Home Education Network provides subsidized care for children 0-3 in family child care settings. Participants must meet income guidelines.
-  • School Readiness serves children 0-5 in Los Molinos, Gerber, and Corning with a home visiting program that includes playgroups and family education. There are no income qualifications for this program.
-  • State Preschool enrolls 4 year olds from income eligible families. Our State Preschools are located on elementary campuses throughout the county. We accept 3 year olds, as space allows.
-  • Local Child Care Planning Council plans for child care by assessing the community needs. Its members include community representatives as well as child care consumers.
-  • California Preschool Instructional Network provides professional development for early childhood educators.

### SELPA (Special Education Local Plan Area)

The Tehama County SELPA, a consortium of the 14 schools districts in Tehama County, provides leadership, support, and technical assistance to teachers and families in Tehama County. These programs and services are identified through the IEP process and are specially designed to promote student achievement in the Least Restrictive Environment. Services provided include:

- Leadership of countywide special education staff development to accelerate achievement for all students and eliminate the achievement gap
- Maintenance of a lending library for materials, curriculum, and assistive technology for county schools to support special education students
- Leadership surrounding state and federal mandates regarding special education
- Assistance for all districts in anticipating and responding to current and future challenges and trends in special education
- Collaboration with parents, businesses, and community partners to increase their participation in schools and build public confidence and trust in public education
- Maximization of resources to improve the quality, efficiency, and cost-effectiveness of school districts and the County Office

### Student Support Services

Student Support Services provide training, technical assistance, and direct services to schools, parents, students, and community agencies to support physical and emotional health and safety for all Tehama County students. Staff provide leadership and expertise in the areas of school safety and crisis planning, bullying and violence prevention, substance use and teen pregnancy prevention, mental health, mentoring, nutrition, foster and homeless youth services, and truancy/drop-out prevention.



Tehama County Department of Education (TCDE) is dedicated to supporting schools and districts as they work to improve student achievement and meet the needs of all learners. Please visit our website at [www.tehamaschools.org](http://www.tehamaschools.org) for a complete listing of department offerings. The following programs offer resources that may be especially valuable for parents.

**Educational Support Services:**

TCDE Educational Support Services provides administrators and teachers quality assistance in building knowledge and skills around the district and school culture, goal setting and implementation, and instructional practices. The goal of ESS is to build the capacity of educators to improve student achievement for all. Our services include:



- Professional development workshops
- Administrator and teacher learning community facilitation
- English/language arts and Mathematics instructional coaching
- District/school plan facilitation
- Community educational events
- Educational resources for loan

**SERRF After School Program:**

The Safe Education and Recreation for Rural Families Program (SERRF) is an after school program which provides a safe, healthy and enriching environment for K-8 school children to participate in:



- Homework Assistance/Tutoring
- Academic Enrichment/Recreation
- Social Skills Development
- Prevention Activities
- Youth Development
- Character Education
- High Education
- Career Exploration

**College OPTIONS:**

College OPTIONS provides free programs and services to strengthen the college-going culture in Tehama County, by increasing opportunities for students to pursue postsecondary education, and ensuring that all students and their families can make informed decisions about their education and their future.



- Educational Planning Services
  - o Advisors in public schools
  - o Career Assessment Information
  - o Information on preparing for college entrance exams and college admissions application assistance
- Financial Aid Services
  - o Scholarship information and programs
  - o Help with financial aid applications
- Regional Efforts
  - o Programs and college awareness events for students of all ages and their families
  - o College campus visits
  - o Professional development for educators

**Why Are Academic Standards Important?**

The Common Core State Standards are important because they help ensure that all students, no matter which state they live in, are prepared for success in college and the workforce. They help set clear, consistent, and high expectations for students, parents, and teachers, build your child’s knowledge and skills, and help set high goals for all students. Having clearly defined goals helps families and teachers work together to ensure that students succeed. Standards help parents and teachers know when students need extra assistance or when they need to be challenged. Standards also will help students develop critical thinking skills that prepare them for the world beyond high school.



*Today’s students are moving beyond the basics and embracing the 4C’s—“super skills” for the 21st century!*



**Communication**  
Sharing thoughts, questions, ideas, and solutions



**Collaboration**  
Working together to reach a goal – putting talent, expertise, and smarts to work



**Critical Thinking**  
Looking at problems in a new way, linking learning across subjects & disciplines



**Creativity**  
Trying new approaches to get things done equals innovation & invention

## College & Career Preparation

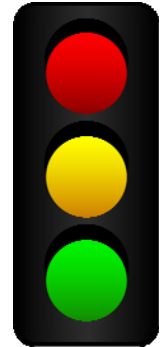
The first column represents overarching cross-disciplinary literacy expectations also known as the ELA Anchor Standards. The second column, Mathematical Practice Standards, explains the important math processes and proficiencies students should develop to prepare for success.

| ELA Anchor Standards  | Mathematical Practice Standards   |
|---|---|
| <p>1. Reading</p> <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Craft and Structure</li> <li>• Integration of Knowledge and Ideas</li> <li>• Range of Reading and Level of Text Complexity</li> </ul> <p>2. Writing</p> <ul style="list-style-type: none"> <li>• Text Types and Purposes</li> <li>• Production of Distribution of Writing</li> <li>• Research to Build and Present Knowledge</li> <li>• Range of Writing</li> </ul> <p>3. Speaking and Listening</p> <ul style="list-style-type: none"> <li>• Comprehension and Collaboration</li> <li>• Presentation of Knowledge and Ideas</li> </ul> <p>4. Language</p> <ul style="list-style-type: none"> <li>• Conventions of Standard English</li> <li>• Knowledge of Language</li> <li>• Vocabulary Acquisition and Use</li> </ul> | <p>1. Make sense of problems and persevere in solving them.</p> <p>2. Reason abstractly and quantitatively.</p> <p>3. Construct viable arguments and critique the reasoning of others.</p> <p>4. Model with mathematics.</p> <p>5. Use appropriate tools strategically.</p> <p>6. Attend to precision.</p> <p>7. Look for and make use of structure.</p> <p>8. Look for and express regularity in and repeated reasoning.</p> |



## How Can Parents Help at Home?

- ◇ Use everyday objects to allow your child to count and group a collection of objects.
- ◇ Encourage your child to construct numbers in multiple ways. For example, what are some ways that you can make 10? Answers might include  $5+5$ ,  $6+4$ ,  $8+2$ , etc. Have your child explain his or her thinking.
- ◇ Have your child create story problems to represent addition and subtraction of small numbers. For example, "Ann had eight balloons. Then she gave three away so she only had five left."
- ◇ Encourage your child to stick with it whenever a problem seems difficult. This will help your child see that everyone can learn math.
- ◇ Praise your child when he or she makes an effort and share in the excitement when he or she solves a problem or understands something for the first time.



## Tips for Talking With Teachers!



Don't be afraid to reach out to your child's teacher. You are still an important part of your child's education. Ask to see samples of your child's work and discuss his/her progress with the teacher using questions like:

- ◇ Is my child at the level where he/she should be at this point in the school year?
- ◇ How is math progress measured? Can we look at some of his/her work together?
- ◇ Which area of math is my child excelling in?
- ◇ What do you think is giving my child the most trouble? How can I help? Do you have any additional activities that would support my child?
- ◇ Can you show me how you solved this problem in class?
- ◇ Which math topics are coming up? What can I do to help get my child ready for upcoming work?
- ◇ What is your preferred method of communication (email, phone, notes home)?
- ◇ How can I keep track of his/her completed assignments? Do you communicate grades online?



## Four Attributes of College & Career Ready Students

|   |  |
|---|--|
| <p><b>Academic Behaviors</b><br/>Students possess the ability to organize their academic work, engage in self-assessment of progress toward course outcomes, manage their time effectively, and complete or refine assignments with precision and accuracy.</p> | <p><b>Higher Order Skills</b><br/>Students possess the ability to solve problems using critical thinking, reasoning and interpretation of research and results, communicated in a manner that conveys clear understanding of various solutions.</p>                |
| <p><b>Real World Application</b><br/>Students possess the ability to successfully complete problems connected to real world scenarios that require conceptual application of content knowledge, collaborative group work and use of various forms of media.</p> | <p><b>Academic Language</b><br/>Students possess the ability to demonstrate mastery of content area skills and concepts through the appropriate use of academic language (reading, writing and speaking) as defined by the level of rigor within the standard.</p> |

College and career ready students possess the ability to solve real world problems through the conceptual application of key content knowledge using higher order thinking skills.

Highlights of

# English Language Arts

In kindergarten, your child will learn the alphabet and the basic features of letters and words. They will break down spoken and written words into syllables and letters and identify the sounds that each letter makes. These important skills will enable your child to learn new words and to read and understand simple books and stories.



Your child also will begin to experiment with writing and will be encouraged to use a combination of drawing, dictating, and writing letters to share information, ideas, and feelings. In addition, they will learn to share information when listening to others and speaking aloud.

## Samples of the Work Your Student Will Be Doing

- ◇ Naming and writing upper and lowercase letters.
- ◇ Matching letters to sounds.
- ◇ Learning and using new words.
- ◇ Reading common sight words (*the, of, to, you, she, my*).
- ◇ Asking and answering questions about a story read aloud (characters, setting, major events, main topic, key details).
- ◇ Using a combination of drawing, speaking, and writing to clearly describe an event, give information, or share an opinion.
- ◇ Participating in discussions by listening and taking turns speaking centered around shared reading, writing, and research projects.



# Math Progressions



Here is an example of how students will develop mathematical skills across grade levels as they continue to challenge themselves throughout each year.

### Kindergarten

Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (such as claps), acting out situations, verbal explanations, expressions, and equations. Solve word problems by adding or subtracting numbers up through 10 using objects and drawings.



### First Grade

Solve word problems by adding or subtracting numbers up through 20. Solve addition and subtraction problems for different unknown numbers. (20-?=15, 9+4=?)

### Second grade

Solve one and two-step word problems by adding or subtracting numbers up through 100.

## Sample of What Students Will Be Asked To Do:

|   |   |
|---|---|
| <br><b>Addition</b>      | Three red apples and three green apples are on the table. How many apples are on the table? |
| <br><b>Subtraction</b> | Mom has ten apples. She gives one to Mary Ann. How many apples are left?                    |



# Mathematics

In kindergarten, your child will focus primarily on two important areas. The first is learning numbers and what numbers represent. The second is addition and subtraction. Students will also learn to identify and work with shapes.



## Samples of the Work Your Student Will Be Doing

- ◇ Counting how many objects are in a group and comparing the quantities of two groups of objects.
- ◇ Comparing two numbers to identify which is greater or less than the other.
- ◇ Understanding addition as putting together and subtraction as taking away from.
- ◇ Breaking up numbers less than or equal to 10 in more than one way. (ex:  $9=6+3$ ,  $9=5+4$ )
- ◇ Representing addition and subtraction word problems using objects or by drawing pictures.
- ◇ Solving addition and subtraction word problems up through 10.



# ELA Progressions



Here is an example of how students will develop literacy skills across grade levels as they read and write increasingly challenging works of literature and informational text.

### **Kindergarten Reading**

With the teacher's help, students retell stories, including key details. They can name the author and illustrator and define the role of each.

### **First Grade Reading**

Students retell stories, including key details and the lesson of the story. In addition, they can identify who is telling the story at various points in the text.

### **Second Grade Reading**

Students retell stories and determine the central lesson. They acknowledge different points of view of the characters and speak in a different voice for each character.

### **Kindergarten Writing**

Students use drawing, dictating, and writing to explain a topic and can name what they are writing about and supply details.

### **First Grade Writing**

Students name a topic and supply facts as well as closure.

### **Second Grade Writing**

Students introduce a topic, support it with facts, and provide a concluding statement.

## Samples of Texts Students Will Work With

Literature: *Little Bear; Are You My Mother?; Green Eggs and Ham; "Mix a Pancake"*

Informational: *A Tree Is a Plant; My Five Senses; Truck*

## Samples of What Students Will Be Asked To Do

### **Literature**

After listening to *Little Bear*, by Else Holmelund Minarik, students may be asked to describe the relationship between the key events of the overall story to the corresponding scenes illustrated by Maurice Sendak.

### **Informational**

After hearing the read aloud of *A Tree Is a Plant*, students may be asked to identify the reasons author Clyde Robert Bulla gives to support his point about the function of roots in germination.

## Tips for Talking with Teachers!

Don't be afraid to reach out to your child's teacher. You are still an important part of your child's education. Ask to see samples of your child's work and discuss his/her progress with the teacher using questions like:

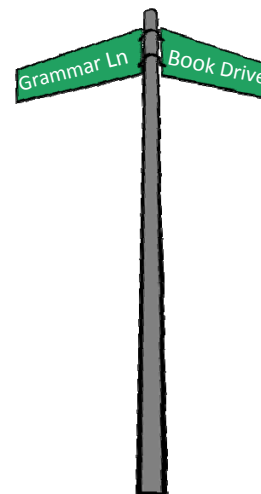
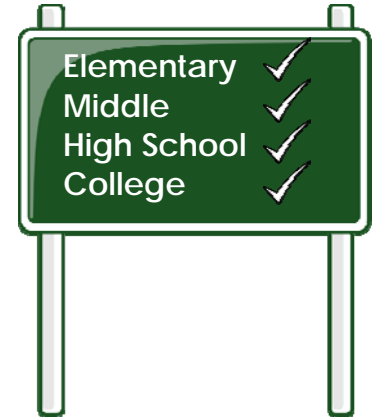


- ◇ Is my child learning to read and write?
- ◇ Is my child using speaking and listening skills with other children and adults?
- ◇ What are my child's strengths and weaknesses in literacy?
- ◇ What can I do at home to make sure that my child is building his/her capacity for reading and writing?



## How Can Parents Help at Home?

- ◇ Read to your child and have him/her read to you for at least 15 minutes each day. Pick out words that may be difficult or new for them and discuss these words in context to help your child build vocabulary.
- ◇ After you read a story aloud, ask your child to retell the events in order in his/her own words.
- ◇ After your child hears/reads a story, ask them to tell you the message of the story or the details of the informational text.
- ◇ Be sure you have a library at home for your child to store, select from, and add to. In addition, they should have a public library card and be given the opportunity to visit there frequently to attend story hour or select a book.



- ◇ Give your child opportunities to write and build vocabulary when appropriate (ex. birthday lists, grocery lists, etc.).
- ◇ Allow your child to use technology to build their interest in reading by using a Kindle, electronic book, or application to develop specific skills.