

# On Common Ground

Kindergarten, Trimester 3

Spring 2013



This newsletter provides an overview of what your child will learn based on the Common Core State Standards during the third trimester of kindergarten in reading, writing, and mathematics. It also offers ideas to support your child's learning at home.

## WHAT ARE THE COMMON CORE STATE STANDARDS?

- The Common Core State Standards initiative was a state-led effort to establish a shared set of clear academic standards for English language arts and mathematics that states may voluntarily adopt. The standards have been created based on the best available evidence and the highest state standards across the country.
- The standards were created by a group of teachers, content experts, school administrators, and parents.
- The goal of the standards is to ensure that students graduating from high school are prepared to go to college or enter the workforce and that parents, teachers, and students have a clear understanding of what is expected from them.
- The standards are also benchmarked to international standards to guarantee that students are competitive in the emerging global marketplace.

## Reading

### At school, students will:

- Ask and answer questions about key details in text.
- Actively engage in group reading activities.
- Read common high-frequency words (e.g., the, or, you, to, she, my).
- Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).
- Use the most frequently occurring affixes (e.g., -ed, -s, re-, pre-, -ful, -less) as a clue to the meaning of unknown words.

### At home, you can:

- Ask your child questions about stories he/she is reading; use parts of the story to explain his/her thinking.
- Read different stories and talk about how the characters are similar and different.
- Ask your child to describe different events or retell information from books.
- Look for high-frequency words in stories.

## Writing

### At school, students will:

- Use a combination of drawing, dictating, and writing to compose opinion pieces in which students tell the topic or the name of a book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
- With guidance and support from adults, write to respond to questions from peers to strengthen their writing.
- With guidance and support from adults, use digital tools to produce and publish writing.
- Use words and phrases acquired through conversations and reading activities when writing.

### At home, you can:

- Set up a writing station at home where your child can write and draw; provide paper, markers, crayons, and other materials to encourage writing and drawing.
- Ask your child to write about stories.
- Encourage your child to share what he/she liked and/or did not like about a story.
- Encourage your child to use capital letters at the beginning of sentences.

## Mathematics

### At school, students will:

- Describe measurable attributes of objects, such as length or weight.
- Compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
- Break apart numbers less than or equal to 10 into pairs in more than one way (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).
- Classify objects into categories, count the number of objects in each category, and sort the categories by count.

### At home, you can:

- Ask your child to describe objects (e.g., a pencil and a fork) by comparing length and weight.
- Practice breaking apart groups of objects (e.g., break apart 8 grapes into 7 and 1, 3 and 5, and 4 and 4).
- Sort objects into groups by characteristics (e.g., sort laundry by colors) and count the number of objects in each group.