

SPECTRUM

Common Core Language Arts and Math

K

Take the mystery out of the Common Core
while supporting standards-based learning

- Standards overview with parent-friendly explanations
- Tips and activities for helping at home
- Skill-building practice activities
- Critical thinking and problem solving



Download the [free Carson-Dellosa PEEK app](#) to learn more about this great product!

SPECTRUM
Common Core
Language Arts and Math



© Carson-Dellosa • CD-704500

Published by Spectrum®
An imprint of Carson-Dellosa Publishing LLC
Greensboro, North Carolina

Spectrum®
An imprint of Carson-Dellosa Publishing LLC
P.O. Box 35665
Greensboro, NC 27425 USA

© 2014 Carson-Dellosa Publishing LLC. Except as permitted under the United States Copyright Act, no part of this publication may be reproduced, stored, or distributed in any form or by any means (mechanically, electronically, recording, etc.) without the prior written consent of Carson-Dellosa Publishing LLC. Spectrum® is an imprint of Carson-Dellosa Publishing LLC.

ISBN 978-1-4838-0965-6

Table of Contents

Introduction to the Common Core State Standards: Grade K	4
How to Use This Book.....	5
Grade K Common Core State Standards: English Language Arts Overview.....	6–9
Language Arts Practice Pages	10–63
Reading for Details • Questioning Unknown Words • Characters, Settings, and Events	
• Using Illustrations • Comparing Characters • All About Books • The Great Book	
Look • Name This Story • What Caused That? • Nonfiction Reading • What Am I? •	
Uppercase Match • Lowercase Match • Words on a Page • Rhyming Words • Syllables	
• Thinking About Words • Word Chop • Beginning Sounds • Ending Sounds • Short	
Vowel Sounds • Long Vowel Sounds • Make New Words • Sight Words • Draw and	
Write • Order of Events • The Writing Process • The Five Ws • Nouns and Verbs	
• Plurals • Question Words • Prepositions • Combining Sentences • Capitalization	
and Punctuation • Multiple-Meaning Words • Prefixes and Suffixes • Categories •	
Opposites: Adjectives and Verbs • Shades of Meaning	
Grade K Common Core State Standards: Math Overview.....	64–67
Math Practice Pages	68–121
Number Words • Writing Numerals • Counting to 10 • Counting to 20 • Number	
Match • One More • One Less • Greater • Less • Compare Sets • Compare	
Numbers • Add • Add and Subtract • Subtract • Word Problems • Number	
Combinations • How Many Make 10? • Numbers 11–19 • Large and Small • Tall and	
Short • Heavy and Light • Long and Short • Position Words • Shapes • Categories •	
Three-Dimensional Shapes	
Answer Key	122

Introduction to the Common Core State Standards Grade K

Why Are Common Core State Standards Important for My Child?

The Common Core State Standards are a set of guidelines that outline what children are expected to learn at school. Most U.S. states have voluntarily adopted the standards. Teachers, principals, and administrators in these states use the standards as a blueprint for classroom lessons, district curriculum, and statewide tests. The standards were developed by a state-led collaboration between the Council of Chief State School Officers (CCSSO) and the National Governors Association (NGA).

The Common Core Standards set high expectations for your child's learning. They are up-to-date with 21st century technology and draw on the best practices of excellent schools around the world. They focus on important skills in reading, language arts, and math. Common Core State Standards aim to ensure that your child will be college and career ready by the end of high school and able to compete in our global world.



What Are the Common Core State Standards for My Kindergarten Student?

Common Core State Standards for your kindergartner are designed to build a solid foundation for reading, literacy, and mathematical understanding. On practice pages in this book, you will find references to specific Common Core Standards that teachers will expect your child to know by the end of the year. Completing activities on these pages will help your child master essential skills for success in kindergarten.

A Sample of Common Core Language Arts Skills for Kindergarten

- Recognize and print alphabet letters; match letters with their sounds.
- Compare the experiences of characters in familiar stories, such as fairy tales.
- Retell stories and discuss stories read aloud by using details from the text.
- Use drawing, speaking, and writing to describe an event, talk about a topic, or share an opinion.
- Express feelings and thoughts verbally including descriptions of people, places, things, and events.
- Understand and use question words such as *who*, *what*, *where*, *when*, *why*, and *how*.
- Recognize and spell high-frequency words such as *a*, *the*, *to*, *of*, *my*, *from*, *I*, *is*, and *are*.

A Sample of Common Core Math Skills for Kindergarten

- Count how many objects are in a group.
- Compare two groups of objects to tell which has more or less.
- Compare two numbers to identify which is greater or less.
- Represent addition and subtraction word problems using objects or by drawing pictures.
- Solve addition and subtraction problems with a sum of 10 or less.
- Identify shapes.

© Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved.

How to Use This Book

In this book, you will find a complete **Common Core State Standards Overview** for kindergarten English Language Arts (pages 6–9) and Math (pages 64–67). Read these pages to learn more about the Common Core Standards and what you can expect your child to learn at school this year.

Then, choose **Practice Pages** that best address your child's needs for building skills that meet specific standards. Help your child complete practice pages and check the answers.



At the bottom of each practice page, you will find a Helping at Home tip that provides fun and creative ideas for additional practice with the skill at home.

Common Core State Standards for English Language Arts*

The following parent-friendly explanations of kindergarten Common Core English language arts standards are provided to help you understand what your child will learn in school this year. Practice pages listed will help your child master each skill.

Complete Common Core State Standards may be found here: www.corestandards.org.

RL/RI.K Reading Standards for Literature and Informational Text

Key Ideas and Details

(Standards RL.K.1, RL.K.2, RL.K.3, RI.K.1, RI.K.2, RI.K.3)

After hearing a story or information article read aloud, your child will ask and answer questions about details from the reading. • Practice pages: 10, 12, 20, 21

Your child will retell stories and identify their characters, settings, and major events.

• Practice pages: 12, 13, 18

After reading an information article, your child will identify the main topic and explain connections between ideas and information. • Practice pages: 18, 19, 20

Craft and Structure

(Standards: RL.K.4, RL.K.6, RI.K.4, RI.K.5, RI.K.6)

Your child will point out unknown words in a text and use strategies to find their meanings (for example, look at context clues or ask questions about the word). • Practice pages: 11, 22

Your child will find parts of a book such as author and illustrator names, front and back covers, and title page. He or she will explain what authors and illustrators do. • Practice pages: 16, 17

Integration of Knowledge and Ideas

(Standards: RL.K.7, RL.K.9, RI.K.7, RI.K.8, RI.K.9)

Your child will look at illustrations, charts, and diagrams and ask, “What person, place, thing, or idea from the text does this picture show?” • Practice pages: 14, 25

After reading an information article, your child will look for reasons that an author gives to back up his or her points. • Practice page: 24

Your child will compare and contrast the experiences of two characters in a story or compare and contrast the information in two nonfiction articles about the same topic.

- Practice pages: 14, 15, 23

RF.K Reading Standards: Foundational Skills

Print Concepts

(Standards: RF.K.1a, RF.K.1c, RF.K.1d)

Your child will learn the habits of reading a book from left to right, top to bottom, and front to back. He or she will notice that words on a page are separated by spaces.

- Practice pages: 28, 29

Your child will name and write all 26 alphabet letters in both lowercase and uppercase forms.

- Practice pages: 26, 27

Phonological Awareness

(Standards: RF.K.2a, RF.K.2b, RF.K.2c, RF.K.2d, RF.K.2e)

Your child will recognize words that rhyme and make new rhyming words by combining different beginning sounds with the same ending letters. For example, the letters h, c, and b combine with -at to make hat, cat, and bat. • Practice pages: 30–32, 34, 41

Your child will break words into syllables, count syllables, and blend syllables to make whole words. • Practice pages: 33, 34

Your child will work with three-letter words such as pot, sun, and fin. He or she will name each letter and its sound, then blend the sounds to say and write words.

- Practice pages: 35, 38, 39, 41

Phonics and Word Recognition

(Standards: RF.K.3a, RF.K.3b, RF.K.3c)

Your child will say and write the most common sound for each consonant letter (for example, /b/ as in boy for the letter b). • Practice pages: 36, 37

Your child will learn that short vowel sounds are spelled with the letters a, e, i, o, and u. Long vowel sounds have more spelling patterns (for example, a-consonant-silent e in race).

- Practice pages: 38, 39, 40

Common Core State Standards for English Language Arts*

Your child will memorize frequently used words such as the, of, you, are, and do so that they can be recognized by sight when reading. • Practice pages: 42, 43

W.K Writing Standards

Text Types and Purposes (Standards: W.K.1, W.K.2, W.K.3)

Your child will express opinions by drawing, dictating words to an adult, and writing words. • Practice page: 51

Your child will give information about a topic by drawing, dictating words to an adult, and writing words. • Practice pages: 44, 45, 50

Your child will write stories by drawing, dictating words to an adult, and writing words. • Practice pages: 46, 47, 48

Production and Distribution of Writing (Standards: W.K.5, W.K.6)

Your child will revise his or her writing to make it more interesting and detailed and to answer questions from readers. • Practice pages: 48, 49

Your child will write on a computer and print out his or her work to share with others. • Practice pages: 48, 49

L.K Language Standards

Conventions of Standard English (Standards: L.K.1b, L.K.1c, L.K.1d, L.K.1e, L.K.2a, L.K.2b)

Your child will learn that a noun is a person, place, or thing, and that a verb names an action. For example, girl is a noun and shout is a verb. • Practice page: 52

Your child will add s to words like cup to make plurals that mean “more than one” (cups). • Practice page: 53

Your child will use who, what, where, when, why, and how to ask questions.

• **Practice pages:** 50, 54

Your child will learn to use prepositions, or words such as in, out, on, off, by, and with that name positions. • **Practice page:** 55

Your child will write complete sentences. He or she will learn that a sentence begins with a capital letter and that capital I is used when talking about oneself. • **Practice pages:** 56, 57

Your child will use a period (.), question mark (?), or exclamation mark (!) to end sentences.

• **Practice page:** 57

Vocabulary Acquisition and Use

(Standards: L.K.4a, L.K.4b, L.K.5a, L.K.5b, L.K.5d)

Your child will understand that words can have more than one meaning. He or she will learn new meanings for familiar words. For example, duck can mean “an animal,” or “to bend down.” • **Practice pages:** 58, 59

Your child will add prefixes such as un– and suffixes such as –ing to change the meanings of words. For example, un + do = undo. • **Practice page:** 60

Your child will sort items into logical categories. For example, he or she will sort foods into fruits and vegetables or sort shapes according to the number of sides. • **Practice page:** 61

Your child will name opposites such as find/hide and dark/light. • **Practice page:** 62

Your child will think about differences between words that have similar meanings, such as walk, march, and strut. • **Practice page:** 63

Reading for Details

Use the story details to answer the questions.

1. Bill has a big, red car.
It can go fast.
Bill likes to go fast in his car.

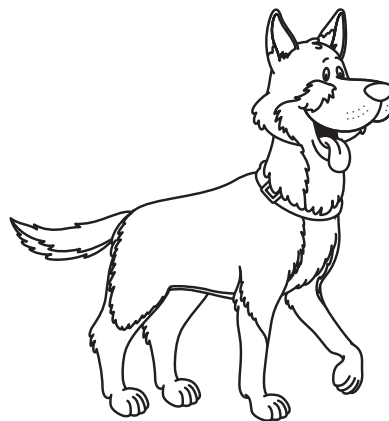
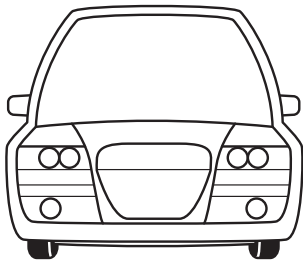
What color is Bill's car? _____

2. Dogs are fun pets.
They run and play with you.
They chase the balls and sticks you throw.

What do dogs chase? _____

3. It is good to keep clean.
You should wash your hands often.
You should brush your teeth every day.
You should take baths, too.

What should you brush every day? _____



Have fun with your child by pretending to forget details about a story. Think aloud and say, "Little Red Riding Hood was going to visit her teacher. Is that right?" Let your child correct you, then look back at the story together to check the answer.

Questioning Unknown Words

Read the story. Look at the bold words. Answer the questions.

The sun was out. Sally wanted to go outside. She needed to water her plants. She put on her garden gloves. She put on her boots. She went outside. She got water.

Sally went to the flower bed. She watered the **marigolds**. They smelled strong. She pushed the **soil** around the flowers. Her gloves got dirty!

Sally went to the herb garden. She watered the **basil** plants. They smelled fresh! Sally picked a few leaves.

Sally brought the leaves inside. She showed her big sister. She will make dinner. She will add basil to the sauce. It will taste great!

1. What is a marigold? _____

2. What is soil? _____

3. What is basil? _____



Let your child decorate a craft stick with question marks and a pair of eyes. When reading together, let your child point the stick at unknown words. Then, search the surrounding words for clues to the new word's meaning.

Characters, Settings, and Events

Read the story. Answer the questions.

The Boy Who Cried Wolf

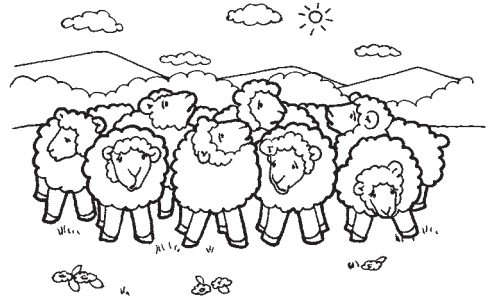
There was a boy on the hill. His village was quiet and peaceful. He was in charge of the sheep. He watched them and watched them. He became bored. He yelled, "Help! A wolf!"

The people in the village ran to help the boy. When they got there, they did not see a wolf. The sheep were eating grass. The boy smiled. The villagers told the boy not to cry wolf. They left.

The villagers got to the bottom of the hill. The boy yelled again. "Help! A wolf!" The villagers ran back. They did not see a wolf. The boy laughed. The villagers told the boy not to cry wolf. They were angry now.

The villagers got to the bottom of the hill. The boy saw a wolf. This time, he was scared. The wolf was near the sheep. He cried, "Help! A wolf!" The villagers did not go back.

The boy ran to the villagers. He said the sheep ran away. The sheep were scared of the wolf. The villagers said they did not believe the boy. He told them the wolf really came. He was sorry for pretending there was a wolf before. The villagers would have helped him this time.



1. What did the boy do at the beginning of the story?

2. What did the boy do at the end of the story?

3. Why did the villagers not help the boy?

Characters, Settings, and Events

Read the story on page 12. Fill in the boxes.

<p>1. Draw pictures of the characters, or people, in the story.</p>	
<p>2. Draw a picture of the setting. The setting is where the story takes place.</p>	
<p>3. Draw a picture of an event in the story. An event is something that happens in the story.</p>	



After your child shares an anecdote about something that happened to him or her, say, "That was a good story!" Ask, "Who are the characters in your story? Where does your story take place? What events happened in your story?"

Using Illustrations

Read the story. Answer the questions.

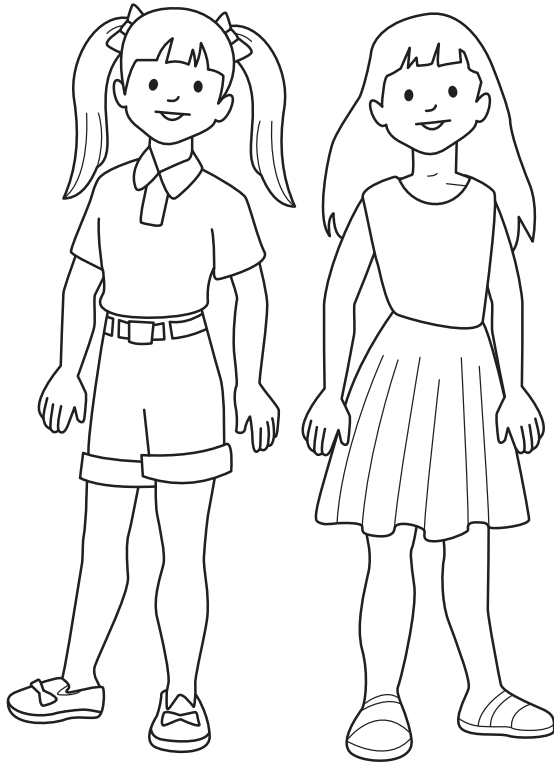
The Twins

Kim and Kris are twins. They like to do a lot of the same things. They both like to jump rope. They both like to swim. They both ride bikes.

But, even twins like to do some things differently. The girls dress differently. Kris likes to wear shorts. Kim wears skirts. Kris likes bows in her hair. Kim likes her hair down. Kris likes to wear a belt. Kim wears sandals.

Both girls think it is fun to have a twin.

The girls also like different things. Make a list for each girl.



Kris likes to . . .	Kim likes to . . .



When reading stories with your child, notice details about the illustrations. Then ask, “Which part of the story does this picture show?” Challenge your child to explain which moment in a story an illustration depicts and explain why.

Comparing Characters

Read the story. Compare and contrast the characters. How are they alike? How are they different?

The Race

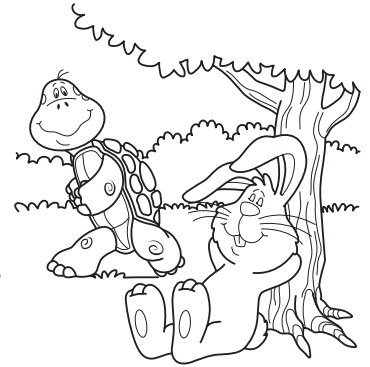
The hare wanted to run in a race. The hare told a turtle how fast he was. "Do you want to race?" the hare asked. The turtle nodded his head.

The two went to a path in the woods. It was time to race! The hare and the turtle began. The hare ran fast. The turtle walked slowly. The hare was ahead of the turtle. The hare got tired. He sat and rested. Soon, he fell asleep!

The turtle kept walking. He walked slowly, but he was steady. He walked by the hare. He saw the hare was asleep. The turtle walked on.

The hare woke up. He stood up and ran. He knew he would win the race. He got to the finish line. He saw the turtle. The turtle was waiting for him! The turtle won.

Slow and steady wins the race.



1. How do you think the hare looked at the finish line? Draw a picture.

2. How do you think the turtle looked at the finish line? Draw a picture.

--	--

3. **Compare** the hare and the turtle. How are they **alike**?

4. **Contrast** the hare and the turtle. How are they **different**?



When reading stories together, ask questions to help your child see things from the perspectives of different characters. For example, ask, "How do you think the fairy godmother felt when she saw Cinderella crying?"

All About Books

A book has a front cover and a back cover. The covers protect the book's pages. The front cover has important information on it. It tells the title. It may have pictures.

When you open a book, there is a title page. It is the first page of a book. It tells the **title** of the book. It tells who wrote the book (the **author**). It tells who drew the pictures (the **illustrator**).

Draw a line to label each part of the book cover.

Illustrator

Title

Author

The Magic Sled
by James King
Illustrated by Kyle Moore

Find a book. Look at the title page. Fill in the blanks.

title
by

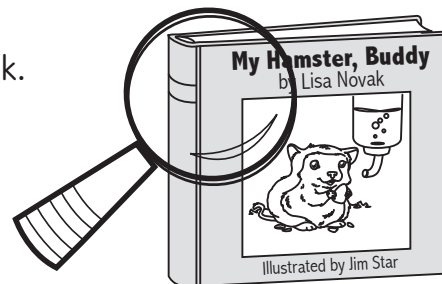
Illustrated by



Staple blank pages together and encourage your child to use them for writing and illustrating books. Suggest that your child include a front and back cover, title page, table of contents, and an "about the author" blurb.

The Great Book Look

Find two books. Look at the front cover of each book.
Complete the chart.



1. What is the name of the book? Write the book's title .	2. Who wrote the book? Write the name of the author .	3. Who drew the pictures? Write the name of the illustrator .
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>
<hr/> <hr/>	<hr/> <hr/>	<hr/> <hr/>



Search for and download a free application that will make it easy to keep a digital record of the books in your child's library. Let your child help you enter the title, author, and illustrator of each book catalogued.

Name This Story

A story is always about something. The title helps tell you what the story is about. Look at the pictures. Write a title for each set of pictures.

<p>Title</p> <hr/> <hr/> <hr/>			
<p>Title</p> <hr/> <hr/> <hr/>			
<p>Title</p> <hr/> <hr/> <hr/>			



When your child finishes reading a book or watching a TV show, ask him or her to think of alternate titles for the story or episode and explain why the new title fits.

What Caused That?

Words have a **connection**. One idea or sentence can be linked to another. **Events** in a story have a connection. They are connected to a **cause**. A cause tells what made an event happen in the story.

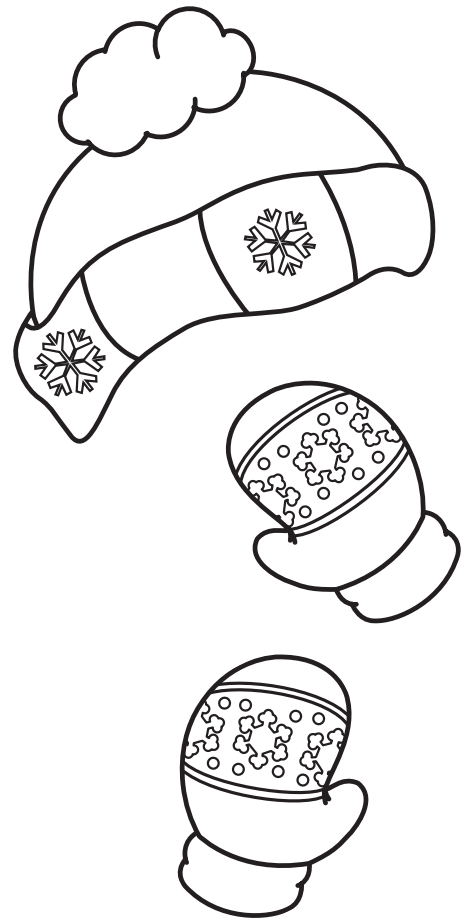
What made these events happen? Write the letter of the cause next to the correct event.

Events

- _____ 1. Justin put on his hat and mittens.
- _____ 2. Sally put water in the tub.
- _____ 3. Ken gave his dog a toy.
- _____ 4. The rabbit ate the carrot.

Causes

- A. It was snowing.
- B. It was hungry.
- C. She wanted a bath.
- D. The dog liked to play.

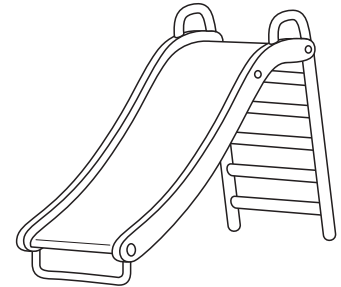


Nonfiction Reading

Read the passage. Answer the questions.

The School Playground

Many schools have playgrounds. Playgrounds are for kids to play on. Some kids use them at recess time. Other kids play on them after school or on the weekends. Playgrounds have many parts. Many have slides. The slides can be short or long. There may be monkey bars and ladders. A playground can have a sandbox. School playgrounds are fun!



1. What is this passage about? _____

2. Name four parts of the playground.

3. What part would you like to add? _____



When you visit public places with your child, pause to read informational signs aloud. Then ask, "What did we learn from that sign?"