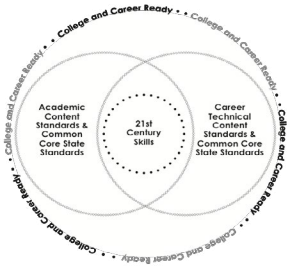
SAN DIEGO COUNTY OFFICE OF EDUCATION

Preparing for Transitional Kindergarten

Transitional Kindergarten Workgroup Resources for Implementation



San Diego County Office of Education

6401 Linda Vista Road
San Diego, CA 92111

Global Workplace Readiness

Board Goal : Increase parent, business, and community participation in schools and build public confidence and trust in public education.

Transforming Teaching and Learning

Strategy: We will develop and implement means to ensure global workplace readiness for all students.

Infusing Standards-Based Instruction with 21st Century Learning Skills

Specific Result 4.3: Partner with district, business and community stakeholders to provide leadership and resources necessary to transform the K-12 learning environment and prepare all students for college and career, by infusing content standard instruction with the 21st Century Skills including critical thinking, communication, collaboration, creativity and innovation.

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Transitional Kindergarten Workgroup

The following representatives attended one or more of the Transitional Kindergarten Workgroup or Leadership Planning events that contributed to the content in this resource document. Bold names are workgroup members that began the work with aligning and unpacking the standards in 2010-11 that informed the work in 2011-12.

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Preparing for Transitional Kindergarten

Alignment between Preschool Learning Foundations and Kindergarten Common Core State Standards for Language Arts

ABSTRACT

This document was created as a resource for the Transitional Kindergarten Workgroup in San Diego County. This workgroup was comprised of district representatives, primarily Kindergarten teachers, who formed a collaborative to support implementation of high-quality Transitional Kindergarten programs. The attached comparison represents one way of aligning the California Language and Literacy Preschool Learning Foundations and California Common Core Standards for Language Arts. Individuals may find overlaps in alignment between different standards and it is our perspective that it was the discussion and thinking that went into alignment process that was most valuable.

NOTES ON ORGANIZATION OF THE DOCUMENT

The California Kindergarten Common Core Standards (http://www.cde.ca.gov/ci/cc/) were the organizing principle for the document. As such, the strands and clusters of these standards drive the sequence of the document. The California Kindergarten Common Core Standards are individually labeled using the strand titles of the Language Arts standards (RL = Reading Literature; RI – Reading Informational Text; RF = Reading Foundational Skills; L = Language; SL = Speaking and Listening; W = Writing), followed by the grade level (K) and the standard number. The Preschool Foundations for the Language and Literacy Domain (http://www.cde.ca.gov/sp/cd/re/psfoundations) at around 60 months (or 5 years old) were aligned in the left-hand column to the closest California Kindergarten Common Core Standard. Each of the Preschool Foundations is individually labeled using the strands of the Language and Literacy Domain (LS = Listening and Speaking; V = Vocabulary; G = Grammar; R = Reading; and W = Writing), followed by the foundations number.

Language Arts: Reading Standards for Literature (RL)

Preschool Learning Foundations: Language and Literacy (At around 60 months)		Kindergarten Common Core Standards: Reading Standards for Literature (RL)	
KEY IDEAS AND DETAILS			
R 4.1	Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions	RL.K.1	With prompting and support, ask and answer questions about key details in a text.
		RL.K.2	With prompting and support, retell familiar stories, including key details.
		RL.K.3	With prompting and support, identify characters, settings, and major events in a story.
CRAFT AND STRUCTURE			
		RL.K.4	Ask and answer questions about unknown words in a text. (See grade K Language standards for additional expectations.)
		RL.K.5	Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).
		RL.K.6	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
INTEGRATION OF KNOWLEDGE AND IDEAS			
		RL.K.7	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
		RL.K.8	(Not applicable to literature)
		RL.K.9	With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RANGE AND LEVEL OF TEXT COMPLEXITY			
		RL.K.10	Actively engage in group reading activities with purpose and understanding. **a. Activate prior knowledge related to the information and events in texts.** **b. Use illustrations and context to make predictions about text.**

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Language Arts: Reading Standards for Informational Text (RI)

Preschool Learning Foundations: Language and Literacy (At around 60 months)		Kindergarten Common Core Standards: Reading Standards for Informational Text (RI)	
KEY IDEAS AND DETAILS			
		RI.K.1	With prompting and support, ask and answer questions about key details in a text.
		RI.K.2	With prompting and support, identify the main topic and retell key details of a text.
R 4.2	Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.	RI.K.3	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CRAFT AND STRUCTURE			
		RI.K.4	With prompting and support, ask and answer questions about unknown words in a text. **(See grade K Language standards 4-6 on pages 25-26 for additional expectations.)**
		RI.K.5	Identify the front cover, back cover, and title page of a book.
		RI.K.6	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
INTEGRATION OF KNOWLEDGE AND IDEAS			
		RI.K.7	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
		RI.K.8	With prompting and support, identify the reasons an author gives to support points in a text.
R 4.2	Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting	RI.K.9	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RANGE AND LEVEL OF TEXT COMPLEXITY			
		RI.K.10	Actively engage in group reading activities with purpose and understanding. **a. Activate prior knowledge related to the information and events in texts.** **b. Use illustrations and context to make predictions about text.**

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Language Arts: Reading Foundational Skills (RF)

Preschool Learning Foundations: Language and Literacy (At around 60 months)		Kindergarten Common Core Standards: Reading Foundational Skills (RF)	
PRINT CONCEPTS			
R 1.1	Display appropriate book-handling behaviors and knowledge of print conventions.	RF.K.1	Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page-by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
R 1.2	Understand that print is something that is read and has specific meaning.		
R5.2	Engage in more complex routines associated with literacy activities.		
PHONOLOGICAL AWARENESS			
R 2.1	Orally blend and delete words and syllables without the support of pictures or objects.	RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. **d. Blend two to three phonemes into recognizable words.** e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
R 2.2	Orally blend the onsets rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.		
PHONICS AND WORD RECOGNITION			
R 3.1	Recognize own name or other common words in print.	RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
R 3.2	Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.		
R 3.3	Begin to recognize that letters have sounds.		
FLUENCY			
R 5.1	Demonstrate with increasing independence, enjoyment of literacy and literacy-related activities.	RF.K.4	Read emergent-reader texts with purpose and understanding.

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Language Arts: Language Standards (L)

	Preschool Learning Foundations: Language and Literacy (At around 60 months)		Kindergarten Common Core Standards: Language (L)
CONVENTIONS OF STANDARD ENGLISH			
LS 3.1	Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.
LS 3.2	Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns and possessives.		
W1.1	Adjust grasp and body position for increased control in drawing and writing.		
W1.2	Write letters or letter-like shapes to represent words or ideas.		
W1.3	Write first name nearly correctly.	L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
KNOWLEDGE OF LANGUAGE			
			(Begins in grade 2)
VOCABULARY ACQUISITION AND USE			
LS 2.1	Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	L.K.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
LS 2.2	Understand and use accepted words for categories of objects encountered in everyday life.	L.K.5	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
LS 2.3	Understand and use both simple and complex words that describe the relations between objects.		

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Language Arts: Speaking and Listening Standards (SL)

Preschool Learning Foundations: Language and Literacy (At around 60 months)		Kindergarten Common Core Standards: Speaking and Listening (SL)	
COMPREHENSION AND COLLABORATION			
LS 1.1	Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.	SL.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
LS 1.3	Use accepted language and style during communication with both familiar and unfamiliar adults and children.		
		SL.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. a**. Understand and follow one- and two-step oral directions.**
		SL.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
PRESENTATION OF KNOWLEDGE AND IDEAS			
		SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LS 1.4	Use language to construct extended narratives that are real or fictional.	SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LS 1.2	Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

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Language Arts: Writing Standards (W)

Preschool Learning Foundations: Language and Literacy (At around 60 months)		Kindergarten Common Core Standards: Writing (W)	
TEXT TYPES AND PURPOSES			
W.1.2	Write letters or letter-like shapes to represent words or ideas.	W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…)
		W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
		W.K.3	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.
PRODUCTION AND DISTRIBUTION OF WRITING			
		W.K.4	(Begins in Grade 2)
		W.K.5	With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
		W.K.6	With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE			
		W.K.7	Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)
		W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
		W.K.9	(Begins in Grade 4)
RANGE OF WRITING			
		W.K.10	(Begins in Grade 2)

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"Although it is clear that there are some constitutional differences among children in the rate at which they learn language, it is equally clear that there are large differences due to the opportunities presented to learn and use language. The dramatic differences in language experienced by advantaged and disadvantaged children in the first five years of life lead to marked differences in their vocabulary and available language structures by the beginning of kindergarten. There is compelling experimental evidence that much of this difference is due to experience, rather than a simple correlate of inherited ability."

Andrew Beimiller (1999)
Language and Reading Success

"English is an alphabetic language in which printed letters systematically, but not entirely consistently, represent phonemes. In order to grasp this fundamental principle of alphabetic literacy, it is therefore imperative that children first acquire some degree of (a) letter knowledge, including the ability to distinguish and identify the letters of the alphabet, and (b) phonological awareness, an appreciation of the fact that spoken words are made up of smaller units of sound. The training studies of Byrne and Fielding-Barnesley (1998) illustrate dramatically that both letter knowledge and phonological awareness are needed in combination for young children to acquire alphabetic principle.:

National Research Council (1998)
Preventing Reading Difficulties in Young Children

"Spelling knowledge is an amalgam of orthographic knowledge (an understanding of how one's writing system works) and phonological awareness (an understanding of the sound structure of one's language)."

B. Foorman (1996)

"In the beginning, children's awareness of the sounds in words and their knowledge of letter names govern their spelling attempts, particularly the feel of the sounds as they are articulated (Read, 1986; Treimann, 1993)."

L. Moats (1998)

"Reading development does not take place in isolation; instead a child develops simultaneously as a reader, listener, speaker and writer. The research has led many educators to agree that integrating reading and writing multiple benefits for development of literacy."

National Writing Project and C. Nagin (2003)
Because Writing Matters

"If students are to learn how to be strategic readers, they must have instructional experiences that lead them to construct understandings that are consistent with what expert readers actually do."

P. David Pearson et al (1992)
Developing Expertise in Reading Comprehension

"Reading and writing are interactive processes that flourish in a social context where much talk surrounds comprehending and composing ... talking while writing is an important avenue to pursue when encouraging primary age children to think critically about their own work in relation to an intended audience. By interacting while composing, children will more readily understand the recursive nature of the writing process as they create, clarify, and refine their ideas."

M.F. Heller (1999)
Reading-Writing Connections: From Theory to Practice

"Yet there is common ground where all well-intentioned teachers can start young children on the path toward literacy The basis of this common ground is the "consensus in the research community that reading is a constructive and interactive process aimed at meaning-making and involving the reader, the text, and the contextual setting in which the reading takes place" (Gambrell & Mazoni 1999, 80)."

Ann S. Epstein (2007)
The Intentional Teacher

Preparing for Transitional Kindergarten

Alignment between Preschool Learning Foundations and Kindergarten Common Core State Standards for Mathematics

ABSTRACT

This document was created as a resource for the Transitional Kindergarten Workgroup in San Diego County. This workgroup was comprised of district representatives, primarily Kindergarten teachers, who formed a collaborative to support implementation of high-quality Transitional Kindergarten programs. The attached comparison represents one way of aligning the California Mathematics Preschool Learning Foundations and California Common Core Standards for Mathematics. Individuals may find overlaps in alignment between different standards and it is our perspective that it was the discussion and thinking that went into alignment process that was most valuable.

NOTES ON ORGANIZATION OF THE DOCUMENT

The California Kindergarten Common Core Standards (http://www.cde.ca.gov/ci/cc/) were the organizing principle for the document. As such, the strands and clusters of these standards drive the sequence of the document. The California Kindergarten Common Core Standards are individually labeled using the grade level (K), followed by the domain (CC = Counting and Cardinality; OA = Operations and Algebraic Thinking; NBT = Numbers and Operations in Base Ten; M = Measurement and Data; G = Geometry), followed by the standard number. The Preschool Foundations (http://www.cde.ca.gov/sp/cd/re/psfoundations) in the Mathematics Domain at around 60 months (or 5 years old) were aligned in the left-hand column to the closest California Kindergarten Common Core Standard. Each of the Preschool Foundations is individually labeled using the strands of the Mathematics Domain (NS = Number Sense; AF = Algebra and Functions; M = Measurement; G = Geometry; and MR = Mathematical Reasoning), followed by the foundations number.

Mathematics: Counting and Cardinality (CC)

Preschool Learning Foundations: Number Sense (NS) (At around 60 months)		Kindergarten Common Core Standards: Counting and Cardinality (K.CC)	
KNOW NUMBER NAMES AND THE COUNT SEQUENCE			
NS1.1	Recite numbers in order to twenty with increasing accuracy.	K.CC.1	Count to 100 by ones and by tens.
		K.CC.2	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
NS1.2	Recognize and know the name of some written numerals.	K.CC.3	Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
COUNT TO TELL THE NUMBER OF OBJECTS			
NS1.0	Children begin to expand their understanding of numbers and quantities in their everyday environment.	K.CC.4	Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
NS1.3	Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).		
NS1.4	Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.*		
NS1.5	Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).		
		K.CC.5	Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
COMPARE NUMBERS			
NS2.0	Children expand their understanding of number relationships and operations in their everyday environment.	K.CC.6	Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
NS2.1	Compare, by counting or matching, two groups of up to five objects and communicate, "more," "same as," or "fewer" (or "less").*		
NS2.2	Understand that adding one or taking away one changes the number in a small group of objects by exactly one.		
NS2.3	Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.		
		K.CC.7	Compare two numbers between 1 and 10 presented as written numerals.

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Mathematics: Operations and Algebraic Thinking (OA)

Preschool Learning Foundations: Algebra and Functions, Number Sense and Mathematical Reasoning (AF & NS & MR) (At around 60 months)		Kindergarten Common Core Standards: Operations and Algebraic Thinking (K.OA)	
UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO, AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM.			
MR1.0	Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.	K.OA.1	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.
MR1.1	Identify and apply a variety of mathematical strategies to solve problems in their environment.		
NS 2.4	Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	K.OA.2	Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
		K.OA.3	Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
		K.OA.4	For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings record the answer with a drawing or equation.
		K.OA.5	Fluently add and subtract within 5.

Mathematics: Number and Operations in Base Ten (NBT)

Preschool Learning Foundations: (At around 60 months)		Kindergarten Common Core Standards: Numbers and Operations in Base Ten (NBT)	
WORK WITH NUMBERS 11-19 TO GAIN FOUNDATIONS FOR PLACE VALUE.			
		K.NBT.1	Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

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Mathematics: Measurement and Data (MD)

Preschool Learning Foundations: Algebra and Functions & Measurement (AF & M) (At around 60 months)		Kindergarten Common Core Standards: Measurement and Data (K.M)	
DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES			
AF1.0	Children expand their understanding of sorting and classifying objects in their everyday environment.	K.MD.1	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
M1.0	Children expand their understanding of comparing, ordering, and measuring objects.		
M1.1	Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	K.MD.2	Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY.			
AF1.1	Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute). [attributes include, but are not limited to size, shape, or color]	K.MD.3	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
		K.M–D.4	**Demonstrate an understanding of concepts time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). (CA Standard MG 1.2)** **a. Name the days of the week. (CA-Standard MG 1.3)** **b. Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock, bedtime is 8 o'clock at night). (CA Standard MG 1.4)**

Preschool Foundations that do not align to Kindergarten CCSS:

M1.2	Order four or more objects by size.		
M1.3	Measure lengths using multiple duplicates of the same-size concrete units laid end-to-end.		
AF2.0	Children expand their understanding of simple, repeating patterns. [A simple, repeating pattern has two repeating elements. Examples include: ABAB, AABB, ABBABB, etc.]		
AF2.1	Recognize and duplicate simple repeating patterns.		
AF2.2	Begin to extend and create simple repeating patterns.		

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Mathematics: Geometry (G)

Preschool Learning Foundations: Geometry (G) (At around 60 months)		Kindergarten Common Core Standards: Geometry (K.G)	
IDENTIFY AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES).			
G2.0	Children expand their understanding of positions in space.	K.G.1	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
G2.1	Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.		
G1.0	Children identify and use a variety of shapes in their everyday environment.	K.G.2	Correctly name shapes regardless of their orientations or overall size.
G1.1	Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.		
		K.G.3	Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").
ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES.			
		K.G.4	Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
G1.2	Combine different shapes to create a picture or design.	K.G.5	Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
		K.G.6	Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

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"The goal of early mathematics education, then, is to build "mathematical power" in young children (Baroody 2000). This power has three components: a positive disposition to learning and using mathematics; understanding and appreciating the importance of mathematics; and engaging in the process of mathematical inquiry. Turning children's early and spontaneous mathematics play into an awareness of mathematical concepts and skills is at the heart of intentional teaching in this area."

Ann S. Epstein (2007)
The Intentional Teacher

"Preschool children develop and initial qualitative understanding of a quantity of small groups of objects without actually counting the objects. This understanding is referred to as visually knowing or "subitizing". It supports the ability to compare small groups of objects: to know if the groups are the same, if one group is larger (smaller), or which has more (fewer)."

California Department of Education (2008)
Preschool Learning Foundations, Volume 1

"Mathematics differences among children in kindergarten are dramatic, if perhaps difficult to notice, unless they are looked for specifically. For example, one child may enter school knowing that 8 is 3 bigger than 5, while a peer with less well-developed number sense may know that 8 is bigger than 5 but have no idea by how much. Some children may not know automatically that 8 is 3 bigger than 5 but have a strategy for figuring it out by using fingers or blocks. At the other extreme are children who enter kindergarten with no idea what quantities 8 or 5 represent and find the idea incomprehensible that there is a fixed amount between them that they can precisely calculate on their fingers."

David Chard, et al (2008)
Preventing Early Mathematics Difficulties: The Feasibility of a Rigorous Kindergarten Mathematics Curriculum

"Perhaps less expected is the finding that mathematical and scientific thinking is fostered by social interaction. When students share hypotheses and interpretations, question one another, and are challenged to justify their conclusions, they are more likely to correct their own thinking (Campbell 1999)."

Ann S. Epstein (2007)
The Intentional Teacher

"While children may be born with a predisposition for making quantitative distinctions, an inability to develop a refined understanding of number has been implicated as a key predictor of later mathematics difficulties. Often, those who teach mathematics to young children, as well as those who develop curricula for teaching numbers and basic arithmetic concepts to kindergartners, fail to fully take into account that children develop, or fail to develop, number sense."

David Chard, et al (2008)
Preventing Early Mathematics Difficulties: The Feasibility of a Rigorous Kindergarten Mathematics Curriculum

"Research points us to the materials and activities that foster the development of mathematical and scientific concepts. Young children are concrete, hands-on learners. They need to manipulate materials to construct ideas about the physical properties of objects and their transformation."

Ann S. Epstein (2007)
The Intentional Teacher

"A research-based instructional approach suggests that teachers of young children follow a developmental sequence in helping children develop concepts and skills of length measurement."

"Research emphasizes the importance of solving real measurement problems in which children explore principles of measurement such as identifying a unit for measure and placing that unit end to end alongside the object without leaving space between successive units (referred to as unit iteration)."

California Department of Education (2008)
Preschool Learning Framework Volume 1

"With the growing evidence about children's math capacities in the early years and the significance of early math experiences, there is a general consensus "that high-quality, challenging and accessible mathematics education for three- to six-year-old children is a vital foundation for future mathematics learning."

California Department of Education (2008)
Preschool Learning Foundations, Volume 1

Preparing for Transitional Kindergarten

Kindergarten Common Core State Standards for Language Arts Early Approximations and Teacher Tips

ABSTRACT

The San Diego County Transitional Kindergarten Work Group, primarily comprised of Kindergarten teachers, conducted an in-depth study of the Common Core Standards for Language Arts in 2010-11 in preparation for Transitional Kindergarten. This work included a comparison of the Preschool Foundations with the Common Core, published in a separate document, and a deeper study of the Common Core Standards, included in this document. As a result of studying the standards, the group decided that growth toward each of the standards be viewed as a progression toward mastery over the two year experience, and decided NOT to label the standards as "Year 1" or "Year 2". Through study and discussion, the group identified the "earlier approximations" which included breaking the standard into individual tasks or ordering by level of difficulty. Through the discussions, the group drafted "Key Ideas" which include teaching tips, scaffolds and/or ideas to bridge earlier learning. In sharing this work with our district partners, we offer the suggestion that these resources may be helpful in planning for Transitional Kindergarten, but that it was the discussion amongst the teachers and reading/language arts specialists that was the most valuable preparation.

NOTES ON ORGANIZATION OF THE DOCUMENT

Each California Kindergarten Common Core State Standard is listed with the notes regarding Early Approximations and Teacher Tips that were generated by the work group.

Language Arts: Reading Standards for Literature (RL)

KEY IDEAS AND DETAILS

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

EARLY APPROXIMATIONS

With modeling, prompting and support, answers questions about key details in a text.

With modeling, prompting and support, begins to ask questions specifically about key details in a text.

TEACHING TIPS

- Answering questions is less complex than asking questions.
- Students may need support to redirect their questions to align to text.
- More scaffolds could be provided to support asking and answering questions include using illustrations, other pictures, realia.

RL.K.2 With prompting and support, retell familiar stories, including key details.

EARLY APPROXIMATIONS

With modeling, prompting and support, retell familiar stories with details.

Begins to chronologically sequence, beginning, middle and end of story.

TEACHING TIPS

- Students may need support to focus in on key details.
- The amount of prompting and support needed could vary across students.
- More scaffolds could be provided to support retell including text, illustrations, other pictures, or realia.

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

EARLY APPROXIMATIONS

With modeling, prompting and support, identify characters, settings, and major events.

TEACHING TIPS

- Identification of the setting can be more difficult than identification of characters or events so more scaffolds and support could be provided.
- More scaffolds could be provided in to support identification of characters, settings, and major events, such as graphic organizers, story maps, illustrations, or sentence frames.
- Common terms (who, where, when, what) should be linked to academic vocabulary (characters, setting and major events) and used by teachers and students
- Academic vocabulary for teachers and students to use also include time-order words (e.g. first, next, finally, last, or beginning, middle, end, etc.)

CRAFT AND STRUCTURE

RL.K.4 Ask and answer questions about unknown words in a text. (See grade K Language standards for additional expectations.)

EARLY APPROXIMATIONS

With modeling, prompting and support, answer questions about unknown words in a text.

With modeling, prompting and support, begin to ask questions or make comments about unknown words in a text.

TEACHING TIPS

- Students may need support to build awareness of words, as separate from sentences or whole text. Instruction should overtly model identification of individual words, including unknown words or words used in a new context, and the use of illustrations or text to understand the meaning of the words (raising word awareness).
- Oral language may impact whether students recognize words that they do not know or whether they have the confidence to ask about the unknown words. Scaffolds such as sentence frames or providing additional motivation/recognition could support students to be motivated to think about, ask and answer questions about words.

RL.K.5 Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).

EARLY APPROX.

With modeling, prompting and support, begin to recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).

TEACHING TIPS

- Students should be exposed to all common types of texts. They will need to learn the names and characteristics of each individual type and compare/contrast across types to be able to recognize the type of text.
- Instruction will need to include overt modeling and practice naming text types and identifying the characteristics.
- Compare/contrast with informational/expository text.

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

EARLY APPROX.

With prompting and support, explain or define the role of author or illustrator in telling the story.

TEACHING TIPS

- Knowing the role of an author and illustrator is less complex than naming them. Pointing to text or pictures to identify the work of either author or illustrator is the least complex. Asking "who writes the text, author or illustrator?" is highly-scaffolded – could be first step, but could also lead to guessing.
- Connect to meaning – what kind of information is found on the front and back cover of a book, or on the title page. Why do authors include these parts on their books? Consider how the illustrator's techniques impact the story.
- Incorporate covers and title pages into class or individual publishing to connect this standard from reading to writing.
- Academic vocabulary for teachers and students to use: author, illustrator, text, illustration, etc.

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Language Arts: Reading Standards for Literature (RL)

INTEGRATION OF KNOWLEDGE AND IDEAS

RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

EARLY APPROXIMATIONS	With highly-scaffolded prompting and support, begins to describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
TEACHING TIPS	• Begin by building awareness of the content of illustrations through techniques such as picture walks and discussions. • Build ongoing awareness of the relationship between illustrations and text by making connections to picture walk discussions as the text is read. • Build awareness that sometimes illustrations provide more information than the text and sometimes text provides more information than illustrations. • Build awareness of how illustrator techniques or medium influence the content or how the reader interacts/perceives the content.

RL.K.8 (Not applicable to literature)

RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

EARLY APPROXIMATIONS	With highly-scaffolded prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
TEACHING TIPS	• Comparing and contrasting characters within the same story is less difficult than comparing and contrasting with different stories or the same story, different versions. • Scaffolds might include pictures, illustrations in the texts, graphic organizers (e.g. Venn diagrams) • Academic vocabulary for teachers and students to use: same, different, both, but

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RL.K.10 Actively engage in group reading activities with purpose and understanding.

a. Activate prior knowledge related to the information and events in texts.

b. Use illustrations and context to make predictions about text.

EARLY APPROXIMATIONS	Actively engage in group reading activities with purpose and understanding. a. Build and activate prior knowledge related to the information and events in texts. b. Use illustrations, experiences, and context to make predictions about text.
TEACHING TIPS	• Early on, students will need to learn group reading behaviors and norms • With prompting and support, use illustrations and experiences to develop the vocabulary in context for prior knowledge. • Guide students to focus more in on text and less on personal experience and background. • Scaffold ideas: picture walks, chart predictions and check them by referencing text and illustrations

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Language Arts: Reading Standards for Informational Text (RI)

KEY IDEAS AND DETAILS

RI.K.1 With prompting and support, ask and answer questions about key details in a text.

EARLY APPROXIMATIONS	With modeling, prompting and support, answers questions about key details in a text. With modeling, prompting and support, begins to ask questions specifically about key details in a text
TEACHING TIPS	• Answering questions is less complex than asking questions • Young students need support to redirect their questions to align to text. • Model writing the questions and then model writing the answers as they are found in the text or illustrations, noting the pages where the answers were found in the text. • More scaffolds that could be provided to support asking and answering questions include using illustrations, other pictures, realia.

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

EARLY APPROXIMATIONS	With prompting and support, identify the main topic and key details. Develop understanding about key details versus other details. With highly-scaffolded prompting and support, retell key details of a text.
TEACHING TIPS	• More scaffolds could be provided to support retell including text, illustrations, graphic organizers, pictures, or realia.

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

EARLY APPROXIMATIONS	With prompting and support, identify the connection between individuals, events, ideas, or pieces of information in a text. With prompting and support begin to describe the connection between two individuals, events, ideas, or pieces of information in a text.
TEACHING TIPS	• More scaffolds could be provided to support identification of two individuals, ideas, or pieces of information in a text such as pictures, drawings, or graphic organizers

CRAFT AND STRUCTURE

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 on pages 25-26 for additional expectations.)

EARLY APPROX.	With modeling, prompting and support, answer questions about unknown words in a text. With modeling, prompting and support, begin to ask questions or make comments about unknown words in a text.
TEACHING TIPS	• This begins with word awareness and can connect to concepts of print. • Instruction should overtly model and scaffold identification of unknown words or key vocabulary and the use of illustrations or text to understand the meaning of the words. • Oral language will impact whether students recognize words that they do not know or whether they have the confidence to ask about the unknown words. Scaffolds such as sentence frames could support asking and answering questions about words.

RI.K.5 Identify the front cover, back cover, and title page of a book.

EARLY APPROX.	Identify the front cover, back cover, and title page of a book.
TEACHING TIPS	• Receptive, such as "show me", is less rigorous/challenging than productive such as "what is this"? • Connect to meaning – what kind of information is found on the front and back cover of a book, or on the title page. Why do authors include these parts on their books? • Incorporate covers and title pages into class or individual publishing to connect this standard from reading to writing. • Compare/contrast with the contents of these sections in a narrative/ literature text. • The main point is to begin to distinguish the features of informational text and how these parts contribute to the information gathered from a text.

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

EARLY APPROXIMATIONS	With prompting and support, explain or describe the role of author or illustrator presenting the ideas or information in a text.
TEACHING TIPS	• Knowing the role of an author and illustrator is less complex than naming them. • Answer, "who writes the text, author or illustrator?" is highly-scaffolded. • Pointing to text or pictures to identify the work of either author or illustrator is the least complex. • Incorporate identification of author(s) and illustrator(s) into class or individual publishing to connect this standard from reading to writing. • Compare/contrast with narrative/literature (note photo illustrations, etc)

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Language Arts: Reading Standards for Informational Text (RI)

INTEGRATION OF KNOWLEDGE AND IDEAS

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

EARLY APPROXIMATIONS	With highly-scaffolded prompting and support, begins to describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
TEACHING TIPS	● Begin by building awareness of the content of illustrations through techniques such as picture walks and discussions. ● Build ongoing awareness of the relationship between illustrations and text by making connections to picture walk discussions as the text is read. ● Build awareness that sometimes illustrations provide more information than the text and sometimes text provides more information than illustrations. ● Build awareness of how illustrator techniques or medium influence the content or how the reader interacts/perceives the content. ● Illustrations in informational text may be more complex such as maps, charts, legends, graphs, labels, diagrams

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

EARLY APPROXIMATIONS	With modeling, prompting and support, learn what the points in a text are. With modeling, prompting and support, begins to identify the reasons an author gives to support points in a text.
TEACHING TIPS	● Build awareness that the job of the author is to give the reader a message and that they want the reader to believe what they have written, so they provide reasons. ● Consider texts where the perspective is uncommon and/or the reasons are unconvincing (e.g. the Three Pigs story told from the perspective of the wolf) ● Use graphic organizers to show the main points and the reasons visually.

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

EARLY APPROX.	With highly-scaffolded prompting and support, identify basic similarities in, and differences between, two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
TEACHING TIPS	● Contrasting is less complex than comparing and could be done separately as a scaffold. ● Comparing and contrasting characters within one text is less difficult than comparing and contrasting with different texts. ● Consider comparing narrative and informational texts about the same topic (e.g. butterfly poem, vs scientific article about butterflies) ● Scaffolds might include pictures, illustrations in the texts, graphic organizers (e.g. Venn diagrams) ● Academic vocabulary for teachers and students to use: same, different, both, but

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

RI.K.10 Actively engage in group reading activities with purpose and understanding.

a. Activate prior knowledge related to the information and events in texts.

b. Use illustrations and context to make predictions about text.

EARLY APPROXIMATIONS	Actively engage in group reading activities with purpose and understanding. a. Build and activate prior knowledge related to the information and events in texts. b. Use illustrations, experiences, and context to make predictions about text.
TEACHING TIPS	● Build initial awareness of group reading behaviors and norms (active listening, routines for before, during and after reading, discussion routines, etc.) ● Overtly model and discuss what readers do before they read to activate prior knowledge such as: looking at and discussing the front and back covers and the title page; browsing and discussing illustrations; browsing and noting any new or frequently used words or names in the text, and make connections to other readings. ● Use illustrations and experiences to develop the vocabulary in context for prior knowledge. ● Bridge students from making individual, personal connections to text to making text-to-text and text-to-other learning connections. Overtly notice when a student is making a personal versus a text-to-text or text-to-other learning connection and encourage them to notice as well. (Sentence stems: "A personal connection I'd like to make…", "Are you making a personal connection or a connection to another text we've read?" etc.) ● Use K/W/L or other graphic organizers ● Model writing the predictions and confirming or disconfirming them through reading the text. Build awareness that predictions are based on clues from the author and illustrator.

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Language Arts: Foundational Skills (RF)

PRINT CONCEPTS

RF.K.1 Demonstrate understanding of the organization and basic features of print.

a. Follow words from left to right, top to bottom, and page-by-page.

b. Recognize that spoken words are represented in written language by specific sequences of letters.

c. Understand that words are separated by spaces in print.

d. Recognize and name all upper- and lowercase letters of the alphabet.

EARLY APPROXIMATIONS	By 60 months (5 years old), Preschool Foundations identify that students should be able to: • recognize print conventions and understand that print carries specific meaning as aligned to a. and b. and c. and • name more than half of uppercase and lowercase letters.
TEACHING TIPS	Letter naming is a foundational skill for the rest of the reading skills required in Kindergarten and should be acquired early on so that students begin to apply sounds and develop alphabetic principle. Letter naming assessment should eventually included a timed component (rapid letter identification)

PHONOLOGICAL AWARENESS

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

a. Recognize and produce rhyming words.

b. Count, pronounce, blend, and segment syllables in spoken words.

c. Blend and segment onsets and rimes of single-syllable spoken words.

d. Blend two to three phonemes into recognizable words.

e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)

f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

EARLY APPROXIMATIONS	Both years should include progressions of phonological and phonemic awareness instruction, progressing from simple to complex within each phonological task leading to phonemic awareness.
TEACHING TIPS	Recognizing and matching rhymes are easier than producing rhyming words. Students differ in the rate at which they learn to produce rhymes. Rhyming instruction should include connected text, such as rhyming poems and stories, as well as individual words. Counting and segmenting are more challenging than pronouncing and blending Instruction over time should progress from Words in Sentences, Syllables, Onsets/Rimes, Phonemes Fewer phonemes are easier to blend or segment than more phonemes Isolating initial sounds is easier than isolating final sounds. Isolating medial sounds is more difficult than initial and final sounds. Adding and substituting phonemes is the most complex task in this standard. May need to scaffold with pictures or objects Practice can include using word play, songs, chants (eg., "Apples and Bananas" song, Silly Sally)

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Language Arts: Foundational Skills (RF)

PHONICS AND WORD RECOGNITION

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.

a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.

b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).

d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

EARLY APPROXIMATIONS	Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. As soon as students begin learning letter names, they should begin to match sounds with letters. Preschool foundations indicate that students at 60 months should begin to recognize that letters have sounds. Short vowels are introduced and utilized in early decoding instruction. Long vowel sounds are a new addition to K standards from early first grade instruction. Preschool Foundations indicate that students at 60 months should be able to recognize their own name and other common words in print. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
TEACHING TIPS	• Current Kindergarten curriculum may not have resources or instruction for long vowel sounds. • Letter naming and sound naming are foundational to reaching the end-goal of reading beginning texts. Sound identification assessment should including timing (rapid sound identification). • Curriculum for both years should include explicit instruction in letter sounds and high frequency words, applied in reading beginning level sentences and texts, as aligned to research (not just skills in isolation). • Need to identify benchmarks and expectations for each of these skills. Some districts expect only 20 high frequency words, others expect 50-75 words for Kindergarten. • Which common spellings for long vowels are expected?

FLUENCY

RF.K.4 Read emergent-reader texts with purpose and understanding.

EARLY APPROXIMATIONS	Participate in choral rereading of text, begin to track text and recognize some high frequency words. Engaging in individual reading of patterned or repetitive text. Engage in individual reading of decodable text that includes sounds and words that have been taught.
TEACHING TIPS	• Students need opportunities to practice the skills they are learning in connected text, rather than only in isolation. • Students should be supported to answer questions about the text they have read, pointing to the part of the text that provides the answer to the questions. • Students should have opportunities to revisit and retell big book or shared reading texts that are beyond their reading level. • This standard is about students doing the reading of the text by the end of Kindergarten and should include plenty of practice over the two years.

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Language Arts: Language Standards (L)

Conventions of Standard English

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Print many upper- and lowercase letters.

b. Use frequently occurring nouns and verbs.

c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).

d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).

e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).

f. Produce and expand complete sentences in shared language activities.

EARLY APPROXIMATIONS

- Develop command of the conventions of standard English grammar and usage when writing or speaking.
- Begin to print many upper- and lowercase letters as letters are introduced.
- Connect parts of speech/grammar from oral to written language.
- With modeling, prompting, and support, responds orally to question words (interrogatives) (e.g., who, what, where, when, why, how).
- Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
- Participate in teacher models and group activities to orally produce and expand complete sentences

TEACHING TIPS

- Connect printing instruction to letter/sound naming scope and sequence. Provide opportunities for students to practice letter formation in the context of words and in their own writing.
- Build understanding of prepositions using manipulatives, TPR, etc.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

a. Capitalize the first word in a sentence and the pronoun I.

b. Recognize and name end punctuation.

c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).

d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

EARLY APPROXIMATIONS

- Participate in shared or interactive writing, start to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Develop phonetic spelling aligned to phonics/decoding instruction

TEACHING TIPS

- Develop the language and understanding of these skills through modeled and interactive writing and bridge to mastery in independent writing.
- Practice dictation routines to support application of sounds to print, use sound-spelling cards as a scaffold
- Correct letter formation, writing top to bottom and left to right are all implied.

Knowledge of Language

L.K.3 **(Begins in grade 2)**

Vocabulary Acquisition and Use

L.K.5 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.

a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).

b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.

EARLY APPROXIMATIONS

- Participate in teacher models and interactive group experiences with exploring word relationships and nuances in word meanings.

TEACHING TIPS

- Connect sorting to other content areas (e.g. math) and to reading (classify/categorize) strategies. Use manipulatives and listing.
- Connect antonym instruction to affix instruction, such as happy and unhappy
- Connect to compare/contrast (Venn diagram) (e.g. how is mauve like purple, but different? How is sleepy like but different from tired or exhausted?)
- Encourage students to apply and use new and refined vocabulary orally and in their writing.

L.K.6 With guidance and support from adults, explore word relationships and nuances in word meanings.

a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.

b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).

c. Identify real-life connections between words and their use (e.g., note places at school that are colorful).

d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

EARLY APPROXIMATIONS

- Participate in teacher models and group experiences of using words and phrases acquired through conversations, reading and being read to, and responding to texts.

TEACHING TIPS

- Provide encouragement, opportunities and incentives in class and outside of class for using new and refined words and sentences from classroom learning.

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Language Arts: Speaking and Listening

COMPREHENSION AND COLLABORATION

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

b. Continue a conversation through multiple exchanges.

EARLY APPROXIMATIONS	Encourage participation in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Increasingly follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. With modeling and support, learns to continue a conversation through multiple exchanges.
TEACHING TIPS	❦ Essential to establish norms and procedures for partner, small group and large group conversations early on. Procedures for quick partnering while in large groups are also essential. ("Elbow Partners", talking sticks, "handing-off routine", etc) ❦ Engage students in identification of "active listening" norms or rules and have students reflect upon and evaluate their success in following the norms. ❦ Some curriculum include discussion routines for Kindergarten ❦ Learning conversation procedures is an essential component from the beginning of school.

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

a**. Understand and follow one- and two-step oral directions.**

EARLY APPROXIMATIONS	Participate in teacher models with prompting and support to confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. Once step directions are easier than two step directions
TEACHING TIPS	❦ Metacognition – active thinking aloud – is essential for reading comprehension. Teachers should model and have students practice over both years. ❦ Essential to establish norms and procedures for partner, small group and large group conversations early on. Procedures for quick partnering while in large groups are also essential. ("Elbow Partners", talking sticks, "handing-off routine", etc) ❦ Engage students in identification of "active listening" norms or rules and have students reflect upon and evaluate their success in following the norms. ❦ Some curriculum include discussion routines for Kindergarten ❦ Following directions games can be incorporated into the first weeks of school to establish procedures and norms.

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

EARLY APPROX.	Ask questions in order to seek help and get information. Ask questions in order to clarify something that is not understood. Answer questions to provide help, information or clarification.
TEACHING TIPS	❦ Communicate that learners ask and answer questions. Connect to reading standards – readers seek answers in text. ❦ Need to develop concept and language of questions (interrogative) as contrasted to telling or explanation (declarative) words, sentences, voice inflection.

PRESENTATION OF KNOWLEDGE AND IDEAS

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

EARLY APPROXIMATIONS	Participate in teacher models describing familiar people, places, things, events and details. With prompting and support, describe familiar people, places, things and events. With prompting and support, provide additional detail
TEACHING TIPS	❦ Communicate the concept of description – link to writing standards and reading experiences. ❦ Need to develop concept and language of description (adjectives, activating the 5 senses through words) ❦ Link to concrete experiences (e.g. tasting a lemon or walking through mud) and expand to thinking from the perspective of another person or a character – develop different perspectives/descriptions of the same event.

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

EARLY APPROXIMATIONS	Participate in teacher models and use the visual displays to retell the description Describe a drawing or visual display. Have students note additional details in illustrations that aren't found in the text they read and add details to their own illustrations that "go beyond" the text.
TEACHING TIPS	❦ Connect to reading and writing standards and the concept of what an illustrator and author do to match and also provide additional or different information for a reader. In this case, there is a visual display for an oral presentation that could build from a written presentation. ❦ Provide opportunities for students to orally describe pictures and illustrations and to expand their descriptions.

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

EARLY APPROX.	Participate in teacher models that demonstrate effective and ineffective models and discussions/descriptions of what makes them effective or ineffective. Speak audibly and express thoughts, feelings and ideas clearly.
TEACHING TIPS	❦ Develop and practice speaking norms (buddy/partner voice, small group voice, presenting voice). ❦ Utilize routines and procedures for speaking (talking stick, handing-off, etc) and practice in partner, small group and large group settings.

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Language Arts: Writing

TEXT TYPES AND PURPOSES

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…)

EARLY APPROXIMATIONS	Participate in teacher models or interactive writing to compose teacher or group opinion texts. Orally tell opinions and preferences about topics from reading or the book itself
TEACHING TIPS	❦ Build oral language through discussion about books and link to written language. ❦ Model writing with metacognition, using academic vocabulary, such as "title" and connecting to print concepts and written conventions, including use of capital letters, etc. ❦ Build understanding of what an opinion or preference is and the words that express opinions and preferences (my favorite, least favorite, best, worst, great, terrible, etc). ❦ Build connections to "author" and "reader" concepts from reading standards (an author communicates their opinion and/or message and gives reasons to convince a reader about what they wrote – a reader tries to understand what the author's opinion is and may or may not be convinced by the author). ❦ Compare/contrast with informative/explanatory and narrative texts.

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

EARLY APPROXIMATIONS	Orally tell (retell) informative/explanatory information about a topic Participate in teacher models interactive writing to compose teacher or group informative/explanatory texts.
TEACHING TIPS	❦ Build oral language through discussion about books and link to written language. ❦ Build understanding of what an informative/explanatory text is, making connections to informative/explanatory texts that have been read. ❦ Build connections to "author" and "reader" concepts from reading standards (an author seeks to provide information to a reader – a reader seeks to learn content through these types of texts). ❦ Compare/contrast with opinion and narrative texts.

W.K.3 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.

EARLY APPROX.	Participate in teacher models or interactive writing to compose teacher or group narratives Orally tell personal, true stories or fictional stories
TEACHING TIPS	❦ Build oral language through discussion about books and link to written language. ❦ Build understanding of what an informative/explanatory text is, making connections to informative/explanatory texts that have been read. ❦ Build connections to "author" and "reader" concepts from reading standards (an author seeks to provide information to a reader – a reader seeks to learn content through these types of texts). ❦ Compare/contrast with opinion and narrative texts. ❦ Rewriting a new version of a known text (new characters, different events, different perspectives) can support bridging to writing original narratives

PRODUCTION AND DISTRIBUTION OF WRITING

W.K.4 (Begins in Grade 2)

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

EARLY APPROX.	Participate in teacher models or interactive writing that includes response to questions and suggestions and revising to add details. Move from one on one conference with teacher, to partner with a peer, to small group feedback and revision.
TEACHING TIPS	❦ Develop awareness and techniques for active listening and responding ❦ Develop procedures/norms for feedback that includes specific positive feedback and suggestions that are posed from the reader perspective (e.g. "As a reader, I was wondering about…., as a reader, I was confused about….etc.) to provide constructive feedback.

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

EARLY APPROX.	Participate in teacher models or interactive writing that demonstrate use of digital tools for producing, publishing and collaborating. Build awareness and use of technology and specific software (e.g. Kidpix) using cross age tutors, or older buddies.
TEACHING TIPS	❦ Develop awareness of how technology can enhance the writing experience and the reading experience. ❦ Develop specific skills and norms for using digital tools and for collaborating.

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RESEARCH TO BUILD AND PRESENT KNOWLEDGE	
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)	
EARLY APPROXIMATIONS	Participate in teacher models or interactive writing to compose teacher or group research Orally discuss opinions or information drawn from more than one source.
TEACHING TIPS	● Build oral language through discussion about books and link to written language. ● Build understanding of what research and writing projects are, ● Make connections to thematic instruction (most curriculums have a theme or big idea basis that can lead to student inquiry projects or discussions). Theme focus walls can be a "group project" to develop over each theme, where students contribute ideas and make connections to the theme. ● Emphasize inquiry – seeking answers or information and making connections between multiple sources.
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.	
EARLY APPROXIMATIONS	Participate in teacher models and group recollection/discussions With prompting, modeling, and scaffolding, use class discussions, gather information as a whole class (brainstorm), or use a story starter or prompt to answer a question.
TEACHING TIPS	● Connect to other writing and reading standards. ● Make connections to thematic instruction (most curriculums have a theme or big idea basis that can lead to student inquiry projects or discussions). Theme focus walls can be a "group project" to develop over each theme, where students contribute ideas and make connections to the theme. ● Routines and graphic organizers, such as Know-Want to Know-Learned (KWL) and Clue-Problems-Wonderings (CPW) are scaffolds to support asking questions and gathering information to answer questions
W.K.9 (Begins in Grade 4)	
RANGE OF WRITING	
W.K.10 (Begins in Grade 2)	

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"To be "intentional" is to act purposefully, with a goal in mind and a plan for accomplishing it. Intentional acts originate from careful consideration of their potential effects. Thus an "intentional" teacher aims at clearly defined learning objectives for children, employs instructional strategies likely to help children achieve the objectives, and continually assesses progress and adjusts the strategies based on that assessment ."

Ann S. Epstein (2007)
The Intentional Teacher

Developmentally appropriate practice is at the core of being an excellent early childhood professional—that is the central premise of this book. Developmentally appropriate practice is grounded in the research on child development and learning and in the knowledge base regarding educational effectiveness. From this knowledge base, we know a great deal about how children develop and learn at various ages and what approaches and conditions tend to work best for them.

Carol Copple and Sue Bredekamp
Developmentally Appropriate Practice, 3d Edition

To be an excellent teacher means . . . ***being intentional***

Whenever you see a great classroom, one in which children are learning and thriving, you can be sure that the teachers (and the administrators who support them) are highly intentional. In everything that good teachers do— creating the environment, considering the curriculum and tailoring it to the children as individuals, planning learning experiences, and interacting with children and families—they are purposeful and thoughtful. As they make myriad decisions, big and small, they keep in mind the outcomes they seek. Even in responding to unexpected opportunities—"teachable moments"—intentional teachers are guided by the outcomes the program is trying to help children reach and by their knowledge of child development and learning.

Having a clear sense of how all aspects of the program relate to and promote the desired goals contributes to an intentional teacher's effectiveness. Learning goals are usually identified for groups of children within a given age span. But teachers must determine where each child is in relation to a goal and adjust their teaching accordingly. For example, some children from poverty backgrounds are behind what is typical for other children in their age group in such areas as vocabulary, math and literacy learning, and self-regulation. For these children, excellent teachers, schools, and programs provide more extended, enriched, and intensive learning opportunities—such as more small group activities and one-on-one interaction—to accelerate their learning and help them to catch up.

Similarly, in serving children with disabilities and other special needs, teachers' attention to individual variation is essential. In addition to age appropriate goals, an individualized plan for such a child will identify individually appropriate goals, which teachers implement in conjunction with families and specialists. In many cases, the plan necessitates more systematic, intentional teaching for the child to function and learn well in an inclusive setting. Having their objectives and plans in mind, intentional teachers are well prepared to tell others—parents, administrators, colleagues—about what they are doing. Not only do they know what to do, they also know why they are doing it and can describe their purposes.

Carol Copple and Sue Bredekamp
Developmentally Appropriate Practice, 3d Edition

Preparing for Transitional Kindergarten

Kindergarten Common Core State Standards for Mathematics

Early Approximations and Teacher Tips

ABSTRACT

The San Diego County Transitional Kindergarten Work Group, primarily comprised of Kindergarten teachers, conducted an in-depth study of the Common Core Standards for Mathematics in 2010-11 in preparation for Transitional Kindergarten. This work included a comparison of the Preschool Foundations with the Common Core, published in a separate document, and a deeper study of the Common Core Standards, included in this document. As a result of studying the standards, the group decided that growth toward each of the standards be viewed as a progression toward mastery over the two year experience, and decided NOT to label the standards as "Year 1" or "Year 2". Through study and discussion, the group identified the "earlier approximations" which included breaking the standard into individual tasks or ordering by level of difficulty. Through the discussions, the group drafted "Key Ideas" which include teaching tips, scaffolds and/or ideas to bridge earlier learning. In sharing this work with our district partners, we offer the suggestion that these resources may be helpful in planning for Transitional Kindergarten, but that it was the discussion amongst the teachers and reading/language arts specialists that was the most valuable preparation.

NOTES ON ORGANIZATION OF THE DOCUMENT

Each California Kindergarten Common Core State Standard is listed with the notes regarding Early Approximations and Teacher Tips that were generated by the work group.

Mathematics: Counting and Cardinality

KNOW NUMBER NAMES AND THE COUNT SEQUENCE

K.CC.1 Count to 100 by ones and by tens.

EARLY APPROXIMATIONS	Participate in teacher models and group practice counting. Sequence to 10, count by rote to 20. Begin to count by 10s and counting to100.
TEACHING TIPS	◆ The teens tend to be the trickiest; once they have it they can move on easily.

K.CC.2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1).

EARLY APPROXIMATIONS	Participate in teacher models and group practice counting. Count forward from a given number within the known sequence with prompting and support.
TEACHING TIPS	◆ Skill is difficult to understand. This is more about fluency with numbers and number names.

K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

EARLY APPROXIMATIONS	Participate in teacher models and group practice of recognizing and writing numbers. Recognize the numbers 0 to 20. Write and represent 0-10 then build to 11-20 Count and match spoken with written numbers (number recognition) and know how to form/write that number.
TEACHING TIPS	◆ Explicit instruction and practice in writing needs to happen. ◆ Focus walls with visual aids.

COUNT TO TELL THE NUMBER OF OBJECTS

K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object.

b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted.

c. Understand that each successive number name refers to a quantity that is one larger.

EARLY APPROXIMATIONS	Participate in teacher models and group practice of recognizing and writing numbers. Visually, tactily, auditorily understand the relationship between 0-10 and quantities; connect counting to cardinality. Develop understanding of individual number/quantity and then comparative (more/less) concepts.
TEACHING TIPS	◆ This standard works as a whole to demonstrate true understanding of number.

K.CC.5 Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.

EARLY APPROXIMATIONS	Participate in teacher models of counting to answer "how many" questions and counting out a given number of objects. Count to answer "how many?" questions initially about as many as 1-5 scattered configuration then 1-10 things arranged in a line, a rectangular array, or as many as 10 things in a scattered configuration. Given a number from 1-5 count out that number of objects, then increase to a number between 1-10
TEACHING TIPS	◆ Show pattern pictures, seeing a group different ways, let students see it in multiple ways. ◆ Building strategies with smaller numbers.

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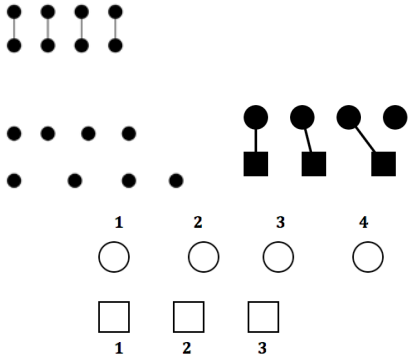
Mathematics: Counting and Cardinality

COMPARE NUMBERS

K.CC.6 Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.

EARLY APPROX.	Participate in teacher models and group tasks to use matching and counting strategies to identify greater, less than or equal sets. Begins to identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
TEACHING TIPS	Exposure to all the different ways of saying less than, greater than, equal to. If there is another way to explain the meaning in simpler terms and they understand, then teach the academic language (i.e., same is equal). 

K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.

EARLY APPROX.	Participate in teacher models and group tasks to compare two numbers between 1 and 10 presented as written numerals. First develop understanding of symbolic representation of numbers (number identification and counting/cardinality). Compare orally and use manipulatives before moving to symbolic level.
TEACHING TIPS	This standard requires complete symbolic recognition and understanding of the represented quantity, predicated on prior counting and cardinality standards.

Mathematics: Number and Operations in Base Ten

WORK WITH NUMBERS 11-19 TO GAIN FOUNDATIONS FOR PLACE VALUE.

K.NBT.1 Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composi¬tion or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

EARLY APPROX.	Participate in teacher models and group tasks to compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equations (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.
TEACHING TIPS	Developmentally, TK will likely focus on 1-10 in the other domains, and then adds higher numbers to build on what is learned. Students may be prepared to work with numbers 11-19 in TK.

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Mathematics: Operations and Algebraic Thinking

UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO, AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM.

K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.

EARLY APPROXIMATIONS

Participate in teacher models and group tasks to represent addition and subtraction with objects, fingers, mental images, drawing, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.

Begin with objects and acting out situations to represent addition and subtraction in a concrete way.

Use fingers and drawing with teacher modeling and think alouds.

TEACHING TIPS

- Really important to focus more on the concept of understanding the operations of addition and subtraction rather than the equation.
- This is the action of putting together and taking apart.

K.OA.2 Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

EARLY APPROXIMATIONS

Participate in teacher models and group tasks to solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.

Begin with solving addition and subtraction word problems, and add and subtract within 5 then to 10, e.g., by using objects or drawings to represent the problem connecting to their world.

TEACHING TIPS

- Comprehension of a statement.
- Involves estimating and predicting.

K.OA.3 Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).

EARLY APPROXIMATIONS

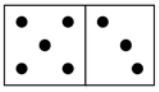
Participate in teacher models and group tasks to decompose numbers less than or equal to 10 into pairs in more than one way.

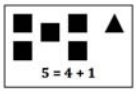
Decompose numbers less than or equal to 5 into pairs in more than one way, e.g., by using objects

Break apart and make number partners.

TEACHING TIPS

- Students may be able to record, illustrate and explain in words and pictures. The expectation is to fully understand in picture before abstract symbols.





K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings record the answer with a drawing or equation.

EARLY APPROXIMATIONS

Participate in teacher models and group tasks to find the number that makes 10 when added to the given number and record the answer with a drawing or equation for any number from 1 to 9.

Find the number that makes 5 numbers 1-4 to by using first objects and then drawings.

TEACHING TIPS

- Students need to understand concepts and develop their own strategies to make meaning.

K.OA.5 Fluently add and subtract within 5.

EARLY APPROXIMATIONS

Participate in teacher models and group tasks to add and subtract within 5.

Develop strategies to fluently add and subtract within 5, using objects, acting out real life scenarios, and then drawing for adding and subtracting.

TEACHING TIPS

- Efficient retrieval of a structure, not memorization, having a visual, strategy, or comprehension in mind.

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Mathematics: Measurement and Data

DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES

K.MD.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.

EARLY APPROXIMATIONS	Participate in teacher models and group tasks to describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object.
TEACHING TIPS	Build academic language and use non-standard measurement units and balance scales.

K.MD.2 Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.

EARLY APPROXIMATIONS	Participate in teacher models and group tasks to directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference.
TEACHING TIPS	Use concrete examples, such as the one provided to directly compare two objects and describe the difference.

CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY

K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.

EARLY APPROXIMATIONS	Participate in teacher models and group tasks to classify objects into given categories; count the numbers of objects in each category and sort the categories by count. Classify objects into given categories; count the number of objects initially from 0 – 5 moving towards 0 – 10 in each category and sort the categories by count.
TEACHING TIPS	Examples of categories include color, size and shape.

K.MD.4 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). (CA Standard MG 1.2)

a. Name the days of the week. (CA-Standard MG 1.3)

b. Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock, bedtime is 8 o'clock at night). (CA Standard MG 1.4)

EARLY APPROXIMATIONS	Participate in teacher models and group tasks to develop understanding of concepts of time (e.g. morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).
TEACHING TIPS	Build academic language and understanding through songs, literature, chants and visuals.

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IDENTIFY AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES).

K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.

EARLY APPROXIMATIONS	Participate in teacher models and group tasks to describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. Begin with two-dimensional shapes. Identify and name shapes. Identify relative positions of objects and then combining the tasks.
TEACHING TIPS	❦ Develop or build academic language of shape names and relative positions.

K.G.2 Correctly name shapes regardless of their orientations or overall size.

EARLY APPROXIMATIONS	Participate in teacher models and group tasks of shape naming. Identify two-dimensional shapes regardless of their orientations or overall size.
TEACHING TIPS	❦ Develop understanding of shapes using shapes of different sizes and colors to clearly demonstrate the concept of shape over other attributes.

K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

EARLY APPROXIMATIONS	Participate in teacher models and group tasks to identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). Develop understanding of two-dimensional, or flat, shapes, then three-dimensional, or solid, shapes, then support students to identify the type from a mixed set.
TEACHING TIPS	❦ Develop academic language for two and three dimensional shapes

ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES.

K.G.4 Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

EARLY APPROXIMATIONS	Participate in teacher models and group tasks to analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes. Compare two- dimensional shapes, in different sizes and orientations, using informal language and begins to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
TEACHING TIPS	❦ Develop academic language for two- and three-dimensional shapes, describing one shape, then comparing two shapes.

K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

EARLY APPROXIMATIONS	Participate in teacher models and group tasks to model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. Model shapes in the world by building shapes from components (e.g., sticks, blocks, legos, and clay balls) and starts to draw shapes.
TEACHING TIPS	❦ Incorporate two-dimensional and three-dimensional objects.

K.G.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

EARLY APPROXIMATIONS	Participate in teacher models and group tasks to compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" Explore with simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"
TEACHING TIPS	❦ Use a variety of materials, such as such as pattern blocks, attribute blocks, paper shapes, to design/ construct/ build shapes.

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Transitional Kindergarten Instructional Materials

ABSTRACT

The Transitional Kindergarten Workgroup conducted a review of PreSchool and Kindergarten instructional programs to identify alignment between the Preschool Foundations and the Kindergarten Common Core State Standards progressions that had been developed with the workgroup. While it would not be appropriate to publish the specific comments related to specific programs reviewed by the group, the overall messages and key ideas are reported here to support districts as they select resources for their Transitional Kindergarten programs.

"For purposes of this section, "transitional kindergarten" means the first year of a two-year kindergarten program that uses a modified kindergarten curriculum that is age and developmentally appropriate."

SB 1381, Simitian.
Kindergarten Readiness Act of 2010.

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English Language Arts Instructional Materials Review Criteria

Reading Literature & Informational Text

Content Considerations
• Thematic instruction: Inquiry/critical thinking with Balance of Text Types
• Equitable quality/complexity of both text types
• Comparison/contrast between narrative and expository
• Asking/Answering questions, retelling, major events and key details
• Author and illustrator roles; relationships between text and illustrations/photos
• Ask/Answer questions about unknown words in text
• Make connections between two individuals/characters, events, ideas, or pieces of information in a text
• Initial Screening assessments? Progress Monitoring? Summative?
• Resources for Extra Support and English Learners

Reading Literature

Content Considerations
• Explicit instruction in Comprehension Strategies:
• Strategies: Monitor/Clarify, Predict, Infer, Summarize, Question, Prior Knowledge/Make Connections, Visualization,
• Via Read Aloud/Big Book and individual readers/anthologies
• Explicit instruction in Comprehension Skills:
• Narrative Text Structure/Story Grammar
• Text types (stories, poems, fantasy, realistic text)
• Compare/Contrast (characters), Main Idea/Details, etc.

Reading Informational Text

Content Considerations
• Explicit instruction in Comprehension Strategies:
• Strategies:
• Via Read Aloud/Big Book and individual readers/anthologies
• Explicit instruction in Comprehension Skills:
• Informational Text Structure
• Identify reasons an author gives to support points in a text

Reading Foundational Skills:

Content Considerations
Concepts of Print
• Directionality
• Sentence vs word vs letter awareness
• Awareness that print carries meaning
• Letter naming/recognition: introduction and practice
• Punctuation
• Parts of book
• Author/illustrator

** Look for scaffolds: visual, kinesthetic, etc to support access and practice

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Reading Foundational Skills:

Content Considerations
Phonological/Phonemic Awareness • Begin with larger phonological units (words in sentences, compound words, syllables, rhyming, onset/rime), transitioning to phonemes (individual sounds) • Range of tasks (blending, segmenting, isolating, replacing, adding, manipulating) • Multiple opportunities for practice
Alphabetic Principle/Phonics • Wall cards for letters and spellings? • Explicit letter-sound connections • Sound blending/word reading/decoding • Sentence and connected text reading (decodable books) • Links to handwriting (letter formation), spelling (dictation) • Short and long vowel sounds?
High Frequency Words • Reading and spelling • Gradual introduction and practice in decodable text • How many over the year?
Fluency • Predecodable and decodable texts • Read Emergent texts with purpose and understanding

Speaking and Listening

Content Considerations
• Explicit instruction in the rules and procedures for speaking and listening • Variety of opportunities to engage in listening and speaking • Oral language development focus
Comprehension and Collaboration • Collaborative conversations • Diverse partners • Kindergarten topics and texts • Small and large group • Rules for discussions (listening, taking turns) • Continue conversation – multiple exchanges • Ask and answer questions about oral or media presentations, ask for clarification as needed • Understand and follow one and two step oral directions • Ask and answer questions to seek help, get information or clarify
Presentation of Knowledge and Ideas • Describe familiar people, places, thing and events and, with prompting and support, provide additional details • Add drawings or other visual displays to descriptions as desired to provide additional detail • Speak audibly and express thoughts, feelings, and ideas clearly
• Initial Screening assessments? Progress Monitoring? Summative? • Resources for Extra Support and English Learners

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Language

Content Considerations
• Use of academic language • Gradual release of responsibility: Introduce, model, practice, independent practice
Explicit instruction in Grammar Conventions in speaking and writing • Printing upper and lowercase letters • Common nouns and verbs • Regular plural nouns • Question words (interrogatives) • Prepositions • Produce and expand complete sentences
Writing conventions • Capitalization (first word in sentence and I) • End punctuation (name and recognize) • Write letter or letters for consonant and short vowel sounds (dictation/spelling) • Phonetic spelling

Vocabulary Acquisition and Use
• Unknown and Multiple Meaning Words
  • New meanings for familiar words
  • Use inflections and affixes as clues to word meaning
• Word relationships and nuances
  • Categorize/classify words
  • Know common verbs and adjectives and their antonyms
  • Identify real-life connections between words and their use (e.g. note places at school that are colorful)
  • Distinguish shades of meaning

• Initial Screening assessments? Progress Monitoring? Summative? • Resources for Extra Support and English Learners

Writing

Content Considerations
• Modeled, Shared, Guided and Independent Writing • Use drawing, dictating and writing • Writing process • Peer sharing, feedback, editing • Learning academic language and specific characteristics of text types and purposes
Text Types and Purposes • Opinion pieces: tell a reader the topic or name of the book they are writing about and state an opinion or preference about the topic or book • Informative/Explanatory texts: name what they are writing about and supply some information about the topic • Narrative text: 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.
Production and Distribution of Writing • Respond to questions and suggestions from peers to add details to strengthen writing as needed • Recall information from experiences or gather information from provided sources to answer questions (early research)
• Initial Screening assessments? Progress Monitoring? Summative? • Resources for Extra Support and English Learners

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Language Arts Materials Review Notes

Publishers are marketing their Pre School products for Transitional Kindergarten and have aligned materials to Preschool Foundations and Common Core State Standards. The Scope and Sequence document provided by publishers seemed to have alignment to many of the key components of a developmentally appropriate modified Kindergarten program. In November 2011, the workgroup conducted a review of 6 of these programs, most of which were aligned to currently adopted Kindergarten programs. Group findings included:

- Several of these programs were comprehensive -- including all content areas in a single teacher edition and the workgroup had questions about the depth of instruction in all subjects
- While all publishers provided standards alignment maps,
  - limited evidence of comprehension instruction beyond predictions and retells
  - limited evidence of writing instruction (modeled, shared, interactive, independent)
  - primary focus on letter naming, limited evidence of letter sound or application of alphabetic principle (sound-spelling decoding or spelling) instruction
  - high frequency word instruction in most, but limited evidence of decoding or availability of decodable texts
- The original interest of most workgroup members was to consider programs that aligned to the Kindergarten programs to provide continuity, the workgroup was concerned about the gaps in higher level application and concepts in these programs as noted above and a decision was made to review Kindergarten programs to identify whether modifications to a Kindergarten program might be a closer match to the standards and instructional goals identified for TK.

In February, 2012, the workgroup reviewed several currently state-board adopted Kindergarten programs using the same criteria.

- While all programs included more comprehensive comprehension and writing instruction, most programs began with compressed letter naming, early phonological awareness and concepts of print instruction, jumping quickly into phoneme awareness, phonics and decoding.
- One program did include three units of instruction focused on early phonological awareness, alphabetic principle, concepts of print, letter naming and letter formation, concurrently with comprehension and writing instruction. The final three units of the program included instruction in reading long vowel words. A modified pacing draft was developed as an example of how to adjust a Kindergarten program to address the criteria developed by the workgroup.
- One of the key discussions in the workgroup review was regarding use of the same or different programs for both TK and Kindergarten programs in the same school or district.
  - Most students will not likely be in a looped program, guaranteed to be with the same teacher or group of students for two years.
  - TK should provide an opportunity for deeper, extended learning to fully prepare students to enter successfully into first grade, having met the higher Common Core State Standard expectations. The curriculum for both years should be full and complete, rather than a stretched out, shallower one-year Kindergarten program.
  - If the same instructional program was to be used in both TK and Kindergarten, students would repeat themes, read-alouds, big book selections, lessons and individual reading selections.
  - After review of the programs, the workgroup felt strongly that a unique instructional program would be a best option for TK. Some districts have recently adopted new programs and thought that they could modify their previous adoption for TK. Some districts are considering adopting a new program for Kindergarten, in which case they could use the same program in both programs for a year, knowing that the subsequent year there would be a new K program in place to prevent duplication. Other districts were considering purchase of new materials for TK.

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Sample 7-Day Plan for 5-Day Lesson Sequence For Transitional Kindergarten

	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6	Day 7
Sounds and Letters	Warming Up (Day 1) Phonological and Phonemic Awareness (Day 1) Alphabetic Knowledge – Day 1 introduce new letter Print and Book Awareness	Warming Up (Day 2) Phonological and Phonemic Awareness (Day 2) Alphabetic Knowledge – Day 2 introduce new letter	Warming Up (add a morning message and review rhymes/ games) Phonological and Phonemic Awareness (Review/Revisit Days 1 & 2) Alphabetic Knowledge – Review Days 1 & 2 and Read Pre-decodable from Day 2	Warming Up (Day 3) Phonological and Phonemic Awareness (Day 3) Alphabetic Knowledge – Day 3 introduce new letter Print and Book Awareness	Warming Up (Day 4) Phonological and Phonemic Awareness (Day 4) Alphabetic Knowledge – Day 4 introduce new letter	Warming Up (add a morning message and review rhymes/ games) Phonological and Phonemic Awareness (Review/Revisit Days 3 & 4) Alphabetic Knowledge – Review Days 3 & 4 and Read Pre-decodable from Day 4	Warming Up (Day 5) Phonological and Phonemic Awareness (Day 5) Alphabetic Knowledge – Day 5 introduce new letter (note that Day 6 will include a cumulative review) Print and Book Awareness
Reading and Responding	Preview, Inquiry and Concept/Question Board (Day 1)	Read Aloud, Selection Summary, Preview and Prepare, Build Vocabulary, Discuss (Day 2)	Revisit/Reread Day 2 Read Aloud – Discuss. Act out or make class book.	Big Book: About the Author, Selection Summary, Preview and Prepare, Build Vocabulary, Read Selection (Comp Strategies) Print and Book Awareness, Vocabulary Review (Day 3)	Big Book: Preview and Prepare, Build Vocabulary, Comp Strategies & Skills, Discuss, Vocabulary Review (Day 4)	Revisit/Reread Big Book from Days 3-4, Discuss. Act out or make class book – extension activity.	Inquiry (revisit texts read and make connection to theme) Content Area Connections. (Day 5)
Language Arts	Writing Process: Prewrite (Day 1) Fine Art (Day 1)	Writing Process: Drafting (Model and Practice) (Day 2) Grammar, Usage, and Mechanics (Day 2)	Willy the Wisher (Thinking Story) (Day 2) Writing Process: Drafting (Day 3)	Story Crafting (Day 3)	Writing Process: Drafting (Day 4) Grammar, Usage, Mechanics (Day 4)	Writing Process: Drafting (Day 5) Grammar, Usage, Mechanics (Day 5)	Story Lines (Day 4) Game Day (Day 5)

Modified Pacing for Transitional Kindergarten:

- (10 days) 10 days for Get Set for Kindergarten Lessons at the beginning of Unit 1
- Pace to complete Units 1-7 (out of 10) to introduce all consonant and short vowel sounds (Units 8-10 move into long vowels)
- (7-14 days) Add 1-2 days for Theme Launch at the beginning of each theme
- (7-14 days) Add 1-2 days for the Unit Celebration & Assessment at the end of each theme
- (147 days) Use the sample (above) to add two days of instruction/review for each 5 day sequence
- Total 157 days + 14-28 (171-185) …probably have 180 days, so limit the total of Launch/Celebration to 3 total = 178 days

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Mathematics Instructional Materials Review Criteria

Counting and Cardinality

Content Considerations
Number and Sequence • Count to 20 by rote • Practice counting to 100 • Count forward beginning from a given number between 1 - 10 • Introduction to counting by 10s • Recognize numbers 0 - 20 • Write numbers 1 – 10, extend • Match spoken number to written number (number recognition)
Count to tell number of objects • Understand relationship between numbers and quantities (connect counting to cardinality) • Count to answer "How many?" 1 – 10 objects • Given a number from 1 – 10, count out that many objects
Compare Numbers • Begin to identify number of objects in a set as greater than, less than, or equal to another set • Compare quantities orally with use of manipulatives • Introduce comparing quantities symbolically

Operations and Algebraic Thinking

Content Considerations
Understand Addition and Subtraction • Represent addition and subtraction with objects, fingers, and pictures • Focus on the concept • Solve problems word problems using addition and subtraction within 10 using objects and counting • Decompose numbers less than 10 in more than one way using objects, or pictures and explain in words • Find the number that makes 5 when added to a given number 1 – 4 using fingers, objects, or drawing. Introduce numbers that make 10. • Introduce adding and subtracting within 5 using objects, acting out real life scenarios, and drawings

Number and Operations in Base Ten

Content Considerations
Foundations for Place Value • Develop the concept of tens and ones using objects or drawings • Introduce composing and decomposing numbers from 11 to 19 into ten ones and some further ones using objects or drawings

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Measurement and Data

Content Considerations
Describe and compare measurable attributes • Introduce measureable attributes of a single object such as length or weight • Directly compare two objects with a common attribute and describe the difference
Classify objects and count objects in each category • Introduce classifying of 0 – 5 objects into given categories and counting of objects in each category • Introduce concepts of time and tools that measure time. • Introduce and practice days of the week • Introduce and practice time of everyday events

Geometry

Content Considerations
Describe objects in the environment using names of the shapes • Begin to identify two-dimensional shapes • Introduce identification of relative positions of objects • Identify shapes as two-dimensional or three-dimensional • Introduce concept of two-dimensional and three-dimensional shapes
Analyze, compare, create, and compose shapes • Compare two- and three-dimensional shapes in different sizes and orientations • Describe similarities and differences, parts and other attributes • Introduce modeling shapes in the world by building shapes from components • Compose simple shapes to form larger shapes

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Mathematics Materials Review Notes

Based on the initial review of Preschool Programs, the workgroup reviewed all of the state adopted Kindergarten programs for mathematics using the criteria on the previous pages in this document. Group findings included:

- While none of the Kindergarten programs was a perfect fit for TK, the workgroup felt that most of these programs could be modified for use in TK.
- It would be possible to use the same programs in both TK and K, with a focus on the hands-on conceptual development in TK, moving toward symbolic level in the second year. Most of the Kindergarten programs had heavy focus on workbook resources, quickly transitional to symbolic paper-pencil tasks. Expanded use of the conceptual development resources and manipulatives in TK could lead to greater mathematical concept development.

By the end of Transitional Kindergarten, students should...

Know	Do
• Conservation up to 10 (look in T.E.'s) (conservation) • Recognize numbers up to 10 and begin to learn teens • Relative time (today, yesterday) • Know position words • Know last number counted is the quantity of objects • Compare more or less	• Conservation up to 10 (look in T.E.'s) (conservation) • Compare more or less • Identify plane shapes (2D) and compare • Compose shapes

By the end of Kindergarten, students should...

Know	Do
• Numbers represent quantity • Number relationships (greater than, less than equal to) • Compare written symbols • Fluenty add and subract with numbers 1-5. • Know fluently objects (1-10) • Numbers embedded in other numbers • Meaning of = • Understanding concepts of time	• Count to 100 • Count on from any give number known • Write numbers 0-20 • Objects up to 20 • Word problems with in 10 (+, -) • Decompose numbers 11-20 into tens and ones • Describe measureable attributes • Compare 2 objects • Categorize and count objectives • Compose two shapes to make one

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Where we STAND on curriculum, assessment, and program evaluation

National Association for the Education of Young Children and National Association of Early Childhood Specialists in State Departments of Education

Curriculum

Implement curriculum that is thoughtfully planned, challenging, engaging, developmentally appropriate, culturally and linguistically responsive, comprehensive, and likely to promote positive outcomes for all young children.

Indicators of effective curriculum

- Children are active and engaged.
- Goals are clear and shared by all.
- Curriculum is evidence-based.
- Valued content is learned through investigation and focused, intentional teaching.
- Curriculum builds on prior learning and experiences.
- Curriculum is comprehensive.
- Professional standards validate the curriculum's subject-matter content.
- The curriculum is likely to benefit children.

Fidelity of implementation. Measuring fidelity of implementation in educational research has become increasingly important over the past 15-20 years. Reviews of research on instructional interventions reveal that, in the past, it was common simply to provide a description of the intervention being studied and its comparison without reference to the degree to which the program was implemented as designed (Chard, Ketterlin-Geiler, Baker, Doabler, & Apichatabutra, in press; Baker, Chard, Ketterlin-Geiler, Apichatabutra, & Doabler, in press). Recently, however, it has become more standard to provide measures of implementation fidelity.

David Chard, et al (2008)
Preventing Early Mathematics Difficulties: The Feasibility of a Rigorous Kindergarten Mathematics Curriculum

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Preparing for Transitional Kindergarten

Transitional Kindergarten Principles for Reporting and Assessment

ABSTRACT

In order to review and give input into effective reporting and assessment resources for TK, the workgroup drafted principles to guide the discussion. Some of these principles were within the purview of the group to address in draft resource development, while others were not.

Reporting Principles:

Quality TK Reporting should:

- Show progress toward kindergarten standards
- Be developmentally appropriate and mark progress toward goals
- Provide an accurate picture of how students perform relative to standards-aligned benchmarks
- Align to assessment (although represent a summative snapshot rather than details)
- Provide consistent reporting frequency and format within and across schools in districts
- Provide quality information for parents as well as teachers

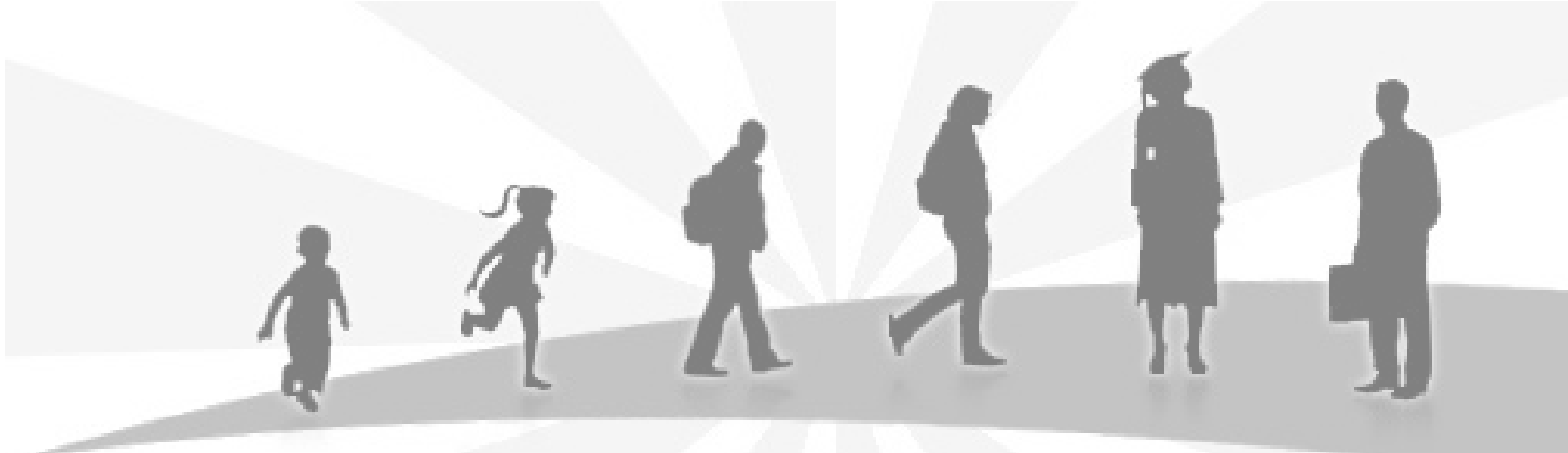
Assessment Principles:

Quality TK Assessments should:

- Measure progress toward kindergarten standards
- Reflect student progress toward meeting benchmarks
- Provide quality information to inform instruction and measure learning
- Assess the whole child, including academic and non-academic aspects
- Align to reporting time lines and content (may be more and more frequent than reporting)
- Be user-friendly to administer
- Include a fair balance of formal and informal assessments
- Utilize a variety of tools and samples, including formats for things that are harder to quantify, (e.g: language skills, critical thinking)

RESOURCES INFORMED BY THESE PRINCIPLES

The workgroup used these principles as they worked on the draft progress monitoring, reporting and assessment resources on the subsequent pages in this document.



Where we STAND on curriculum, assessment, and program evaluation

National Association for the Education of Young Children and National Association of Early Childhood Specialists in State Departments of Education

Assessment

Make ethical, appropriate, valid, and reliable assessment a central part of all early childhood programs. To best assess young children's strengths, progress, and needs, use assessment methods that are developmentally appropriate, culturally and linguistically responsive, tied to children's daily activities, supported by professional development, inclusive of families, and connected to specific, beneficial purposes. The purposes of doing assessment are: (1) making sound decisions about teaching and learning, (2) identifying significant concerns that may require focused intervention for individual children, and (3) helping programs improve their educational and developmental interventions.

Indicators of effective assessment practices:

- Ethical principles guide assessment practices.
- Assessment instruments are used for their intended purposes.
- Assessments are appropriate for age and other characteristics of children being assessed.
- Assessment instruments are in compliance with professional criteria for quality.
- What is assessed is developmentally and educationally significant.
- Assessment evidence is used to understand and improve learning.
- Assessment evidence is gathered from realistic settings and situations that reflect children's actual performance.
- Assessments use multiple sources of evidence gathered over time.
- Screening is always linked to follow-up.
- Use of individually administered, norm-referenced tests is limited.
- Staff and families are knowledgeable about assessment.

Program evaluation and accountability

Regularly evaluate early childhood programs in light of program goals, using varied, appropriate, and conceptually and technically sound evidence to determine the extent to which programs meet the expected standards of quality and to examine intended as well as unintended results.

Indicators of effective program evaluation and accountability

- Evaluation is used for continuous improvement.
- Goals become guide for evaluation.
- Comprehensive goals are used.
- Evaluations use valid designs.
- Multiple sources of data are available.
- Sampling is used when assessing individual children as part of large-scale program evaluation.
- Safeguards are in place if standardized tests are used as part of evaluations.
- Children's gains over time are emphasized.
- Well-trained individuals conduct evaluations.
- Evaluation results are publicly shared.

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Preparing for Transitional Kindergarten

Transitional Kindergarten Progress Monitoring: Pilot Document

This progress monitoring resource represents a blend of the prior resources developed with the TK Workgroup. It combines the Assessment and Reporting Principles with the Preschool Foundations and Kindergarten Common Core Standards work into draft pilot tools for districts to use as they develop their assessment and reporting systems.

Design:
The workgroup members expressed interest in a two-year tool to monitor progress toward the Kindergarten Common Core State Standards (CCSS) that incorporated the 60-month Preschool Foundations. Based on workgroup recommendations, the tool was developed in a rubric format that provided a simple format that could show developing progress toward each standard and could inform reporting for parents. The first section of the document focuses on English Language Arts and the second section focuses on Mathematics, aligned to the strands or domains of the Kindergarten CCSS.

As a two-year tool, the Benchmark /Proficient level represents the end of Kindergarten goal, mastery of the grade level standards, listed in the far right column. *The 60-month Preschool Foundations*, *called out in italicized font*, were aligned as descriptors toward the Kindergarten CCSS. Workgroup members drew upon content knowledge and teaching experience to identify additional descriptors aligned to two major junctures that would demonstrate progress toward developing concepts and competencies for each standard, Emerging and Developing. Given that TK is the first year of a two-year Kindergarten program, it would be expected that TK students would reach the Developing (2) level of most standards by the end of the first year. Some students may progress or develop more rapidly in some areas than others. Some of the Kindergarten standards are lower-level skills (such as number writing and letter naming) that could be reached by the end of a full year of instruction in TK.

Possible Uses:
One copy of this document could be made for each student, as part of a progress monitoring portfolio. Teachers could use a different color highlighter for each reporting period to highlight the skills or competencies that students have attained, showing developing progress toward the Kindergarten goals. Space is provided for anectodal notes to document specific dates or examples of when and how a student demonstrated growth toward the standard. Work samples or pictures could also be included in a portfolio to share with parents as part of a reporting conference.

School and district leaders might use this resource to support documentation of academic readiness, to facilitate proactive conferences with parents conversations and as evidence for a governing board when assessing appropriate student placements.

A correlated Progress Reporting tool is described and provided in the next section of this booklet, followed by aligned assessment suggestions and resources.

School Year: _____ - _____ District: _____ School: _____

Student Name: _____ **Teacher Name:** _____

Academic Development Descriptors:

- **3** Benchmark/Proficient represents the end of year Kindergarten standard.
- **2** Developing
- **1** Emerging

Bold boxes: Expected goals for the end of the Transitional Kindergarten year.
Italics: Preschool Foundations

Two-year learning path toward Kindergarten Standards

READING: LITERATURE (RL)

1: Emerging	2: Developing	3: Benchmark/Proficient
KEY IDEAS AND DETAILS		
With prompting and support, begin to answer questions about text, staying mainly on topic. Make connections to text, but may stray from content specific to the text or illustrations.	With prompting and support, answers questions about key details in a text. With prompting and support, begins to ask questions about text or illustrations, mainly staying on topic.	**RL.K.1** With prompting and support, ask and answer questions about key details in a text.
Participate In modeled and group retelling activities. *R 4.1 Demonstrate knowledge of details in a story through answering questions.*	With prompting and support, sequence pictures or reference a book to retell familiar stories, including beginning, middle and end.	**RL.K.2** With prompting and support, retell familiar stories, including key details.
R 4.1 Demonstrate knowledge of characters, settings and major events in a story through answering questions.	Demonstrate knowledge of characters, settings and major events in a story in group or partner discussions.	**RL.K.3** With prompting and support, identify characters, settings and major events in a story.
CRAFT AND STRUCTURE		
Participate in discussions and activities related to words and word meanings in a text.	With prompting and support, identify unknown words in a text.	**RL.K.4** Ask and answer questions about unknown words in a text.
Participate in group literature book walks and discussions.	Actively participate in group discussions about the characteristics of common types of texts. Recognize the differences between literature and informational text.	**RL.K.5** Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).
With prompting and support, point to text and to illustrations.	With prompting and support, state the role of an author and an illustrator.	**RL.K.6** With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
INTEGRATION OF KNOWLEDGE AND IDEAS		
Participate in group discussions about the information provided in illustrations and text.	Match illustrations to descriptions of a story or specific event in a story. Tell a story related to an illustration.	**RL.K.7** With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g. the moment in a story in which an illustration depicts).
********** RL.K.8 n/a **********		
Participate in group discussions about the adventures and experiences of characters in stories read to or with them.	With prompting and support, tell about the adventures and experiences of characters in familiar stories. Begin to compare and contrast across stories.	**R. K.9** With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
RANGE AND LEVEL OF TEXT COMPLEXITY		
Participate in group reading activities. a. Makes personal connections to texts, b. Participates in group book walks and predictions.	Actively engage in group reading activities, developing purpose and understanding. a. With prompting and support, activate prior knowledge related to the information and events in texts. b. With prompting and support, use illustrations and context to make predictions about text.	**RL.K.10** Actively engage in group reading activities with purpose and understanding. a. **Activate prior knowledge related to the information and events in texts.** b. **Use illustrations and context to make predictions about text.**

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READING: INFORMATIONAL TEXT (RI)		
1: Emerging	**2: Developing**	**3: Benchmark/Proficient**
KEY IDEAS AND DETAILS		
With prompting and support, begin to answer questions about text, staying mainly on topic. Make connections to text, but may stray from content specific to the text or illustrations.	With prompting and support, answers questions about key details in a text. With prompting and support, begins to ask questions about text or illustrations, mainly staying on topic.	**RI.K.1** With prompting and support, ask and answer questions about key details in a text.
Participate in modeled and group activities related to main topic and retelling key details.	Answer questions about main topics and key details of a familiar informational text. Distinguish pictures or oral descriptions of key details as related or not related to the main idea in a familiar text.	**RI.K.2** With prompting and support, identify the main topic and retell key details of a text.
Answer questions about individuals, events, ideas or information in a familiar text. *R 4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.*	Recognize the differences between literature and informational text. With prompting and support, describe an individual, event, idea, or piece of information in a text.	**RI.K.3** With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
CRAFT AND STRUCTURE		
Participate in discussions and activities related to words and word meanings in a text.	With prompting and support, identify unknown words in a text.	**RI.K.4** With prompting and support, ask and answer questions about unknown words in a text.
Participate in group book walks and discussions related to informational text structure and purpose.	With prompting and support, seek information from the covers, titles and illustrations in informational text.	**RI.K.5** Identify the front cover, back cover, and title page of a book.
With prompting and support, point to text and to illustrations.	With prompting and support, is state the role of an author and an illustrator.	**RI.K.6** Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
INTEGRATION OF KNOWLEDGE AND IDEAS		
Participate in group discussions about the information provided in illustrations and text.	Match illustrations to a description of a person place, thing or idea from an informational text. Orally provide information about an illustration that depicts a person, place, thing or idea from a familiar informational text.	**RI.K.7** With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
Participate in group discussions about key points and reasons provided by authors in texts.	With prompting and support, begins to identify the reasons an author gives to support points in a text.	**RI.K.8** With prompting and support, identify the reasons an author gives to support points in a text.
Participate in group discussions about the content of an informational text read to or with them.	With prompting and support, tell about the content of an informational text, including information found in illustrations, descriptions, or procedures.	**RI.K.9** With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
RANGE AND LEVEL OF TEXT COMPLEXITY		
Participate in group reading activities. a. Makes personal connections to texts, b. Participates in group book walks and predictions.	Actively engage in group reading activities. a. With prompting and support, activate prior knowledge related to the information and events in texts. b. With prompting and support, use illustrations and context to make predictions about text.	**RI.K.10** Actively engage in group reading activities with purpose and understanding. a. **Activate prior knowledge related to the information and events in texts.** b. **Use illustrations and context to make predictions about text.**

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READING: FOUNDATIONAL SKILLS (RF)

1: Emerging	2: Developing	3: Benchmark/Proficient
PRINT CONCEPTS		
a. *R 1.1 Display appropriate book-handling behaviors and knowledge of print conventions.* b. *R 1.2 Understand that print is something that is read and has specific meaning.* Identify the beginning and end of a book and where to start and finish reading a line of text. c. With prompting and support, demonstrate pauses between words in reading familiar text from memory. d. Recite or sing the alphabet *R 3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.*	Demonstrate understanding of the organization and basic features of print with increasing accuracy. a. With prompting, follow words from left to right, top to bottom, and page-by-page, developing one-to-one correspondence. b. Identify and distinguish letters and words. c. With prompting, explain that words are separated by spaces in print. d. Recognize and name 80% of upper- and lowercase letters of the alphabet.	**RF.K.1** Demonstrate understanding of the organization and basic features of print. a. Follow words from left to right, top to bottom, and page-by-page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. d. Recognize and name all upper- and lowercase letters of the alphabet.
PHONOLOGICAL AWARENESS		
Demonstrate phonological awareness at the level of sentence and word. a. Participate in reading rhymes and poems and singing rhyming songs. Orally recall deleted words from familiar rhymes, poems and songs (cloze). b. Count, pronounce, blend, and segment words in spoken sentences. *R 2.1 Orally blend and delete words and syllables without the support of pictures or objects.* c. *R 2.2 Orally blend the onsets (and) rimes, ... and orally delete the onsets of words, with the support of pictures or objects.* d. *R 2.2 Orally blend ... phonemes of words ... with the support of pictures or objects.* e. Identify spoken words that have the same initial or final sounds. Recognize whether two words are the same or different when they differ by one initial or final sound (minimal pairs e.g. fan/man, cat/cap). f. Add or delete words to sentences to change the meaning (e.g. I can run --> I can run fast; The boy can jump --> The boy can)	Demonstrate phonological awareness and beginning phonemic awareness a. Identify whether two words rhyme or do not rhyme. b. Count, pronounce and blend syllables in spoken two-syllable words. c. Blend and segment onsets and rimes of single-syllable spoken words with increasing accuracy. d. Blend two to three phonemes into recognizable words with increasing accuracy. e. Isolate and pronounce the initial and final sounds in three-phoneme words. f. Add or delete syllables or words in multisyllable or compound words to make new words (e.g. picnic - /nic/ = pick; rainbow - bow = rain)	**RF.K.2** Demonstrate understanding of spoken words, syllables, and sounds (phonemes). a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. **d. Blend two to three phonemes into recognizable words.** e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.) f. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.
PHONICS AND WORD RECOGNITION		
Begin to develop awareness of letter sounds and word reading (logographic). a. *R 3.3 Begin to recognize that letters have sounds.* b. n/a c. *R 3.1 Recognize own name or other common words in print.* d. Match words that are spelled the same with increasing accuracy.	With prompting and support, apply phonics and word analysis skills in isolation and in text. a. Produce letter sounds for letters that have been introduced in instruction. Match sounds to letters and begin to blend two and three sound words. b. n/a c. Read some high frequency and high interest words by sight (e.g. I, love, like, mom, see) d. Distinguish between similarly spelled words by identifying the letters that differ(e.g. ham, hum).	RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.** a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
FLUENCY		
R 5.2 Engage in more complex routines associated with literacy activities. *R 5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.*	With prompting and support, read predecodable, decodable and predictable texts with purpose and understanding.	RF.K.4 Read emergent-reader texts with purpose and understanding.

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WRITING		
1: Emerging	**2: Developing**	**3: Benchmark/Proficient**
TEXT TYPES AND PURPOSES		
Participate in teacher models or interactive writing to compose model or group opinion texts. Orally tell opinions and preferences about topics from reading or the book itself. *W 1.3 Write letters or letter-like shapes to represent words or ideas.*	With prompting and support use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…)	**W.K.1** Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is…)
Participate in teacher models interactive writing to compose teacher or group informative/explanatory texts. Orally tell (retell) informative/explanatory information about a topic. *W 1.3 Write letters or letter-like shapes to represent words or ideas.*	With prompting and support use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.	**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Participate in teacher models or interactive writing to compose teacher or group narratives Orally tell personal, true stories or fictional stories *W 1.3 Write letters or letter-like shapes to represent words or ideas.*	With prompting and support 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.	**W.K.3** 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.
PRODUCTION AND DISTRIBUTION OF WRITING		
		W.K.5 Begins in grade 2
Participate in teacher models or interactive writing that includes response to questions and suggestions and revising to add details.	Respond to questions and suggestions from adults to add details to strengthen or add detail to writing and illustrations.	**W.K.5** With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
Participate in teacher models or interactive writing that demonstrate use of digital tools for producing, publishing and collaborating.	Build awareness and use of technology and specific software (e.g. Kidpix) working with adults, cross age tutors, or older buddies.	**W.K.6** With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
RESEARCH TO BUILD AND PRESENT KNOWLEDGE		
Participate in teacher-led research and writing projects. Activate prior knowledge, build background knowledge and make predictions about learning through browsing text prior to reading.	Participate in thematic concept development, making connections between texts to a theme and/or concept. Work with adults to find resources that connect to and extend from themes. Identify what is known and what they would like to learn about a theme or topic. Orally discuss opinions or information drawn from more than one source.	**W.K.7** Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)
Participate in teacher models and group recollection/discussions Discuss content from text.	Discuss content learned and connections made to a theme/theme concept from text.	**W.K.8** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
		W.K.9 Begins in Grade 4
RANGE OF WRITING		
		W.K.10 Begins in Grade 2

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SPEAKING AND LISTENING (SL)		
1: Emerging	**2: Developing**	**3: Benchmark/Proficient**
COMPREHENSION AND COLLABORATION		
LS 1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information. *LS 1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.*	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions with few prompts or reminders. b. Practice continuing a conversation through multiple exchanges.	**SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
Make connections to text read aloud or information presented orally or through other media. Begins to answer questions about text or information presented orally or through other media. a. Begins to understand and follow one-step oral directions.	Discuss and extend understanding of a text read aloud or information presented orally or through other media. Answer and ask questions about text or information presented orally or through other media. a. Understand and follow one-step oral directions.	**SL.K.2** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. a. **Understand and follow one- and two-step oral directions.**
Communicate needs and interests. Demonstrate growing interest in understanding others or learning from text or other sources.	Ask and answer questions in order to seek help, get information, or clarify something that is not understood with increasing confidence.	**SL.K.3** Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
PRESENTATION OF KNOWLEDGE AND IDEAS		
LS 1.4 Use language to construct extended narratives that are real or fictional. With prompting and support, describe familiar people, places, things and events.	Describe familiar people, places, things, and events.	**SL.K.4** Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
Describe a drawing or visual display. Use drawings or other visual displays to illustrate descriptions.	Note additional details in illustrations that aren't found in the text read . Add details to their own illustrations that "go beyond" the text.	**SL.K.5** Add drawings or other visual displays to descriptions as desired to provide additional detail.
LS 1.3 Speak clearly enough to be understood by both familiar and unfamiliar adults and children. Speak audibly and begins to express needs, thoughts, feelings, and ideas.	Speak audibly and express thoughts, feelings, and ideas with increasing clarity.	**SL.K.6** Speak audibly and express thoughts, feelings, and ideas clearly.

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LANGUAGE (L)

1: Emerging	2: Developing	3: Benchmark/Proficient
LS 3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns and possessives. a. *W 1.1 Adjust grasp and body position for increased control in drawing and writing.* b. Use frequently occurring nouns and verbs in speaking. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes) in speaking. d. Distinguish oral questions from statements. e. Develop sense of prepositions using opposites (e.g. on/off, to/from). f. *LS 3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.*	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking with increasing accuracy. a. Print many upper- and lowercase letters with correct letter formation with increasing accuracy. b. Use frequently occurring nouns and verbs with increasing accuracy. c. Distinguish between singular and plural nouns. d. Begin to use question words accurately to ask questions in connection with text or concrete situations. e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) with increasing accuracy. f. Produce complete sentences in shared language activities and expand sentences with prompting and support.	**L.K.1** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). f. Produce and expand complete sentences in shared language activities.
With prompting, demonstrate beginning understanding of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Identify a capital and a lowercase letter in a sentence or short text. b. Recognize some end punctuation based on an oral prompt. c. *W 1.2 Write letters or letter-like shapes to represent words or ideas.* * W 1.3 *Write first name nearly correctly.*	Demonstrate growing command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Distinguish between capital and lowercase letters. b. Recognize and name some end punctuation. c. Write a letter or letters for many sounds using phonetic spelling/writing. d. Spell simple high frequency/high interest words. * Write first correctly and begins to write last name.	**L.K.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. a. Capitalize the first word in a sentence and the pronoun I. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
VOCABULARY ACQUISITION AND USE		
Develop oral vocabulary related to kindergarten reading and content. a. Use oral vocabulary developed during reading and content. b. Demonstrate understanding of common base words from reading and content.	Develop oral vocabulary based on kindergarten reading and content. a. Demonstrate understanding of vocabulary words from reading and content learning using pictures, drawings, or other supports. Identify unknown words and new meanings for familiar words in reading and content. b. Demonstrate understanding of frequently occurring inflections connected to common words (e.g. -s, -un) using pictures or other support (dog/dogs, happy/unhappy).	**L.K. 4** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck). b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.
With guidance and support from adults, explore word relationships and nuances in word meanings. a. *LS 2.2 Understand and use accepted words for categories of objects encountered in everyday life.* b. Develop understanding of frequently occurring verbs and adjectives. c. *LS 2.3 Understand and use both simple and complex words that describe the relations between objects.* d. *LS 2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.*	With guidance and support from adults, explore word relationships and nuances in word meanings. a. Describe common objects and match objects with similar attributes. b. Demonstrate understanding of frequently occurring verbs and adjectives and antonyms. c. Begin to identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Begin to distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.	**L.K. 5** With guidance and support from adults, explore word relationships and nuances in word meanings. a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are colorful). d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	**L.K.6** Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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COUNTING AND CARDINALITY

1: Emerging	2: Developing	3: Benchmark/Proficient
KNOW NUMBER NAMES AND COUNTING SEQUENCE		
NS 1.1 Recite numbers in order to twenty with increasing accuracy. Count by rote to 20 . Participates in group counting activities.	Count to 100 by ones with increasing accuracy using a number line or 100's chart. Participates in group counting by tens.	**K.CC.1** Count to 100 by ones and by tens.
Participates in group counting activities, filling in the next number in a count sequence 1-20 without teacher voice (cloze).	Count forward beginning from a given number within the known sequence 0-10 (instead of having to begin at 1).	**K.CC.2** Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
NS 1.2 Recognize and know the name of some written numerals. Write numbers from 1 to 5. Count a number of objects to 5 and match the count with the corresponding number.	Write numbers from 0 to 10. Count a number of objects from 0-10 and write the count with the corresponding number.	**K.CC.3** Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).
COUNT TO TELL THE NUMBER OF OBJECTS		
NS 1.0 Children begin to expand their understanding of numbers and quantities in their everyday environment. a. *NS 1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).* Count objects with one-to-one correspondence 1-5. *NS 1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.* b. *Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).* Demonstrate cardinality with number of objects within 1-5. c. *NS 2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.*	Develop understanding of the relationship between numbers and quantities; connect counting to cardinality. a. Count objects with one-to-one correspondence 0-10. b. Demonstrate cardinality with number of objects counted within 1-10. c. Beginning to understand that each successive number name refers to a quantity that is one larger.	**K.CC.4** Understand the relationship between numbers and quantities; connect counting to cardinality. a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.
Count to answer "how many?" questions about as many as 5 things arranged in a line, a rectangular array, or a circle, or as many as 5 things in a scattered configuration; given a number from 1–5, count out that many objects.	Count to answer "how many?" questions about as many as 10 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–10, count out that many objects.	**K.CC.5** Count to answer "how many?" questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
COMPARE NUMBERS		
NS 2.0 Children expand their understanding of number relationships and operations in their everyday environment. *NS 2.1 Compare, by counting or matching, two groups of up to five objects and communicate, "more," "same as," or "fewer" (or "less").*	Compare two sets of 1-10 objects to identify which one is larger (more) or smaller (less/fewer), e.g., by using matching and counting strategies.	**K.CC.6** Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.
NS 2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	Compare two numbers between 1 and 5 presented as written numerals.	**K.CC.7** Compare two numbers between 1 and 10 presented as written numerals.

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OPERATIONS AND ALGEBRAIC THINKING		
1: Emerging	**2: Developing**	**3: Benchmark/Proficient**
UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO, AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM.		
MR 1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.	With prompting and support, represent addition and subtraction up to 5 using objects, fingers, drawings, sounds, acting out situations or verbal explanations.	**K.OA.1** Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.
MR1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment. Participate in teacher models of solving simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	*NS 2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting. (e.g. takes two boats away from a group of five boats and communicates "One, two, three -- three boats left."*	**K.OA.2** Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.
Break apart and make number partners. Decompose numbers less than or equal to five in one way.	Decompose numbers less than or equal to 5 into pairs in more than one way, e.g., by using objects. Decompose numbers less than or equal to 10 in one way.	**K.OA.3** Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., 5 = 2 + 3 and 5 = 4 + 1).
Draw or count 1-5 items.	Find the number that makes 5 by adding to numbers 1-4 to by using first objects and then drawings.	**K.OA.4** For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings record the answer with a drawing or equation.
Develop conceptual understanding and use of academic terms "adding and subtracting".	With prompting and support, add and subtract within 5 using manipulatives or other resources, such as a number line.	**K.OA.5** Fluently add and subtract within 5.

NUMBER AND OPERATIONS IN BASE TEN		
1: Emerging	**2: Developing**	**3: Benchmark/Proficient**
WORK WITH NUMBERS 11-19 TO GAIN FOUNDATIONS FOR PLACE VALUE		
Compose and decompose numbers from 1 to 5.	Compose and decompose numbers from 1 to 10.	**K.NBT.1** Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g., 18 = 10 + 8); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

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MEASUREMENT AND DATA		
1: Emerging	**2: Developing**	**3: Benchmark/Proficient**
DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES		
AF 1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.	With prompting and support, describe measurable attributes of objects, such as length or weight. With prompting and support, describe measurable attributes of a single object.	**K.MD.1** Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
M 1.0 Children expand their understanding of comparing, ordering, and measuring objects. *M 1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).* Order up to four objects by size.	With prompting and support, directly compare two objects with a measurable attribute in common. *M 1.2 Order four or more objects by size.* *M 1.3 Measure lengths using multiple duplicates of the same size concrete units laid end-to-end.*	**K.MD.2** Directly compare two objects with a measurable attribute in common, to see which object has "more of"/"less of" the attribute, and describe the difference. For example, directly compare the heights of two children and describe one child as taller/shorter.
CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY		
AF 1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute). [attributes include, but are not limited to size, shape, or color]	Classify objects into categories; count the numbers of objects initially from 0 – 5 moving towards 0 – 10 in each category and sort the categories by count.	**K.MD.3** Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Participate in teacher models and group tasks to develop understanding of and vocabulary to demonstrate concepts of time and use of tools that measure time. a. Name, chant or sing days of the week using a visual (calendar or list) or audio track. Name, sing or chant the months of the year using a visual or audio track. Identify the date (e.g. Today is Tuesday, May 2nd, 2013) using visuals. b. Identify morning, afternoon and evening/ night using pictures. Match pictures of activities that are typical to morning, afternoon, evening.	With prompting and support, demonstrate beginning understanding of concepts of time and tools that measure time. a. Name the days of the week with increasing accuracy. b.With prompting and support, identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock, bedtime is 8 o'clock at night).	**K.MD.4** Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). a. Name the days of the week. b. Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock, bedtime is 8 o'clock at night).
**AF 2.1 Recognize and duplicate simple repeating patterns.* **AF 2.2 Begin to extend and create simple repeating patterns.*	**AF 2.0 Children expand their understanding of simple, repeating patterns. [A simple, repeating pattern has two repeating elements. Examples include: ABAB, AABB, ABBABB, etc.]*	

* Preschool Foundations patterning statements relate more closely to Common Core State Standard descriptors for future grades.

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GEOMETRY		
1: Emerging	**2: Developing**	**3: Benchmark/Proficient**
IDENTIFY AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES).		
G 2.0 Children expand their understanding of positions in space. *G 2.1 Identify positions of objects and people in space, including in/on/ under, up/down, inside/outside, beside/between, and in front/ behind.*	With prompting and support, describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.	**K.G.1** Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.
G 1.0 Children identify and use a variety of shapes in their everyday environment. Match two-dimensional shapes to the name orally provided (e.g. which shape is a circle?).	*G 1.1 Identify and describe a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.* Match three-dimensional shapes to the name orally provided (e.g. which shape is a cylinder?).	**K.G.2** Correctly name shapes regardless of their orientations or overall size.
Participate in teacher led group discussions and tasks to identify shapes as two-dimensional (flat) or three dimensional (solid). Recognize illustrations of two-dimensional objects.	With prompting and support, identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid"). Begin to recognize illustrations of three-dimensional objects (e.g. recognize a drawing of a cube or sphere).	**K.G.3** Identify shapes as two-dimensional (lying in a plane, "flat") or three dimensional ("solid").
ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES.		
Describe an item or shape with at least two different attributes (e.g. long and brown; cold and wet).	Sort and classify items and shapes by similar attributes, explaining the pattern or rule for the sort.	**K.G.4** Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).
Identify shapes in the world. With prompting and support, *construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.*	Construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes. Draw basic shapes.	**K.G.5** Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.
Explore using simple shapes to form larger shapes, matching with a pattern or with support.	*G 1.2 Combine different shapes to create a picture or design.*	**K.G.6** Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"

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Standards for Mathematical Practice

Grade K Overview

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

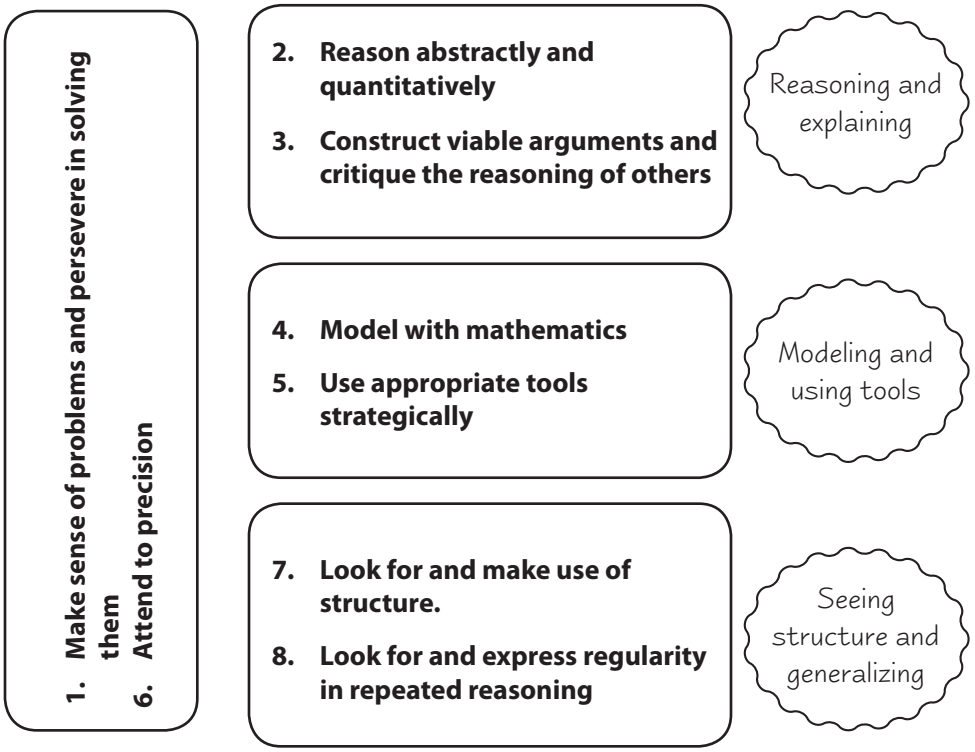
Number and Operations in Base Ten

- Work with numbers 11–19 to gain foundations for place value.

Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

This visual group of the standards is one possible configuration. The practices are not necessarily discrete and other structures may be possible.



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Preparing for Transitional Kindergarten

Transitional Kindergarten Reporting: Draft Pilot Document

This **progress reporting** resource connects directly to the pilot progress monitoring documents, aligned to California Common Core State Standards and Preschool Foundations.

DESIGN

The Progress Monitoring Tool marks progress across three developmental levels, Emerging, Developing and Benchmark, toward the goals of the two-year program, the Kindergarten Common Core State Standards. To create an aligned Progress Reporting tool, the workgroup developed a set of **principles** to drive the drafting of the tool:

Quality reporting for Transitional Kindergarten should:

- Be designed to communicate effectively with parents about the progress of their child.
- Be developmentally appropriate and mark progress toward the goals for the entire two-year continuum of instruction.
- Align to Kindergarten Common Core State Standards for Language Arts and Mathematics as the end-goal.
- Connect to Habits of Mind and the CA Preschool Frameworks for Social-Emotional, Physical Development, Health and Visual Performing Arts, as well as build from the CA Preschool Foundations for English Language Arts and Mathematics.
- Directly connect to progress monitoring and assessment, representing a summative snapshot of progress. Progress monitoring tools, assessments and work samples would provide details to validate the summative information reported to parents.
- Support calibrated reporting within and across schools in a district, perhaps across districts, within a consistent frequency and format.
- Support clear articulation regarding progress toward standards for the second year of the two-year sequence.

Given that most districts have transitioned to a standards-based progress report system, the workgroup felt that it would be essential to use a numerical reporting system that demonstrated developmental progress toward standards as the benchmark. As Transitional Kindergarten (TK) represents the first year of a two-year Kindergarten (K) program, the reporting benchmark level should align to the goal of the end of the full two-year program, demonstrating progress toward those goals. The system is designed to be flexible, to allow for students to show greater levels of growth in areas where they may excel as well as showing areas where they are making adequate progress or need more assistance.

Parents and teachers may need support to understand the similarities and differences between this system and a 4- or 5-point standards-based system. Given the close articulation from grade-to-grade of the CCSS, the workgroup felt that an "advanced" level (usually a score of 4 on report cards) would align to a first grade standard expectation, which would not be a goal for this 2-year sequence. *For the majority of the standards, the expected level of achievement by the end of TK would be a score of 2, or Developing*, with a score of 3 representing the end of Kindergarten standard, Benchmark level. A few CCSS standards call for lower-level basic skills, such as letter naming and writing, which should be mastered by the end of the first year of instruction, while true mastery of most of the standards will be the goal for the end of the two-year continuum for these young learners.

The second section of the Progress Report includes a simplified system to report progress in English Language Development, Science, History/Social-Studies, Habits of Mind, Social Emotional Development, Physical Development, Health and Visual and Performing Arts. These components use a lettering system **N** = Not yet, **IP** = In Progress, and **P** = Proficient.

TRANSITIONAL KINDERGARTEN REPORT TO PARENTS

Student Name: _____ **School Year: 20____ - 20___**

Birthdate: _____ **Student#:** _____ **District:** _____

School: _____

Teacher: _____

Academic Development Descriptors:

- **3** Benchmark/Proficient represents the end of year Kindergarten standard.
- **2** Developing
- **1** Emerging

ENGLISH LANGUAGE ARTS			
Reporting Period Date:			
Reading: Literature			
Reading: Informational Text			
Reading: Foundational Skills			
Print Concepts			
Letter Identification			
Phonological Awareness			
Phonics & Word Recognition			
Fluency			
Language			
Conventions			
Vocabulary			
Listening & Speaking			
Comprehension & Collaboration			
Presentation of Knowledge & Ideas			
Writing			

MATHEMATICS			
Reporting Period Date:			
Counting and Cardinality			
Number Names and Count Sequence			
Count Objects			
Compare Numbers			
Operations and Algebraic Thinking			
Number and Operations in Base Ten			
Measurement and Data			
Geometry			

Teacher Comments

LANGUAGE DEVELOPMENT			
N = Not yet **IP** = In Progress **P** = Proficient	1	2	3
Participates and demonstrates interest			
Increasing in confidence and accuracy			
Progressing as expected			

SCIENCE			
N = Not yet **IP** = In Progress **P** = Proficient	1	2	3
Participates and demonstrates interest			
Demonstrates increasing content learning			
HISTORY/SOCIAL STUDIES			
Participates and demonstrates interest			
Demonstrates increasing content learning			

Student Name: _____

HABITS OF MIND			
N = Not yet **IP** = In Progress **P** = Proficient	1	2	3
Demonstrates perseverance in tasks through completion. Remains focused and positive.			
Manages impulsivity. Thinks before acting, remains calm, thoughtful and deliberate.			
Listens with understanding and empathy.			
Thinks flexibly, changes perspectives, generates alternatives, considers options.			
Aware of own thoughts, strategies, feelings and actions and their effects on others.			
Strives for accuracy and improvement.			
Demonstrates an inquisitive attitude, wants to learn and finds resources to support learning.			
Uses past knowledge in new situations, makes connections.			
Thinks and communicates with clarity and precision.			
Pays attention and gathers information from others, text and the world.			
Creates, innovates and demonstrates imagination.			
Enjoys learning and responds with wonderment and awe.			
Takes responsible risks, trying new things.			
Demonstrates a sense of humor.			
Works and learns with others, demonstrates teamwork.			
Open to learning, resists complacency, communicates when help is needed.			

SOCIAL-EMOTIONAL DEVELOPMENT			
N = Not yet **IP** = In Progress **P** = Proficient	1	2	3
Self			
Demonstrates self-awareness			
Demonstrates self-regulation			
Demonstrates social and emotional understanding			
Demonstrates empathy and caring			
Demonstrates initiative in learning			
Social Interaction			
Demonstrates appropriate interactions with adults			
Demonstrates appropriate interactions with peers			
Participates positively and cooperatively in a group			
Demonstrates cooperation and responsibility			
Relationships			
Adjusted to separation			
Develops appropriate relationships with teachers and other school personnel			
Develops friendships and collaborative relationships with peers			

Teacher Comments

PHYSICAL DEVELOPMENT			
N = Not yet **IP** = In Progress **P** = Proficient	1	2	3
Fundamental Movement Skills			
Demonstrates balance			
Demonstrates locomotor skills			
Demonstrates manipulative skills			
Perceptual-Motor Skills and Movement Concepts			
Demonstrates body awareness			
Demonstrates spatial awareness			
Demonstrates directional awareness			
Active Physical Play			
Demonstrates active participation			
Demonstrates cardiovascular endurance			
Demonstrates muscular strength, endurance and flexibility			

HEALTH			
N = Not yet **IP** = In Progress **P** = Proficient	1	2	3
Health Habits			
Demonstrates basic hygiene			
Demonstrates knowledge of oral health			
Demonstrates knowledge of wellness			
Demonstrates knowledge of sun safety			
Safety			
Demonstrates knowledge of injury prevention			
Nutrition			
Demonstrates nutrition knowledge			
Demonstrates knowledge of nutrition choices			
Demonstrates self-regulation of eating			

VISUAL AND PERFORMING ARTS			
N = Not yet **IP** = In Progress **P** = Proficient	1	2	3
Visual Art			
Notices, responds and engages in visual art			
Develops skills in visual art			
Creates, invents and expresses through visual art			
Music			
Notices, responds and engages in music			
Develops skills in music			
Creates, invents and expresses through music			
Drama			
Notices, responds and engages in drama			
Develops skills in drama			
Creates, invents and expresses through drama			
Dance			
Notices, responds and engages in dance			
Develops skills in dance			
Creates, invents and expresses through dance			

Parent Signatures:

First Report: _____

Second Report: _____

Third Report: _____

Research suggests that one-third of children enter kindergarten lacking basic skills such as recognizing the letters of the alphabet. Research has also found that these are the same children who will be at greatest risk of joining the 30 percent of students who drop out before graduating from high school.

There is a growing body of evidence that validates the impact of an aligned, coordinated PK-3 system on children's learning and development. Long-term studies comparing outcomes of aligned PK-3 systems with unaligned models show that children participating in PK-3 systems have increased math, reading and social skills, among an array of other benefits. Growing numbers of elementary schools also recognize the advantages of aligning instructionally with pre-kindergarten programs. By working together, pre-kindergarten and elementary programs can significantly increase efforts that smooth the transition and prepare children to enter school ready to learn. The PK-3 programs that result have aligned curricula to ensure that every student leaves each grade with the appropriate social, emotional and academic skills they need to succeed in the next grade.

Grantmakers for Education (2009)
Making the Most of Our Investments:
How PK-3 Alignment Can Close the Achievement Gap from the Start

The Kindergarten Readiness Act, a historic reform to kindergarten education, gives California an unparalleled opportunity to ensure that 120,000 more children every year are better prepared to succeed in kindergarten and beyond. The new law creates transitional kindergarten (TK), the first year of a two-year kindergarten experience for those students who are born between September and December. It also changes the kindergarten entry date from Dec. 2 to Sept. 1, so children enter kindergarten at age 5.

Preschool California (2011)
http://www.preschoolcalifornia.org

Transitional kindergarten provides children with an opportunity to learn in an enriching and academically challenging environment that nurtures their growth. Research shows that children who attend kindergarten readiness programs like transitional kindergarten are more likely to do well in school and attend college.

Parents all over California recognize the benefits of transitional kindergarten, and many parents have already been enrolling their children in similar programs, public and private, for years. Offering transitional kindergarten will help all of our kids get the best start possible, with curriculum that is designed just for them.

Preschool California (2011)
http://www.preschoolcalifornia.org

Early childhood efforts and school reforms in California have rarely been linked together to create seamless, high-quality PreK-3rd early learning experiences for the state's children. Expanding access to high-quality preschool opportunities—particularly for low-income and minority youngsters—is critical to raising student achievement and narrowing achievement gaps in the Golden State. But one—even two—years of preschool alone won't be enough to narrow the tremendous gap between California and the highest-performing states, or between well-off children and poor, racial or ethnic minority youngsters within California. If California is serious about improving education outcomes for its students, it needs to provide seamless, high-quality early learning experiences—ideally for all children, but particularly for those from disadvantaged and language-minority backgrounds—focused on the goal of enabling all children to achieve proficiency in reading, math, English language, and social and emotional skills by the end of third grade.

Linda Jacobsen (2009)
On the Cusp in California:
How PreK-3rd Strategies Could Improve Education in the Golden State

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Preparing for Transitional Kindergarten

Transitional Kindergarten Common Core Assessment Ideas

The Transitional Kindergarten Workgroup shared and reviewed assessments for language arts and mathematics and generated ideas of assessments that align to Common Core State Standards. While the Progress Monitoring document provides a continuum for each standard, the workgroup identified key standards that could be, perhaps needed to be, formally assessed.

Quality TK Assessments should:

- Reflect student progress toward meeting the benchmark
- Assess the whole child, not just academic (benchmarks) be established to guide instruction
- Inform instruction and important part of benchmarks/report cards
- Be user friendly and have a pacing guide (consistent schedule of administration/scoring)
- Include a variety of formats for things that are harder to quantify, e.g: language skills, critical thinking
- Align to reporting (may be more and more frequent than reporting)
- Be established for administering formal assessments dovetailing with reporting
- Include a fair balance of formal and informal assessments
- Utilize a variety of tools and samples

Language Arts Assessment Ideas

Common Core Strand	Possible Assessments
Reading Literature	• DRA Retell • Picture-based retell with familiar story • Picture sort with retell and questions – details, characters, setting, etc. with a familiar story • Prompting and Support: ☐ Minimal/None ☐ Moderate ☐ Extensive • Scholastic Reading Inventory: http://teacher.scholastic.com/products/sri_reading_assessment/index.htm
Reading Informational Text	**Key Ideas and Details** • DRA Retell • Picture-based retell with familiar story • Picture-sort retell and questions identifying main topic **Craft and Structure** • Concepts about print (add role of author and illustrator)
Reading Foundational Skills	**Concepts of Prints** • Add RI.K.5 – RI.K.6 • (Results, Reading First, Reading Recovery, etc.) • Letter naming fluency from DIBELS **Phonological awareness** • Yopp-Singer Segmentation www.learningunlimitedllc.com/.../Yopp-Singer%20PA%20Test.doc • ESGI – online program to create online assessment covers all areas • DIBELS – First sound dibels.uoregon.edu/ • Results – Identify rhyme and onset/rime, blending phonemes (2/3), Identify initial/final sounds • Emerging Literacy Survey (HM) • Curriculum-based **Phonics/Word Recognition** • Basic Phonics Skills Test (BPST) and other Results assessments www.sccoe.org/depts/ell/.../IIBPST-III-Directions.pdf • Curriculum-based • DIBELS dibels.uoregon.edu/ • High Frequency Word List • www.scholastic.com/dodea/Module_2/.../dodea_m2_tr_core.pdf **Fluency** • DRA (some sort of non-timed connected text reading, decodable, predictable)
Language	Conventions and Printing: • Upper and lower case letters, there would be a written assessments • For language skills more of a checklist to highlight as students demonstrate mastery. • Name writing

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Common Core State Standards

Language Arts Assessment Ideas, continued

Common Core Strand	Possible Assessments
Speaking and Listening	• CELDT can be used initially to assess second language learners • Informal observations – ongoing basis (speaking and listening, anecdotal notes) • Checklist (observation log with dates) for ongoing assessment • Mini oral presentation – sharing picture to describe details and possibly adding additional details
Writing	• 3 assessments during the year on one theme (i.e. pets) 1. opinion – picture with oral dictation and/or beginning writing 2. informative – more details in pictures and/or writing labels, etc. 3. narrative – 3 sequenced events with pictures and writing or dictation (some kind of time structure) • Class research project – teacher led, • Using the same theme – integrate technology, books, experts. • Assess participation on contribution (i.e. – picture, poster, written paper, etc.) • May do writing sample as part of integrated reading and writing.

Common Core State Standards

Mathematics Assessment Ideas

Common Core Strand	Possible Assessments
Counting and Cardinality and Operations and Algebraic Thinking	• Rote counting • Counting on • Count group of objects and write number • Put numbers 1-10 in order • Show a number,(can count out that many objects)
Numbers and Operations in Base Ten	• Hands-on with manipulatives • Observational (one on one with kindergarten)
Geometry	• Hands-on use of manipulatives with observation • Benchmark tests from instructional materials • Name and describe shapes • Uses pictures or create (G5, G6) • Tip: Use concrete objects, then pictures to represent three-dimensional objects
Measurement and Data	• Task-based: • Describe and sort objects into groups, have them explain why they did the way that they did • Count how many objects are in each group and sort categories by count. • One-on-one: days of week • Anecdotal for calendar • Written test with pictures for time of day (probably summative test from curriculum)

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