



Progress Report Family Guide Transitional Kindergarten

Greetings, Cambrian Families,

At Cambrian, we value your partnership in supporting all aspects of your child's education and growth. Cambrian has created the Progress Report to support two-way communication between you and your child's teacher regarding your child's progress toward mastery of standards.

Overview of the Progress Report

[Cambrian School District's Mission](#) calls for mastery of the core knowledge, critical thinking skills, and competencies outlined by the [California Preschool/Transitional Kindergarten Learning Foundations \(PTKLF\)](#). Standards-based knowledge and skills will remain the central pillars of every student's learning, creating a deep foundation that enables further inquiry and exploration in various fields and areas of interest. **The Progress Report is intended to communicate progress toward mastery of these skills and standards.**

All CSD students in grades TK-5 receive marks in the following areas: Social-Emotional Development, Language Arts, History/Social Studies, Mathematics, Science, Physical Education, and Visual and Performing Arts.

Students receive marks that show progress of current grade-level standards. Mastery of standards is indicated with a score of 3. Instead of letter grades, students receive marks that describe proficiency levels. All students receive proficiency level indicators for the standards at their grade level.

What is Transitional Kindergarten?

Transitional Kindergarten is a time of rapid growth and development. It is a time of preparation for kindergarten and for future success in school and in life. To achieve this, children need to be eager, able, and social in their learning. We understand that students learn through movement and participation. They need explicit, modeled instruction. They also need playful learning opportunities to explore and internalize new ideas. They learn best when moving, manipulating objects, building, singing, drawing, and participating in dramatic play. Students learn naturally through everyday experiences with people, places, and things. They are born imitators and scientists who thrive on active, hands-on interaction with the physical world. They learn through play and physical and sensory experiences. The materials throughout a learning space affect how children feel, what they do, and how they learn.

Resources:

- California Preschool/Transitional Kindergarten Learning Foundations (PTKLF)
<https://www.cde.ca.gov/sp/cd/re/psfoundations.asp>
- California Transitional Kindergarten Website Parent Resources
<https://tkcalifornia.org/parents/>
- Cambrian School District Transitional Kindergarten Resource Page
<https://www.cambriansd.org/departments/educational-services/transitional-kindergarten>



Cambrian Successful Learner Behaviors

Cambrian students will be prepared to contribute as global citizens by engaging in a school environment emphasizing Communication, Collaboration, Problem-Solving, and Innovation.

TK students will:

Communicate	<ul style="list-style-type: none"> • Listens and responds to directions and questions • Engages in conversations using sentences • Names feelings and uses words to express feelings and needs
Collaborate	<ul style="list-style-type: none"> • Follows directions for class routines and transitions • Shows empathy towards others • Plays cooperatively with others and uses words to resolve most conflicts (sharing) • Identifies similarities and differences between people
Problem Solve	<ul style="list-style-type: none"> • Demonstrates self-care skills and desire for independence (washes hands)
Innovate	<ul style="list-style-type: none"> • Participates in songs, finger plays, and class activities

Language and Literacy

In Transitional Kindergarten, students will see children begin to develop many aspects of early literacy (reading, writing, speaking, and listening). Students will develop language and literacy through play, listening, talking, exploring books and print, and drawing.

TK students will:

Language and Literacy	
DRDP Standard	Skill
LLD 3: Communication and Use of Language (Expressive)	<ul style="list-style-type: none"> • Tells steps for a simple activity (take a bath, make a sandwich)
LLD 5: Interest in Literacy	<ul style="list-style-type: none"> • Recognizes parts of a book (front cover, back cover, title, pictures, words) • Imitates reading books (front to back, turns pages 1 by 1)
LLD 6: Comprehension of Age-Appropriate Text	<ul style="list-style-type: none"> • Predicts what will happen next in a story • Retells a familiar story (beginning, middle, end) • Uses pictures and play writing to express words and ideas • Chooses books based on areas of interest and uses specific vocabulary to talk about them
LLD 7: Concepts About Print	<ul style="list-style-type: none"> • Recognizes own name and/or names of friends and family in print



LLD 9: Letter and Word Knowledge	<ul style="list-style-type: none"> Identifies 10 or more letters Says the alphabet and uses names for colors, shapes, letters and numbers in play and conversation
LLD 10: Emergent Writing	<ul style="list-style-type: none"> Establishes hand preference and uses correct grip for coloring and writing while holding paper with helping hand Traces and copies shapes, letters and numbers, using correct formation habits Draws generally recognizable pictures using simple shapes and lines Writes name left-to-right directionality Writes letter-like forms, letters, or scribbles to represent words and ideas
PD-HLTH 4: Fine Motor Manipulative Skills	<ul style="list-style-type: none"> Uses scissors appropriately

Numbers and Math

California Preschool/Transitional Kindergarten Learning Foundations (PTKLF) and the California Common Core State Standards (CCSS) provide a framework for broadening what it means to do and learn math. Children need conceptual understanding, procedural fluency, and know-how, why, and when to apply this knowledge to answer questions and solve problems. They need to be able to reason mathematically and communicate their reasoning effectively to others.

TK students will:

Numbers and Math	
DRDP Standard	Skill
COG 1: Spatial Relationships	<ul style="list-style-type: none"> Builds with blocks or construction toys Completes shape puzzles up to 10 pieces Uses position words (top, bottom, front, back, etc.)
COG 2: Classification	<ul style="list-style-type: none"> Sorts objects by attributes (color, size, shape, type) Shares using strategies (color, size, shape, type)
COG 3: Number Sense of Quantity	<ul style="list-style-type: none"> Counts a set of objects accurately up to 10 Makes a set of objects (up to 10) and matches-numerals and quantities (matches 5 birds with 5 pictures of birds) Counts to 20
COG 4: Number Sense of Math Operations	<ul style="list-style-type: none"> Takes away objects from a set of and counts how many are left (up to 5)
COG 5 Measurement	<ul style="list-style-type: none"> Compares 2 objects (length, height, width, weight, capacity)



COG 6: Patterning	<ul style="list-style-type: none"> Creates repeated patterns with 2 or more elements (ab, aab, abb, abc patterns)
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Science and/or Social Studies

Oral language is children's ability to listen and express themselves. Children learn to understand and use language to express their feelings, thoughts, and observations. These skills are key to the development of reading and writing skills. Science should be an essential and enjoyable discovery part of children's experiences. Through discovery experiments and investigating activities, children develop early skills in science for these four domains: Scientific Inquiry, Physical Science, Life Science, and Earth Science. Through discovery play and exploratory activities, children develop early Social Studies skills in these four domains: Self and Family, Community, History, and Geography.

TK students will:

Science and Social Studies	
DRDP Standard	Skill
HSS 2: Sense of Place	<ul style="list-style-type: none"> Uses geography tools and resources
SED 5: Symbolic and Sociodramatic Play	<ul style="list-style-type: none"> Describes local, state, and national cultural events, celebrations, and holidays and learns about jobs people do
COG 2: Classification	<ul style="list-style-type: none"> Describe characteristics and differences between living and non living things
ATL-REG 2: Curiosity and Initiative on Learning	<ul style="list-style-type: none"> Ask questions, gather information, make predictions through the senses
COG 9: Inquiry Through Observation and Investigation	<ul style="list-style-type: none"> Uses scientific vocabulary to observe and describe objects Understands the impact of weather
COG 11: Knowledge of the National World HSS 3: Ecology	<ul style="list-style-type: none"> Describes and groups living things and plants based on at least one trait and follows rules for interaction with animals Demonstrates ongoing environmental awareness and responsibility

Creative Arts/Technology

Students in all grades are taught according to the **Visual and Performing Arts Standards for California Public Schools** adopted by the **California State Board of Education**. Students are graded in Creative Engagement for both Art and Music.



Creative Arts/Technology	
DRDP Standard	Skill
VPA 1: Visual Art	<ul style="list-style-type: none"> • Uses art as a form of creative expression
SED 5: Symbolic and Sociodramatic Play	<ul style="list-style-type: none"> • Participates in dramatic play, discusses feelings caused by dramatic play
VPA 2: Music	<ul style="list-style-type: none"> • Explores and creates music, discusses and responds to feelings caused by music
HSS 5: Responsible Conduct As A Group Member	<ul style="list-style-type: none"> • Demonstrates correct use of technology using the Student Digital apps

Physical Education

Physical Education is a content area where your student will participate in various activities focusing on motor skills, movement patterns, physical fitness, goal setting, healthy lifestyle choices, and positive social interactions. Students will be graded on their engagement and their gross motor skills. Physical Education is a comprehensive instructional program that differs from recess, free play, recreational sports, and athletics. PE Specialists and Classroom Teachers collaborate to provide high-quality instruction and meet the mandated minutes required by California State law. Ultimately, our vision is that students become confident, active, and healthy lifelong movers.

Gross Motor	
DRDP Standard	Skill
PD-HLTH 1: Perceptual Motor Skills and Movement Concepts PD-HLTH 2: Gross Locomotor Movement Skills PD-HLTH 3: Gross Motor	<ul style="list-style-type: none"> • Uses two or more sequential movements to move objects • Moves objects using both hands doing different movements

Additional Resources:

The IMPORTANCE OF PLAY

Aspect of Development	Importance of Play
Cognitive Development	Stimulates curiosity, creativity, problem-solving, and critical thinking.

Social and Emotional Development	Encourages interaction, cooperation, empathy, resilience, and emotional regulation.
Physical Development	Develops fine and gross motor skills, strength, coordination, and spatial awareness.
Language and Communication Skills	Enhances vocabulary, grammar, and expressive language through storytelling and play.
Creativity and Imagination	Fosters inventiveness, exploration of ideas, and imaginative play scenarios.
Stress Relief and Well-being	Provides a natural outlet for reducing stress and anxiety and promoting positive emotions.
Preparation for Life Skills	Builds problem-solving, decision-making, teamwork, and leadership skills.

Social-Emotional Development

How Are Social-Emotional Skills Developed?

Social-emotional development is facilitated by strong, supportive, and sustained relationships with adults and peers. Each child has unique strengths and develops social-emotional skills over time with support from their family, peers, teacher, and community.

Standards	What Can Families Do To Support Children?
Explores environment to learn about people, things, and events	<ul style="list-style-type: none"> Attend community events and explore new and unfamiliar environments together, such as children's museums, art and cultural museums, the Academy of Sciences, different parks, etc. Provide question prompts for your child and encourage them to try them out in new environments, such as, "Can I have a turn?" "What are you working on over here?" "How does this work?"
Develops strategies in regulating feelings	<ul style="list-style-type: none"> Do five-finger breathing, use feeling cards to learn how to identify feelings, use bubbles for breathing, and create a corner in the home where a child can go to take some time to be by themselves
Persists in mastering new and challenging activities	<ul style="list-style-type: none"> Give children positive feedback by praising the problem-solving process and encouraging them to keep trying. Let your child keep trying a puzzle without solving it for them. When frustration sets in, give them gentle guidance. Offer options like "what if we rotated the puzzle piece?"
Able to share space and materials with others	<ul style="list-style-type: none"> Play board games (candy land), games with balls (catch, bouncing or rolling the ball to each other), or card games (go fish or matching card games) to practice taking turns and sharing materials.

Describes characteristics of self	<ul style="list-style-type: none"> • Daily affirmations can help build your child's sense of self and give them the language to link to their feelings, motivations, and self-awareness. • Use Positive Descriptive Acknowledgements (PDAs) to talk about their behavior throughout the day. Examples: "You are so responsible when you clean up your toys." "It is friendly of you to share your toys."
Communicates ideas about why one has a feeling	<ul style="list-style-type: none"> • When reading a book, ask your child why the character is doing what they are doing. Ask how your child would feel if they were in the same position as the character in the book.
Engages in cooperative play with others	<ul style="list-style-type: none"> • Play games that require taking turns (board games, card games)

Language Literacy Development

In transitional kindergarten, children will begin to develop many aspects of early literacy (reading, writing, speaking, and listening). Students will develop language and literacy through listening, talking, exploring books and print, and drawing.

Standards	What Can Families Do To Support Children?
Shows understanding of a variety of phrases and sentences	<ul style="list-style-type: none"> • Most children can understand more than they can say; you can use sentences that are a bit longer. • Build your child's vocabulary by having a designated time for reading together daily. • If your child is using one, two, or three-word phrases, you can expand what is said by using their word(s) in a sentence and adding to it. For example, if they point to a bird in a tree and say "bird", you can say, "That bird is in the tree!"
Carries out familiar multi-step tasks	<ul style="list-style-type: none"> • Practice giving children three unrelated directions at home. You could say, "Take off your shoes, wash your hands, sit on the couch."
Produces sentences with nouns and verbs	<ul style="list-style-type: none"> • Use a variety of words when you speak to your child; this will help them learn new words. • Sing, dance, and play together while talking about what is happening ("we are jumping, we are moving our bodies!")
Participates in read-alouds, songs, and rhyming games	<ul style="list-style-type: none"> • Sing and read to your child daily.
Understand details of texts read aloud	<ul style="list-style-type: none"> • Read together and engage your child in a story by having them respond to questions, repeat phrases, and predict what will happen next.
Tracks print left to right and page to page in a book	<ul style="list-style-type: none"> • Read with your child every day. Use your finger to track along the print and encourage them to do it.



Demonstrates awareness of letters, words, and syllables	<ul style="list-style-type: none"> Write letters or make cards for friends and family. Encourage your child to include a phrase like, "Happy Birthday!" "Get well soon!" or "Thank you!" and sign their work.
Identifies ten or more letters	<ul style="list-style-type: none"> Encourage them to practice writing their full name (first and last) regularly and the names of family members and even pets!
Writes first name	<ul style="list-style-type: none"> In the grocery store, make a game of matching the letters of their name to items. Provide different surfaces where your child can practice writing their name (sand, paint, marker/crayon on paper, chalk.)

Math & Science

The math standards taught in Transitional Kindergarten are carefully aligned with Kindergarten and Pre-K math standards. Children learn math throughout the day in small groups, individually, and as a whole class. They practice math together socially, using real concrete objects to count and compare. Teachers support math knowledge by modeling and asking questions, offering many opportunities to talk about math ideas, and asking children to show their thinking in various ways.

Standards	What Can Families Do To Support Children?
Sorts objects into two or more groups by size and color	<ul style="list-style-type: none"> Have children help with laundry by matching socks. Sort crayons/colored pencils by color
Counts objects 1-10	<ul style="list-style-type: none"> Count steps/cars/ trees on the way to school
Uses counting to add or subtract one or two objects	<ul style="list-style-type: none"> Board games are a great way to practice this as you typically add the dots from the dice and advance your piece on the board the corresponding number of spaces At meal or snack times, encourage your child to help set the table or distribute food items according to the number of expected guests
Identifies differences in size, length, and weight of two or more objects	<ul style="list-style-type: none"> Give kids options of different fruits and talk about the differences (le: apple, banana)
Creates repeating patterns with two or more elements	<ul style="list-style-type: none"> This can be practiced with a variety of toys or food items (like fruits or vegetables), especially when you have multiple of the same item. For example, racecar, racecar, dinosaur, racecar, dinosaur, or apple, banana, orange, apple, banana, orange, etc.
Identifies several shapes	<ul style="list-style-type: none"> When walking to school, identify the different shapes you see. (e.g., stop signs, yield signs, window signs, houses, etc...) Show your child a shape and have them create that shape with playdoh Build different structures with blocks and identify the shape of each piece.



	<ul style="list-style-type: none"> Identify shapes in your home (the table is round, the door is a rectangle, the package is square, the egg is an oval)
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Physical Development & Health

Health Education is part of the required instructional program at all grade levels in SFUSD schools. Its goals are to supplement and reinforce discussions about health in the home and community and teach the knowledge and skills necessary for children to make health-promoting decisions. Students in transitional kindergarten will be evaluated on Personal and Community Health and Growth and Development.

Health Standards	What Can Families Do to Support Children?
Changes in movement in relation to people or objects	<ul style="list-style-type: none"> Encourage the use of walking feet and safe bodies indoors. Use phrases like, "We can run outside, but inside, you need to use walking feet." Remind your child of the expectations related to an environment before entering. For example, "Remember, when we enter the classroom, we use inside voices and walking feet. You can run, climb, and use an outside voice when you play outside."
Writes with a pencil or crayon using pincer hand position	<ul style="list-style-type: none"> Provide opportunities to develop their fine motor skills, such as cooking together, playdough, beading/lacing, etc. Play games such as Operation or pretend play using a dentist or doctor's kit that contains age-appropriate tweezers. Write letters or make cards for friends and family. Encourage your child to include a phrase like, "Happy Birthday!" "Get well soon!" or "Thank you!" and sign their work.
Uses two or more sequential movements to move objects	<ul style="list-style-type: none"> Pushing pedals to move a bike (one foot must follow the other), scooter, or pedal car. Lifting and throwing balls into hoops or destroying block towers; bowling. Crawling under a blanket fort and climbing over a pillow mountain.
Moves objects using both hands, doing different movements	<ul style="list-style-type: none"> Have your child spray and wipe the table. Provide opportunities for your child to practice self-help skills such as dressing, putting on their socks and shoes, buttoning their coats, etc.