

# **Transitional Kindergarten Domains, Outcomes, and Benchmarks**

## **Social Outcomes**

### **I. Self Awareness**

The child will have an awareness and experience of how their body functions with a positive sense of their identity as they develop skills and relationships.

- Is familiar with body parts and functions
- Has a positive self-identity of self to others
- Self confidence in skill development

### **II. Interpersonal Awareness**

The child will feel comfortable with the sameness and differences of others.

- Comfortable in the learning environment
- Responds positively to others
- Accepts diversity and shows respect

### **III. Self Regulation**

The child will manage impulses while using their self-control as they experience feelings and transitions.

- Takes care of needs
- Shows manners
- Accepts changes in environment
- Labels feelings with words
- Accepts guidance with impulses

### **IV. Self Expression**

The child will express their likes, dislikes, and personal preferences with confidence.

- Communicates likes and dislikes
- Able to make choices
- Confident in preferences

### **V. Communication**

The child will express their personal needs with ease using their words and non-verbal cues.

- Communicates effectively
- Asks for help
- Discerns others feelings

### **VI. Group Co-operation**

The child will be aware of rules and expectations in a group setting and able to resolve conflict in a constructive way.

- Can handle social situations
- Abides by group rules
- Participates in group activities
- Negotiates with situations
- Able to share

- Resolves peer conflict

#### **VII. Listening Skills**

The child will be able to listen to others and take direction during group and play experiences.

- Receives input from others
- Can follow through with an activity

I. **Responsibility** The child will take ownership of their behavior by using self-regulation skills while understanding the consequences of their choices.

- Accepts responsibility
- Understands consequences

#### **IV. Participation**

The child will interact socially with others and develop healthy relationships.

- Desires to interact
- Able to share and take turns
- Positive interactions with others

#### **V. Stages of Play**

The child will engage in cooperative play experiences.

- Seeks out friends to play with
- Engages with games and projects
- Initiates play and leads cooperative experiences
- Plays with a common purpose

## **Transitional Kindergarten Domains, Outcomes, and Benchmarks**

### **Emotional Outcomes**

#### **I. Emotions/Feelings**

The child will be able to name their feelings and express them appropriately.

- Shows a positive disposition
- Regulates feelings with behavior
- Uses words to describe feelings
- Labels and compares feelings

#### **II. Behavior**

The child will understand the rules and consequences for not following them.

- Abides by classroom rules
- Receives correction

#### **III. Empathy**

The child will demonstrate a concern for others by helping them with a particular need.

- Notices others feelings
- Offers verbal comfort to others
- Takes action to show compassion
- Helps others and uses polite words

#### **IV. Will/Initiative**

The child will demonstrate competence by trying new things and completing tasks.

- Tries new experiences
- Completes an activity
- Is confident in their ability
- Works on resolution with others

#### **V. Attachment**

The child will make new friends and show that they can trust others by engaging in meaningful relationships.

- Respects the rights of others
- Seeks out friends to interact with
- Seeks out friendships
- Talks to others about what interests them
- Shares space and materials without conflict

#### **VI. Self-Confidence**

The child will enjoy engaging in activities and make new discoveries.

- Develops new skills
- Likes to figure things out
- Expresses new ideas
- Engages in self-help skills
- Is proud of accomplishments

**VII. Independence**

The child will show an "I can" attitude by enjoying new experiences and participating in them with independence.

- Takes care of personal needs
- Exhibits curiosity, creativity, and self-direction
- Acts positively when completing a task
- Lead in cooperative play

**VIII. Separation**

The child will form healthy attachments with other adults and peers.

- Transitions from home to school easily
- Initiates affection with others

**IX. Self-Control**

The child will show self-regulation skills by controlling their behavior and impulses in an age appropriate way.

- Follows social rules
- Can handle redirection from adults
- Handles disappointment
- Is not overly demanding

# **Transitional Kindergarten Domains, Outcomes, and Benchmarks**

## **Physical Outcomes**

### **I. Fine Motor**

The child will gain dexterity resulting in the progression of their writing abilities.

- Uses tools for play dough and creates shapes
- Build and constructs with materials
- Squeezes, pinches, buttons, zips and snaps
- Cuts shapes, objects, and lines
- Good finger grasp control
- Traces and writes letters

### **II. Gross Motor**

The child will move their arm and legs in purposeful coordination of their body.

- Pushes and carries objects
- Moves backwards, forward, and side to side
- Pours from containers
- Hops, skips and jumps
- Rides a tricycle
- Locomotion skills are smooth

### **III. Systems of the Body**

The child will grow in the development and sensory integration of the basic systems of the body.

- Manipulates small objects
- Rocks, rolls and spins
- Plays on a swing and slide
- Jumps, crawls, walks, runs, climbs
- Cuts with scissors
- Throws and catches
- Uses a scooter board

### **IV. Health**

The child will practice habits that contribute to their physical well-being.

- Able to engage in rest
- Creates quiet spaces
- Is physically active
- Drink plenty of water
- Washes hands and cleans up after themselves
- Sensitive to those who use accommodations

### **V. Nutrition**

The child will make good food choices during the day based upon their exposure to nutritional foods.

- Able to eat new things
- Knows healthy food from bad food, eats healthy

### **VI. Safety**

The child will follow safety guidelines at school, home, and the community for their own protection.

- Able to be supervised
- Reports safety issues to the teacher
- Stays away from hot objects and chemicals
- Participates in emergency drills
- Identifies community helpers

**VII. Personal Care**

The child will practice independence with their personal care taking pride in how they care for their bodies.

- Bathes each day and wash hands frequently
- Uses the toilet independently
- Dresses appropriately and independently
- Practices good dental care

## **Transitional Kindergarten Domains, Outcomes, and Benchmarks**

### **Cognitive Outcomes**

#### **I. Creative Expression**

The child will use their imagination and play experiences to increase brain development and grow as a social/emotional being.

##### **Imagination**

- Can distinguish between fantasy, pretend play and real events
- Describes imaginary things
- Has extensive conversations about my imagination experiences
- Understand how to use my imagination

##### **Dramatic Play**

- Engages in pretend play with others
- Can take on a role
- Uses imagination to engage in life experiences
- Uses imagination, creativity, and language to make up new roles and act out new experiences
- Negotiates roles and settings uses costumes and props

##### **Music**

- Able to identify categories of sounds
- Able to repeat and follow a rhythm
- Continue to hear differences in sounds
- Can express myself through music and movement
- Responds to changes in tempo and a variety of musical rhythm through body movement
- Uses a variety of musical instruments
- Can name a variety of musical elements using appropriate musical vocabulary
- Beginning to demonstrate appropriate audience skills during recording and musical performances

##### **Art**

- Names primary and secondary colors
- Makes color combinations
- Can express myself through art
- Demonstrates safe and appropriate use and care of materials and tools
- Create two and three dimension art while exploring color
- Represents ideas through a variety of art media

##### **Cooking**

- Able to follow directions with gathering appropriate utensils
- Uses pictures to identify sequencing of ingredients
- Uses fine motor skills to push, mold, press, roll, and stir ingredients
- Uses measuring tools to measure out ingredients

#### **II. Language Skills**

The child will understand and express language and alphabet awareness in an appropriate way that demonstrates competency.

##### **READING**

The child will be able to understand letters and their connection to print and sounds.

**Concepts about Print**

- Display appreciation for books and printed materials.
- Displays awareness that print materials are beneficial for learning and enjoyment
- Begin to identify the various parts of a book
- Begin to follow the flow of print and identify words as meaningful
- Learn the difference between letters and words and how letters combined make up words
- Develop in the recognition of upper and lower case letters of the alphabet

**Alphabetic and Word/Print Comprehension**

- Recognize their printed name and simple word constructs
- Identify upper and lower cases letters
- Identify letters within various printed materials

**Phonological Awareness**

- Develop the connection of letters with sounds
- Associate words and sounds with pictures
- With oral prompts be able to mimic sounds and words that have meaning
- Recall familiar words with associated letters/sounds
- Identify and produce rhyming words
- Engage in rhythm exercises that identify syllables
- Participate in phonological activities that facilitate repetitive phrases, oppositional words, rhyming, and appropriate verbal prompts

**Literary Response and Analysis**

- Display enjoyment of literacy related activities
- Engage in child initiated activities that involve literacy
- Advance in literacy activities that provide complex structures of language skills
- Recall details in a familiar story including questioning, summarizing, predicting, and ordering of sequences
- Transfer previous knowledge of stories to engage in child related activity and play
- Analyze details of literature including describing, relating, categorizing, comparing and contrasting

**Decoding and Word Recognition**

- Read simple one-syllable sight words
- Develop environmental reading skills through discussion and visual prompts
- Distinguish fantasy from realistic text
- Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels)

**Vocabulary**

- Classify the recognition of simple words that occur regularly in the environment
- Identify with picture prompts common objects and their associated meaning

**Visual Comprehension**

- Identify concepts based on recognizable print and pictures that are viewed
- Respond to questions based on visual materials that are meaningful

- Associate sight words with what is in print
- Use pictures and context to make predictions about story content
- Connect to life experiences the information and events in texts
- Retell familiar stories
- Ask and answer questions about essential elements of a text.

## **WRITING**

The child will increase the development of their fine motor skills with the ability to form letters.

### **Writing Strategies**

- Further develop grasp and body position for increased control in drawing and writing
- Tracing letters and words to understand the flow of writing
- Continue writing letters or letter-like shapes to represent words or ideas
- Write first name nearly, correctly
- Engage in copying letters and words in print
- Participate in student initiated writing experiences in the classroom
- Verbalize their thoughts through dictation and see their words in print
- Communicate through their pictures of stories and personal experiences
- Participate in simple journaling practices that communicate personal ideas and thoughts
- Practice writing uppercase and lowercase letters of the alphabet independently

## **LISTENING AND SPEAKING**

The child will increase their ability to communicate thoughts, feelings, and emotions along with further comprehension of word meanings.

### **Language Use and Conventions**

- Develop a higher level of self-confidence in speaking with familiar and unfamiliar social situations
- Increase participation in group activities with verbal responses speaking in clear coherent sentences.
- Use accepted language and style during communication with both familiar and unfamiliar adults and children.
- Use language to construct extended narratives that are real or fictional
- Increase in skill development with the creation and expression of story
- Relate an experience or creative story in a logical sequence
- Describe people, places, things, locations, and actions
- Recite short poems, rhymes, and songs

### **Vocabulary**

- Use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts
- Understand and use accepted words for categories of objects encountered in everyday life
- Understand and use both simple and complex words that describe the relations between objects

### **Grammar**

- Understand and use increasingly complex and longer sentences
- Use age-appropriate grammar, including accepted word forms

### **Comprehension**

- Understand and follow one- and two-step oral directions
- Share information speaking audibly in complete, coherent sentences

## **III. Numeracy**

The child will use the concepts of numbers to manipulate, categorize, and give meaning to concrete objects.

### **Relationships of Numbers**

- Recites numerals to twenty and beyond
- Recognizes and names of written numerals 1-20
- Identify, without counting, the number of objects of up to 10
- Counts 20 objects, using one-to-one correspondence
- Understands the last number counted represents the total

### **Comparison of Numbers**

- Compares two or more sets with 10 objects in each
- Identifies is equal to, more than, or less than
- Recognize, represent, name, and order a number of objects up to 20
- Know larger numbers describe sets with more objects in them than smaller numbers

### **Manipulation of Numbers and problem Solving**

- Use concrete objects to determine the answers to addition and subtraction for two numbers that are each less than 10

## **ALGEBRA AND FUNCTIONS**

The child will show competency in complex forms of sorting and classification.

### **Sorting, Classification and Patterning**

- Sort and classify objects by one or more attributes into three or more groups
- Extend and create more complex repeating patterns

## **MEASUREMENT AND GEOMETRY**

The child will develop increased skills in measurement and identification of different shapes.

### **Measurement**

- Compare three objects by length, weight, or capacity and identify differences
- Order five or more objects by size
- Measure length using concrete units laid end to end
- Name the days of the week
- Demonstrate the concepts of morning, afternoon, evening, today, yesterday, tomorrow
- Identify the time of everyday events such as school, lunch, bed time

### **Geometry**

- Identify and describe common geometric objects
- Combine different shapes to create a complex picture or design.
- Identify positions in/on/under, up/down, inside/outside, beside/between, and in front/behind

## **STATISTICS, DATA ANALYSIS AND PROBABILITY**

The child will begin to develop skills in collecting and recording appropriate data.

- Students pose questions, collect data, and verbally or use graphs and pictures to record results.
- Will be able to create more complex patterns.

## **MATHEMATICAL REASONING AND ANALYSIS**

The child will use their thinking skills to incorporate estimating, predicting, and desired results.

### **Analysis**

- Pose information questions; collect data; and record the results using objects, pictures, and picture graphs
- Identify, describe, and extend simple patterns

### **Reasoning**

- Identify and apply mathematical strategies to solve problems
- Explain problem solving with pictures and objects
- Make calculations and check the validity of the results

## **IV. Science/Discovery**

The child will display experimentation, observations, and investigations.

### **Physical Science**

- Collects data, shows curiosity by posing questions, and seeks answers to questions
- Communicates observations and make predictions
- Describe objects in terms of the materials they are made of
- Experience forms of water that such as liquids, solids and evaporation.
- Manipulates materials such as water, sand, clay, paint, glue

### **Life Sciences**

- Collects data, shows curiosity by posing questions, and seeks answers to questions
- Communicates observations and make predictions
- Engage in opportunities for hands-on life science activities that bring relevancy to creation
- Observe and describe similarities and differences in the appearance and behavior of plants and animals
- Identify major structures of common plants and animals
- Observe and describe similarities and differences in human beings
- Understands natural habitats of shelter, food, water, air and light

### **Earth Sciences**

- Describe characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms
- Describe changes in weather occur from day to day and across seasons
- Discover an appreciation for the earth's resources
- Investigates, sound, heat, and light and how things move
- Explores soil, rocks, water, air, and sunlight
- Explore the seasons, fall, winter, spring, and summer
- Explore the sun, moon, stars and the galaxy

## **Investigations and Experimentation**

- Utilizes the five senses to conduct investigations and experimentation
- Understand and analyze common objects by their properties, physical attributes, and positions
- Communicate observations orally and through drawings
- Uses tools for science discovery
- Compares characteristics of plants, humans, and animals

## V.

### **Social Science**

#### **SENSE OF TIME (HISTORY)**

- The child will come to know a sense of time by past, present, and future events.

#### **Understanding Past Events**

- Improve ability to relate past events to other past events and current experiences, although adult assistance continues to be important

#### **Anticipating and Planning Future Events**

- Distinguish when future events will happen, plan for them, and make choices that anticipate future needs, with adult guidance

#### **Personal History**

- Compare current abilities with skills at a younger age, and share more detailed autobiographical stories about recent experiences

#### **Historical Changes in People and the World**

- Develop interest in family history as well as events of “long ago”, but unclear about when these events occurred in relation to each other.

#### **SENSE OF PLACE (GEOGRAPHY AND ECOLOGY)**

The child will learn locations relative to their experiences and relate to the natural world through their drawings.

#### **Navigating Familiar Locations**

- Comprehend larger familiar locations, such as the characteristics of their community and region, the distances between familiar locations and compare their home community with those of others

#### **Caring for the Natural World**

- Interested in a wider range of natural phenomena, including those outside of direct experience and are more concerned about caring for the natural world and the positive and negative impact of people on the natural world

#### **Understanding the Physical World Through Drawings and Media**

- Create their own drawings, maps and models, are more skilled at using maps and map symbols, can locate objects on maps and use maps for basic problem-solving with adult guidance

#### **BECOMING A PRESCHOOL COMMUNITY MEMBER (CIVICS)**

The child will learn how to relate to others and work together in a group.

#### **Skills for Democratic Participation**

- Involved as responsible participants in group activities, with growing understanding of the importance of considering others’ opinions, group decision-making, and respecting majority judgments and minority views

#### **Responsible Conduct**

- Responsible conduct is more reliable as children derive self-esteem from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations

#### **Fairness and Respect for Other People**

- Attentive to others' feelings, more likely to provide assistance, and try to coordinate their desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others

#### **Conflict Resolution**

- More capable of negotiating compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result

### **SELF AND SOCIETY**

The child will learn about differences and respect the different roles that individuals play in society.

#### **Culture and Diversity**

- Stronger cultural, ethnic, and racial identity, and greater familiarity with relevant language, traditions, and other practices. More interested in human diversity, but strongly favor characteristics of their own group

#### **Relationships**

- Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive

#### **Social Roles and Occupations**

- More sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income

### **MARKETPLACE (ECONOMICS)**

The child will begin to learn about money and how to manage it wisely.

#### **Exchange**

- Understand more complex economic concepts

### **OUR WORLD AND COMMUNITY**

The child will identify with different aspects of their community and portray value in others teamwork.

#### **Our Actions**

- Follow rules, shares, takes turns, and knows the consequences of breaking them
- Show respect for America

#### **Our Community**

- Match simple descriptions of work that people do and the names of related jobs
- Determine the relative locations of objects using the terms near/far, left/right, and behind/in front
- Distinguish between land and water on maps and globes
- Identify traffic symbols and map symbols
- Incorporate community structures in play experiences
- Demonstrate familiarity with the school's layout
- Put events in temporal order using a calendar
- Celebrate holidays and special events