

Transitional Kindergarten Guidelines for California

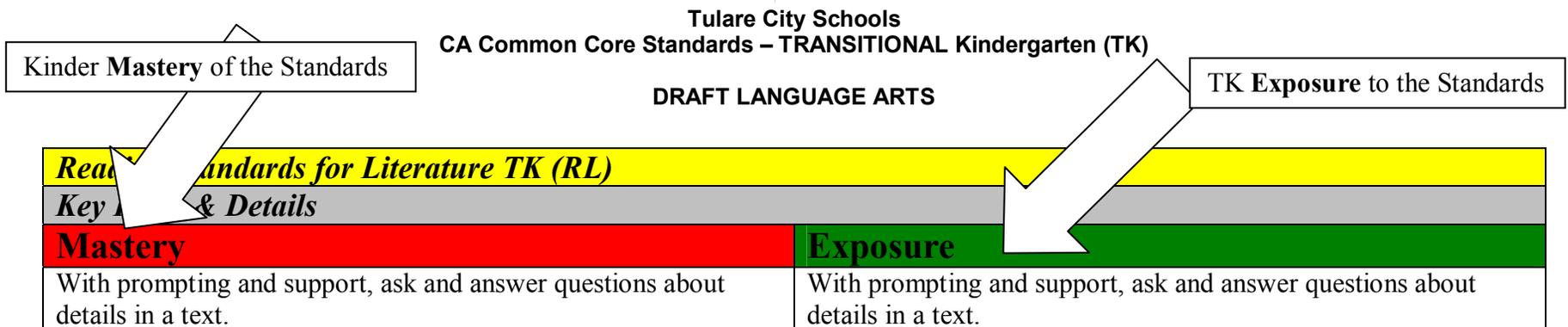
Below is a *SAMPLE* document. The law states that TK students are to have a “modified curriculum that is developmentally appropriate”. Kindergarten standards are now the Common Core Kindergarten Standards. TK students are not required to “MASTER” those standards but will be “EXPOSED” to them along with other developmentally appropriate materials. Below is an excerpt from the Senate Bill 1381, or the *Kindergarten Readiness Act of 2010*.

BILL NUMBER: SB 1381

FEBRUARY 19, 2010

SECTION 1. This act shall be known and may be cited as the Kindergarten Readiness Act of 2010.

(d) 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.



Tulare City Schools
CA Common Core Standards – TRANSITIONAL Kindergarten (TK)

DRAFT LANGUAGE ARTS

<i>Reading Standards for Literature TK (RL)</i>	
<i>Key Ideas & Details</i>	
Mastery	Exposure
With prompting and support, ask and answer questions about details in a text.	With prompting and support, ask and answer questions about details in a text.
With prompting and support, retell familiar stories, including key details.	With prompting and support, retell familiar stories, including key details.
With prompting and support, identify characters, settings, and major events in a story.	With prompting and support, identify characters, settings, and major events in a story.
<i>Craft & Structure</i>	
Mastery	Exposure
<p>Ask and answer questions about unknown words in a text. With guidance and support from adults, explore word relationships and nuances in word meanings.</p> <ul style="list-style-type: none"> • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). • Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>) • Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings. 	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content.</p> <p>* Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).</p>
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
Recognize common types of text (e.g., storybooks, poems, fantasy and realistic texts)	

With prompting and support, name the author and illustrator of a story and define the role of each in telling a story.	
<i>Integration of Knowledge & Ideas</i>	
Mastery	Exposure
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).	
With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	
<i>Range of Reading & Level of Text Complexity</i>	
Actively engage in group reading activities with purpose and understanding. <ul style="list-style-type: none"> • Activate prior knowledge related to the information and events in texts. • Use illustrations and context to make predictions about text. 	
<i>Reading Standards for Informational Text TK (RI)</i>	
<i>Key Ideas & Details</i>	
Mastery	Exposure
With prompting and support, ask and answer questions about key details in a text.	With prompting and support, ask and answer questions about key details in a text.
With prompting and support, identify the main topic and retell key details of a text.	With prompting and support, identify the main topic and retell key details of a text.
	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.
<i>Craft & Structure</i>	
Mastery	Exposure
Ask and answer questions about unknown words in a text. With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> • Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. • Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites 	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Kindergarten reading and content. <ul style="list-style-type: none"> * Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i>).

<p>(antonyms).</p> <ul style="list-style-type: none"> Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>) <p>Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk, march, strut, prance</i>) by acting out the meanings.</p>	
Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	
Identify the front cover, back cover, and title page of a book.	
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	
<i>Integration of Knowledge & Ideas</i>	
Mastery	Exposure
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).	With prompting and support, identify the reasons an author gives to support points in a text.
	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
<i>Range of Reading & Level of Text Complexity</i>	
Mastery	Exposure
Actively engage in group reading activities with purpose and understanding. <ul style="list-style-type: none"> Activate prior knowledge related to the information and events in texts. Use illustrations and context to make predictions about text. 	Actively engage in group reading activities with purpose and understanding. <ul style="list-style-type: none"> Activate prior knowledge related to the information and events in texts. Use illustrations and context to make predictions about text.
<i>Reading Standards: Foundational Skills TK (RF)</i>	
<i>Print Concepts</i>	
Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written 	Demonstrate understanding of the organization and basic features of print. <ul style="list-style-type: none"> Follow words from left to right, top to bottom, and page by page. Recognize that spoken words are represented in written

<ul style="list-style-type: none"> language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all uppercase and lowercase letters of the alphabet. 	<ul style="list-style-type: none"> language by specific sequences of letters. Understand that words are separated by spaces in print. Recognize and name all uppercase and lowercase letters of the alphabet.
<i>Phonological Awareness</i>	
<i>Phonics & Word Recognition</i>	
<i>Fluency</i>	
<i>Writing Standards TK (W)</i>	
<i>Text Types & Purposes</i>	
<i>Production & Distribution of Writing</i>	
<i>Research to Build & Present Knowledge</i>	
<i>Speaking & Listening Standards TK (SL)</i>	
<i>Comprehension & Collaboration</i>	
<i>Presentation of Knowledge & Ideas</i>	
<i>Language Standards TK (L)</i>	
<i>Conventions of Standards English</i>	
<i>Vocabulary Acquisition & Use</i>	

CA Common Core Standards – TRANSITIONAL Kindergarten (TK)

MATH

(Bold represent changes)

Counting and Cardinality (K.CC)

<i>Know number names and the count sequence.</i>	
Mastery	Exposure
Count to 30 by ones and to 100 by tens.	Count to 100 by ones and by tens.
Count forward beginning from a given number within the known sequence of 0 to 10 (instead of having to begin at 1).	Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
Write numbers from 0 to 10 . Represent a number of objects with a written numeral 0-10	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) .
<i>Count to tell the number of objects.</i>	
Mastery	Exposure
<i>Count to tell the number of objects. Cont...</i>	
Mastery	Exposure
Count to answer “how many?” questions about as many as 10 things. Arranged in a line, a rectangular array, or a circle; given a number from 1-10 , count out that many objects.	Count to answer “how many?” questions about as many as 20 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.
<i>Compare Numbers</i>	
Mastery	Exposure
Identify whether the number of objects in one group configured in a rectangular array (10 frame) is greater than, less than, or equal to the number of similarly configured objects in another group, e.g., by using matching and counting strategies.	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.
NA	Compare two numbers between 1 and 10 presented as written numerals.

Operations and Algebraic Thinking (K.OA)	
Mastery	Exposure
<i>Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.</i>	
Represent addition and subtraction up to 10 with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, and verbal explanations.	Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.
Solve addition and subtraction oral word problems, and add and subtract within 10 , e.g., by using objects or drawings to represent the problem.	Solve addition and subtraction word problems, and add and subtract within 10 , e.g., by using objects or drawings to represent the problem.
Decompose numbers less than or equal to 5 into pairs in more than one way, e.g., by using objects or drawings (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).	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 $5 = 4 + 1$).
For any number from 0 to 5 , find the number that makes 5 when added to the given number, e.g., by using objects or drawings.	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, and record the answer with a drawing or equation.
Fluently add and subtract within 5 . <i>Fluently is defined as the ability to get the answer by using a variety of strategies.</i>	Fluently add and subtract within 5 . <i>Fluently is defined as the ability to get the answer by using a variety of strategies.</i>
Children expand their understanding of simple repeating patterns. Children recognize and duplicate simple repeating patterns.	NA

Number and Operations in Base Ten (K.NBT)	
<i>Work with numbers 11–19 to gain foundations for place value.</i>	
Mastery	Exposure
NA	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.
Measurement and Data (K.MD)	
<i>Describe and compare measurable attributes.</i>	
Mastery	Exposure
Describe measurable attributes of objects, using length or weight. Describe several measurable attributes of a single object.	Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
Directly compare two objects with a measurable attribute of length or weight, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>	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. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
Classify objects and count the number of objects in each category	
Mastery	Exposure
Classify objects into given categories; count the numbers of objects in each category	Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, tomorrow, week) 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)	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)

Geometry (K.G)	
Identify and describe shapes (TK - squares, circles, triangles, rectangles) (Kinder – including hexagons, cubes, cones, cylinders, and spheres).	
Mastery	Exposure
Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> . (squares, circles, triangles, rectangles).	Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to</i> .
Correctly name shapes regardless of their orientations or overall size. (squares, circles, triangles, rectangles).	Correctly name shapes regardless of their orientations or overall size.
Analyze, compare, create, and compose shapes..	
Mastery	Exposure
NA	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).
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 and clay balls) and drawing shapes.
Manipulate simple shapes to form larger shapes. <i>Pictures & objects (using pattern blocks, tangrams, etc)</i>	Compose simple shapes to form larger shapes. <i>For example, “Can you join these two triangles with full sides touching to make a rectangle?”</i>
Standards for Mathematical Practice (All Grades)	
<ol style="list-style-type: none"> 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. 	

The CCSS for Mathematical Practice describe ways in which students of mathematics ought to engage with the subject matter as they grow in mathematical maturity and expertise. For a complete description of the eight Standards for Mathematical Practice, see Appendix B.

Tulare City School District

TRANSITIONAL Kindergarten (TK)

Science Content Standards

Standards were taken from the California Science Content Standards, 1998)

<i>Science</i>	
<i>World Around Me (The Education and the Environment Initiative)</i>	
Mastery	Exposure
K.3.a Students know that different plants and animals inhabit different kinds of environments and have external features that help them thrive in different kinds of places.	
	K.3.c. Students know animals eat plants or other animals for food and may also use plants or even other animals for shelter and nesting.

<i>Science Content Standards (Bold equals emphasized concepts)</i>	
<i>Physical Sciences</i>	
1.Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:	
Mastery	Exposure
1.a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape , weight, texture, flexibility, attraction to magnets, floating, sinking).	1.a. Students know objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
1.b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other.	
	1.c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

Tulare City School District

TRANSITIONAL Kindergarten (TK)

Science Content Standards

Standards were taken from the California Science Content Standards, 1998)

<i>Science Content Standards (Bold equals emphasized concepts)</i>	
<i>Life Sciences</i>	
2.Different types of plants and animals inhabit the earth. As a basis for understanding this concept:	
Mastery	Exposure
2.a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).	2.a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
2.b. Students know stories sometimes give plants and animals attributes they do not really have.	
	2.c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

<i>Science Content Standards (Bold equals emphasized concepts)</i>	
<i>Earth Sciences</i>	
3.Earth is composed of land, air, and water. As the basis for understanding this concept:	
Mastery	Exposure
3.a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.	3.a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
3.b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.	3.b Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.

Tulare City School District

TRANSITIONAL Kindergarten (TK)

Science Content Standards

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	3.c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.
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<i>Science Content Standards (Bold equals emphasized concepts)</i>	
Investigation and Experimentation	
4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:	
Mastery	Exposure
4.a. Observe common objects by using the five senses. [Caution: Observational activities associated with tasting and smelling should be conducted only under parental supervision at home.]	
4.b. Describe the properties of common objects. (Ball, Book, Pencil, Crayons, etc (Shape, size , Color)	4.b. Describe the properties of common objects. (A variety of items and properties.)
4.c. Describe the relative position of objects using one reference (e.g., above or below).	
4.d. Compare and sort common objects by one physical attribute (e.g., color, shape , texture, size, weight).	4.d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight).
4.e. Communicate observations orally and through drawings.	

Tulare City Schools
CA Common Core Standards – TRANSITIONAL Kindergarten (TK)

DRAFT RECEPTIVE and EXPRESSIVE LANGUAGE

<i>CONVERSATION Standards for TK</i>	
MASTERY	EXPOSURE
(Emerging conversation) Responds to “information talk”: Teacher describes child’s action / play	
Exhibits conversation skills <ul style="list-style-type: none"> • show interest • appropriate body language • eye glances • turn taking • stays on topic • shares information 	
Sustained conversational interaction for 5 turns	
Engages in peer conversation <ul style="list-style-type: none"> • structured • non-structured 	
<i>LISTENING Standards for TK</i>	
MASTERY	EXPOSURE
Evidence of ability to locate source / direction of sounds in vicinity	
Evidence of ability to attend to crucial auditory information	
Identify common environmental sounds by matching picture or naming	
Remember and sequence environmental sounds and objects to retrieve (get the horse and 2 cows) and repeat CV sounds (bah, bee)	
Participate in rhyming words (songs, books, poems)	
Demonstrate understanding of common prepositions (in, on, under, over, front, behind, between)	
Follow 1-2 part directions	
Answer “who,” “what,” and “where” questions	

<i>VOCABULARY Standards for TK</i>	
MASTERY	EXPOSURE
Understands and uses: <ul style="list-style-type: none"> • labels (individual names of body parts, food, clothing, animals, household objects, etc) • actions • attributes • category words (food, toys, clothing, etc) 	
<i>SPEAKING Standards for TK</i>	
MASTERY	EXPOSURE
Speak clearly enough to be understood by familiar adults	
Understanding and use of following language structures <ul style="list-style-type: none"> • prepositions • pronouns • possessives 	
Able to respond in 4 word sentences	
Able to ask questions to: <ul style="list-style-type: none"> • obtain information • ask for help or permission • clarify information or directions 	
Can sequence 3 related pictures about an activity or story <ul style="list-style-type: none"> • verbally • non-verbally 	