

Parents' Guide to Saugus USD Standards

A child is eligible for TK if their fifth birthday is between September 2 and December 2.

- Transitional Kindergarten is the first of a two year Kindergarten experience.
- All of the laws that apply to Kindergarten apply to Transitional Kindergarten.
- Every child who goes to TK will go to Kindergarten the following year.
- Other Kindergarten- eligible students may apply.

Transitional Kindergarten will be more academic than Preschool, and more developmental than Kindergarten.

- It is the Bridge between Preschool and Kindergarten
- It has a different curriculum and a different focus than Preschool and Kindergarten.
- TK will participate in all of the school activities provided by the school site.



TRANSITIONAL KINDERGARTEN (TK)



Saugus Union School District
www.saugusUSD.org/ 661-294-5300

Excellence in Elementary Education

Social Emotional Development (SED)

Self-Awareness (TK.SED.SA)

- Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.
- Regulate their attention, thoughts, feelings, and impulses more consistently.
- Show acceptance of people's differences.
- Show empathy towards peers.
- Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.
- Take care of physical needs (e.g., dressing, restroom use, hygiene).
- Use verbal and non-verbal communication effectively to seek adult assistance when needed. (Express needs and wants)

Social Interaction (TK.SED.SI)

- Participate in longer and more reciprocal interactions with familiar adults and peers, and take greater initiative in social interactions.
- Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.
- Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict.
- Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.

Relationships (TK.SED.R)

- Contribute to positive mutual cooperation with their primary teacher and caregivers.
- Friendships are more reciprocal and enduring.
- Students are able to separate from caregiver without assistance.

Reading Standards Literature and Information Text (TK.R)

Print Concepts (TK.R.PC)

Demonstrate an understanding of print and book awareness:

- Demonstrate understanding of directionality in print
- Understand that letters are used to make up words
- Verbally identify all upper and lower case letter of the alphabet
- Understand that words are separated by spaces in print

Phonological Awareness (TK.R.PA)

- Begin to demonstrate understanding of spoken words, syllables and sounds (phonemes)
- Recognize rhyming words
- Clap syllables of words
- Isolate and pronounce the initial sounds (phonemes) in three-phoneme (CVC) words
- Isolate and pronounce the ending sounds (phonemes) in three-phoneme (CVC) words
- Begin to replace initial sounds (phonemes) in simple one syllable words to make new words with the support of pictures and/or objects
- Begin to blend simple CVC words

Phonics and Word Recognition (TK.R.FS)

Begin to recognize and apply phonics and word analysis skills:

- Demonstrate basic understanding of letter-sound correspondence by producing sounds for 75% of the alphabet.
- Aurally recognize short vowel sounds.

Begin to recognize sight words (e.g., a, and, I, is, see, the) from predictable texts.

Comprehension Skills (TK.R.LI)

With Prompting and Support:

- Answer simple questions about a story
- Retell familiar stories using picture cues
- Identify characters and settings in a story
- Distinguish between real and fantasy/make believe
- Draw and describe illustrations relating to a story
- Compare and contrast characters within the same story
- Begin to engage in group reading activities
- Share prior knowledge related to illustrations and/or text
- Make predictions based on illustrations and/or text
- Identify main topic of a non-fiction text
- Begin to describe the connection between two individuals, events, ideas, or pieces of information in a text
- Identify the front cover and back cover of a book
- Define the role of the author and illustrator/photographer of a text
- Use information from illustrations/photographs to better understand and answer questions about the text
- Identify basic similarities and differences between two texts on the same topic

English Language Arts: Speaking & Listening (TK.SL)

- Participate in collaborative conversations with diverse partners about age-appropriate topics and texts with peers and adults in small and larger groups.
- Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).
- Continue a conversation through multiple exchanges.
- Begin to ask and answer questions in order to seek help, get information, or clarify something that is not understood.
- Speak audibly and express thoughts, feelings, and ideas clearly

Language Conventions of Standard English (TK.LC)

Speaking- (TK.LC.S)

Demonstrate an increasing command of the conventions of standard English grammar and usage when speaking:

- Understand and increasingly use appropriate grammar related to common nouns and verbs
- Extend the use of regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes)
- Recognize and begin to use question words (interrogatives) (e.g., who, what, where, when, why, how)
- Recognize and begin to use the most frequently occurring prepositions (e.g., to, from, in, out, off, for, of, by, with)
- Use complete sentences in orally shared language activities

Conventions of Standard English (Writing-TK.LC.W)

- Copy many upper and lowercase letters.
- Begin to demonstrate an increasing command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- Copy modeled sentences by capitalizing the first word in a sentence and the pronoun I.
- Copy modeled sentences with correct end punctuation.
- Complete a sentence frame (e.g., I like my _____) with one phonetically spelled word.
- Use pictures, symbols, and/or letters to represent, ideas, words and stories.
- Write first name correctly with proper letter formation.
- Dictate informative/explanatory texts in which they name what they are drawing and supply some information about the topic.
- Form upper and lower case letters nearly correctly.
- Start writing at the top of the paper.
- Start writing at the left side of the paper.
- Write in a horizontal line.

Vocabulary Acquisition and Use (TK.LC.V)

Begin to use age appropriate academic vocabulary.

With guidance and support from adults, explore word relationships and build age appropriate vocabulary:

- Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate an 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 colorful).
- Begin to distinguish shades of meaning among verbs describing the same general action (e.g., talk, shout, whisper) by acting out the meanings.
- Begin to use words and phrases acquired through conversations and being read to, and by responding to texts.

Mathematics

Counting & Cardinality (TK.CC)

- Count to 50 by ones.
- Recognize numbers 0-10.
- Begin to recognize numbers 11-20.
- Write numbers to 10.
- Begin to write numbers 11-20.
- Count objects with one-to-one correspondence to 20.
- Demonstrate understanding of more, less and equal using objects.
- Given a number 1-10, count out that many objects.
- Understand when counting that the number name of the last object represents the total number of objects.
- Identify, without counting, the number of objects in a collection of up to five objects (subitize).
- Represent addition and subtraction with objects up to 5. (Operations and Algebraic Thinking)

Measurement & Data (TK.MD)

- Order objects by size, weight and capacity.
- Group common related objects.
- Sort by two categories (size, shape, color).
- Describe how groups are similar and different.
- Collect data and organize into graphic representation (picture graph).
- Recognize and duplicate simple patterns.
- Extend and create simple patterns

Geometry (TK.G)

- Identify, describe, and build common two-dimensional shapes: square, triangle, circle, rectangle.
- Compare attributes of two-dimensional shapes.
- Describe positions using terms such as: above, below, beside, etc.
- Identify colors.

Physical Development

Standard 1 – Motor Skills & Movement Patterns

Movement Concepts:

- 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.
- 1.2 Travel forward and sideways while changing direction quickly in response to a signal.
- 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.

Spatial Relations:

- 1.4 Balance on one, two, three or four body parts.
- 1.5 Balance while walking forward and sideways on a narrow line.
- 1.6 Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward and in front of by using the body and an object.

Locomotor Movement:

- 1.7 Travel in straight, curved, and zigzag pathways.
- 1.8 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side.

Manipulative Skills:

- 1.9 Strike a stationary ball or balloon with the hands, arms, and feet.
- 1.10 Toss a ball, using the underhand throw pattern, and catch it before it bounces twice.
- 1.11 Kick a stationary object, using a simple kicking pattern.
- 1.12 Bounce a ball continuously, using two hands.

Rhythmic Skills:

- 1.13 Perform locomotor and non-locomotor movements to a steady beat.
- 1.14 Clap in time to a simple, rhythmic beat.

Standard 2 – Apply Movement to Learning

Movement Concepts:

- 2.1 Identify and independently use personal space, general space, and boundaries.

Body Awareness:

- 2.2 Identify and describe parts of the body: head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet and toes.

Locomotor Movement:

- 2.3 Demonstrate the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.

Standard 3 – Assess & Maintain Physical Fitness

Fitness Concepts:

3.1 Participate in physical activities that are enjoyable and challenging.

Aerobic Capacity:

3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.

Flexibility:

3.3 Stretch shoulders, legs, arms, and back without bouncing.

Body Composition:

3.4 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Standard 4 – Knowledge of Physical Fitness

Self-Responsibility:

4.1 Identify the feelings that result from participation in physical activity.

4.2 Participate willingly in physical activity.

Social Interaction:

4.3 Demonstrate the characteristics of sharing in a physical activity.

4.4 Describe how positive social interaction can make physical activity with others more fun.

Group Dynamics:

4.5 Participate as a leader and a follower during physical activities.

Standard 5 – Fine Motor Skills

5.1 Use appropriate grasp for writing, drawing and coloring.

5.2 Stabilize paper with non-dominant hand while writing, coloring and cutting.

5.3 Color within the lines with increasing control.

5.4 Write letters and numbers starting at the top.

5.5 Hold scissors correctly.

5.6 Cut shapes, objects and lines (straight, curved, zigzag).

5.7 Use tools for their purpose (e.g., rolling pin, stamps, glue sticks, scissors, etc)

5.8 Use dominant hand most of the time.

5.9 Squeeze, pinch, button, zip, snap with increasing accuracy

Help Your Child Learn at Home

Try to create a quiet place for your child to study, and carve out time every day when your child can concentrate. You should also try to sit down with your child at least once a week for 15 to 30 minutes while he or she works on homework. This will keep you informed about what your child is working on, and it will help you be the first to know if your child needs help with specific topics. Additionally, here are some activities you can do with your child to support learning at home:

English Language Arts & Literacy

- Read with your child every day, Ask your child to explain his or her favorite parts of the story.

Share your own ideas. To find more books for your child to read, visit www.corestandards.org/assets/Appendix_B.pdf.

- Encourage your child to tell you about his or her day at school. Have your child describe the picture to you.

Mathematics

- Ask your child questions that require counting as many as 20 things. For example, ask, “How many books do you have about wild animals?”

