



EGUSD Transitional Kindergarten Standards - Language and Literacy

FINAL

Preschool Learning Foundations Strand (CCSS Kindergarten Domain)	Transitional Kindergarten Standard <i>Students will be able to:</i>	Suggested Instructional Strategies/Examples
Listening and Speaking 1.0 Language Use and Conventions (Speaking and Listening)	<ul style="list-style-type: none"> • LS 1.1 Use language to communicate in both familiar and unfamiliar social situations for a variety of purposes (e.g., reasoning, predicting, problem solving, needs, seeking information, etc.) (Referencing standards SL K.1, K.2, K.3) 	<ul style="list-style-type: none"> • Partner sharing • Ask/answer questions • Express needs and wants
	<ul style="list-style-type: none"> • LS 1.2/1.3 Speak audibly and clearly (articulation) to be understood by familiar and unfamiliar adults and children (SL K.6) 	<ul style="list-style-type: none"> • Use correct pronunciation • Make eye contact
	<ul style="list-style-type: none"> • LS 1.4 Use language to construct extended narratives that are real or fictional (SL K.4, K.5) 	<ul style="list-style-type: none"> • Verbally describe his/her illustrations • Tell about activities/experiences • Retell major events of a story • Sequence pictures and events
2.0 Vocabulary (Language-Vocabulary Acquisition)	<ul style="list-style-type: none"> • LS 2.1 Understand and use an increasing variety and specificity of accepted words in context (L K.4, K.5, K.6) 	<ul style="list-style-type: none"> • Vocabulary word of the week • Use of kinesthetic movement to teach word (Cognitive Content Dictionary—GLAD training, Total Physical Response)
	<ul style="list-style-type: none"> • LS 2.2 Understand and use accepted words for categories of objects (L K.5) 	<ul style="list-style-type: none"> • Sorting/classification activities
3.0 Grammar (Language - Conventions of Standard English)	<ul style="list-style-type: none"> • LS 3.1 Understand and use more complex sentences with age-appropriate grammar/syntax (L K.1) 	<ul style="list-style-type: none"> • Partner sharing • Student of the Week • Sharing

<p>Reading</p> <p>1.0 Concepts about Print</p> <p>(Reading Foundational Skills)</p>	<p>R 1.1 Concepts about print:</p> <p>a) proper book handling</p> <p>b) locate front and back cover</p> <p>c) locate title</p> <p>d) locate the text (words vs. pictures)</p> <p>e) track words from left to right</p> <p>f) count words in a given sentence</p> <p>g) count letters in a given word</p> <p>(Referencing standards RF K.1a-d)</p>	<p>Also refer to:</p> <ul style="list-style-type: none"> • roles of author and illustrator • title page • return sweep • end punctuation • first and last word
<p>Reading</p> <p>2.0 Phonological Awareness</p> <p>(Reading Foundational Skills)</p>	<p>R 2.1 Orally blends syllables without picture support (e.g., foot-ball) and onset and rime (e.g., m-ouse) and phonemes (e.g., c-a-t) with picture support.</p> <p>(RF K.2b-e)</p>	<ul style="list-style-type: none"> • use picture card bank for support • green/yellow/red cards for beg/mid/end sounds
	<p>R 2.2 Recognizes rhyming words</p> <p>(RF K.2a)</p>	<ul style="list-style-type: none"> • nursery rhymes • picture cards • rhyme memory • rhyming books • hand signals • The ship is loaded with...(Open Court)
	<p>R 2.3 Count syllables in spoken words</p> <p>(RF K.2b)</p>	<ul style="list-style-type: none"> • clap syllables • palm/table tap syllables • finger count • chin tap
<p>Reading</p> <p>3.0 Alphabets and Word/Print Recognition</p> <p>(Reading Foundational Skills)</p>	<p>R 3.1 a) Recognize own name.</p> <p>b) Recognize other common/high-frequency words in print (exposure, not to mastery).</p> <p>(RF K.3c)</p>	<ul style="list-style-type: none"> • Key Words, words that come from the heart • refer to kindergarten high-frequency list • family and classmate names
	<p>R 3.2 a) Recognize and name at least 13/26 upper case and at least 13/26 lower case letters.</p> <p>b) Understand that letters have sounds.</p> <p>(RF K.1, K.3a)</p>	<ul style="list-style-type: none"> • alphabet song • flash cards • Letter of the Week • ZooPhonics strategies

Reading 4.0 Comprehension and Analysis of Age-Appropriate Text	R 4.1 With prompting and support, identify key details in a familiar story, including characters, events and sequencing of events (summarizing, predicting, and inferencing). (Referencing standards RL K.1, RL K.2 , RL K.3)	<ul style="list-style-type: none"> • WOW Read Aloud Anthology and Retelling cards • sequencing cards, 3 and 4 picture story maps • reenacting (puppets, character headbands) • Comprehension Dice • artwork/writing in response to text
	R 4.2 With Prompting and support, use informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting. (RI K.1, RI K.2, RI K.3)	<ul style="list-style-type: none"> • integrated science/social studies units • read-alouds in all subject areas • Harvest of the Month related books • Guided Language Acquisition Development (GLAD)
Reading 5.0 Literacy Interest and Response	R 5.1 Demonstrate engagement and enjoyment of literacy and literacy-related activities. (RL 10, RI 10)	<ul style="list-style-type: none"> • read-alouds/story time • Readers' Theater • DEAR time • Story Corner/classroom library
Writing 1.0 Writing Strategies	W 1.1 Uses proper pencil grip and body posture.	<ul style="list-style-type: none"> • whiteboards/chalkboards • fine motor tasks <ul style="list-style-type: none"> * playdough * Lego * tweezers/toaster tongs * Perler beads * tying, untying knots/lacing • commercially made pencil grips
	W 1.2 a) Writes name with proper letter formation and capitalization. b) Write a minimum of 13/52 upper case and/or lower case letters with proper letter formation. (L K.1a)	<ul style="list-style-type: none"> • whiteboards • chalkboards • writing roads/lines • Wikki Stix • Handwriting Without Tears • tactile letters
2.0 Writing for a Purpose (Text Types and Purposes)	W 2.0 Uses a combination of drawing, dictation, and writing using letters or letter-like shapes to describe an illustration relative to a given topic to include sharing an experience, providing information and giving an opinion. (W K.1, K.2, K.3)	<ul style="list-style-type: none"> • journals • shared writing • Interactive Writing • Voice Thread/SeeSaw • Write the Room