



**EGUSD Transitional Kindergarten Standards - Social—Emotional Development**

<b>Preschool Learning Foundations</b>  <b>Strand</b>	<b>Transitional Kindergarten Standard</b>	<b>Suggested Instructional Strategies/Examples</b>
<p align="center"><b>Self</b>   <b>(Health Education - Mental, Emotional, and Social Health)</b></p> <p align="center"><b>1.0 Self-awareness</b></p>	<ul style="list-style-type: none"> <li>1.1 Identity of Self in Relation to Others— Compares characteristics, preferences and feelings (CA Standard HE-K 1)</li> </ul>	<ul style="list-style-type: none"> <li>communicates similarities and differences in characteristics: “I have long hair. She has short hair.”</li> <li>communicates preferences: “My favorite color is green.”</li> <li>communicates or displays feelings, e.g., smile, frown, etc. “School makes me happy.”</li> </ul>
	<ul style="list-style-type: none"> <li>1.2 Recognition of Ability/Skills, Accomplishments and Self-esteem—Characterizes self positively in terms of generalized ability or skills (CA Standard HE-K 1)</li> </ul>	<ul style="list-style-type: none"> <li>“I’m good at coloring.” “I can tie my shoes.” etc.</li> <li>“We did the puzzle!”</li> <li>communicates or displays appropriate feelings upon accomplishment</li> </ul>
<p align="center"><b>2.0 Self-regulation</b></p>	<ul style="list-style-type: none"> <li>2.1 Impulse Control—Regulate attention, thoughts, feelings, and impulses consistently (CA Standard HE-K4, K7)</li> </ul>	<ul style="list-style-type: none"> <li>follows oral directions</li> <li>follows basic safety rules</li> <li>uses words to express feelings</li> <li>take turns/waits patiently; uses strategies for waiting</li> <li>retains focus in a busy classroom</li> <li>controls distress after falling</li> </ul>
<p align="center"><b>3.0 Social and Emotional Understanding</b></p>	<ul style="list-style-type: none"> <li>3.1 Awareness of Diversity in Self and Others— Demonstrates understanding of the differences in personality, temperament and background (culture) and how they contribute to the ways in which people act (CA Standard HE-K1)</li> </ul>	<ul style="list-style-type: none"> <li>communicates about a peer: “Emma is really shy.”</li> <li>notices physical differences and responds with appropriate questions, interest, and acceptance</li> <li>encourage peers to include children who are different</li> </ul>



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<p><b>4.0 Empathy and Caring</b></p>	<ul style="list-style-type: none"> <li>4.1 Empathy and Caring—Demonstrates sympathy, care, consideration and concern for others through words or actions</li> </ul> <p>(CA Standard HE-K7)</p>	<ul style="list-style-type: none"> <li>asks, “Why are you crying?”</li> <li>helps friend build fallen block tower</li> <li>may come to the defense of a peer who is teased</li> <li>offers a friend own comfort object when sad</li> </ul>
<p><b>Self</b></p> <p>(Health Education - Mental, Emotional, and Social Health)</p> <p><b>5.0 Initiative in Learning</b></p>	<ul style="list-style-type: none"> <li>5.1 Engagement and Persistence/Effort—Demonstrates resiliency and perseverance in learning situations and problem-solving</li> </ul>	<ul style="list-style-type: none"> <li>on-task during direct instruction and independent work periods</li> <li>“Do your best.”</li> <li>“Stick to it./I will try.”</li> <li>“I can’t do it...yet.”</li> </ul>
	<ul style="list-style-type: none"> <li>5.2 Curiosity and Initiative/Participation—Takes initiative in making discoveries and identifying new solutions</li> </ul>	<ul style="list-style-type: none"> <li>asks questions</li> <li>active listening</li> <li>delving deeper into a subject/topic</li> <li>making and sharing connections</li> </ul>
<p><b>Social Interaction</b></p> <p>(Health Education - Mental, Emotional, and Social Health)</p> <p><b>1.0 Interactions with Familiar Adults</b></p>	<ul style="list-style-type: none"> <li>1.1 Meaningful Interactions with Adults—Interacts with familiar adults through conversation, shared activities, asking for the adult’s assistance, and cooperating readily</li> </ul>	<ul style="list-style-type: none"> <li>converses with classroom volunteers/visitors</li> <li>invites adults into cooperative play</li> <li>asks and answers questions with adults</li> <li>notices when an adult is absent</li> <li>asks for needed materials</li> </ul>
<p><b>2.0 Interactions with Peers</b></p>	<ul style="list-style-type: none"> <li>2.1 Cooperative Play with Peers (take turns/shares)—Interacts with peers through work and play that becomes increasingly cooperative and oriented towards a shared purpose</li> </ul>	<ul style="list-style-type: none"> <li>suggests taking turns</li> <li>invites or joins others in play</li> <li>responds appropriately to others’ ideas</li> <li>shares readily</li> </ul>
	<ul style="list-style-type: none"> <li>2.2 Socio-dramatic Play—Interacts with peers through more complex pretend play that involves planning, coordination of roles, cooperation and mutual correction within those roles</li> </ul>	<ul style="list-style-type: none"> <li>participates in pretend play with peers with agreed upon roles</li> <li>creates story-line with other children</li> </ul>



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<b>2.0 Interactions with Peers</b>	<ul style="list-style-type: none"> <li>2.3 Conflict Negotiation (resolves conflict with peers) — Considers the needs or interests of another child when there is a conflict and suggests simple solutions or responds to adult suggestions that are mutually acceptable</li> </ul> <p>(CA Standard HE K4)</p>	<ul style="list-style-type: none"> <li>“Can I have a turn?”</li> <li>suggest taking turns, sharing or trading</li> <li>“Let’s vote on it.”</li> <li>“Let’s work/play together.”</li> <li>communicates to resolve conflicts</li> <li>“A bug and a wish” (It bugs me when __. I wish you would __.)</li> </ul>
<b>Social Interaction</b>  <b>(Health Education - Mental, Emotional, and Social Health)</b>  <b>3.0 Group Participation</b>	<ul style="list-style-type: none"> <li>3.1 Participates positively and cooperatively as group members within social expectations and accepted group norms</li> </ul>	<ul style="list-style-type: none"> <li>anticipates and abides by established norms, routines, and procedures in group settings (e.g., completes a puzzle cooperatively, adheres to game rules consistently)</li> <li>is respectful of shared space and materials</li> </ul>
<b>Relationships</b>  <b>(Health Education - Mental, Emotional, and Social Health)</b>  <b>1.0 Attachment to Parents</b>	<ul style="list-style-type: none"> <li>1.1 Comfortably departs from and maintains well-being while apart from primary family attachment figures</li> </ul> <p>(CA Standard HE K1-3)</p>	<ul style="list-style-type: none"> <li>does not cry when parent leaves or is late at dismissal</li> <li>eagerly waves goodbye at the door at arrival</li> </ul>
<b>2.0 Close Relationships with Teachers and Caregivers</b>	<p>(embedded in Social Interactions 1.0)</p>	



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<b>Relationships</b>  <b>(Health Education - Mental, Emotional, and Social Health)</b>  <b>3.0 Friendships</b>	<ul style="list-style-type: none"> <li>3.1 Friendships with peers—Forms increasingly closer and reciprocal relationships that are more enduring with enhanced efforts for conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>plays regularly with one or more friends</li> <li>has at least one close friend</li> <li>seeks out a favorite peer when entering room</li> <li>asks friend about their preferred play</li> <li>“Let’s play my game first, then we’ll play your game”</li> <li>“I know you like Legos, let’s play that first.”</li> </ul>
<b>History-Social Science</b>  <b>Self and Society</b>  <b>1.0 Culture and Diversity</b>	(embedded in Social-Emotional Self 3.0)	
<b>2.0 Relationships</b>	<ul style="list-style-type: none"> <li>2.1 Follows rules and procedures more independently and demonstrates an understanding of the positive and negative consequences of their decisions  (CA Standard H-SS K 1)</li> </ul>	<ul style="list-style-type: none"> <li>adheres to classroom/school safety rules (hands free, walking feet, uses words)</li> <li>Second Step rules for listening (eyes watching, ears listening, voices quiet, body still)</li> <li>PBIS rules (responsible, respectful, resilient)</li> </ul>
<b>English Language Development</b>  <b>Listening</b>  <b>1.0 Children listen with understanding</b>	<ul style="list-style-type: none"> <li>1.1 Follows oral directions that involve a two- or three-step sequence  (Head Start Learning Framework)</li> </ul>	<ul style="list-style-type: none"> <li>completes work independently after a model is shown</li> <li>shows understanding when an adult says, “Push in your chair, put your paper in your cubby, then sit on the carpet.”</li> <li>“Touch 5” game (SPARK)</li> </ul>