Transitional Kindergarten

Speaking & Listening Standards

Comprehension and Collaboration

1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. SLTK 1

- a Follow agreed-upon rules for discussions (e.g. listening to others and taking turns speaking about the topics and texts under discussion). SLTK 1.A

2 Confirm understanding of a text read aloud or information presented orally or through other media by answering questions about key details and requesting clarification if something is not understood. SLTK 2

- a Understand and follow one step oral directions. SLTK 2.A

3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood. SLTK 3

4 Describe familiar people, places, things, and events. SLTK 4

5 Add drawings or other visual displays to descriptions as desired to provide additional detail. SLTK 5

6 Speak audibly and express thoughts, feelings, and ideas clearly. SLTK 6

Language Standards

Conventions of Standard English

1 Demonstrate command of the conventions of standard English grammar and usage when speaking. LSCTK 1

- a Print many uppercase and lowercase letters. LSCTK 1.A
- b Use frequently occurring nouns and verbs. LSCTK 1.B
- c Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). LSCTK 1.C
- d Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how). LSCTK 1.D
- e Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). LSCTK 1.E
- f Produce and expand complete sentences in shared language activities. LSCTK 1.F

Skip to main content

2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. LSCTK 2

a Capitalize the first word in a sentence and the pronoun I. LSCTK 2.A

b Recognize name and punctuation. LSCTK 2.B

c Write letter or letters for most consonants. LSCTK 2.C

d Spell simple words phonetically drawing on knowledge of sound-letter relationships. LSCTK 2.D

Vocabulary Acquisition and Use

4 – Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. LSVTK 4

a Indentify new meanings for familiar words. LSVTK 4.A

b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s). LSVTK 4.B

5 With guidance and support from adults, explore word relationships and nuances in word meanings. LSVTK 5

a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. LSVTK 5.A

b Demonstrate understanding of frequently occurring adjectives by relating them to their opposites (antonyms). LSVTK 5.B

c Indentify real-life connections between words and their use (e.g., note places at school that are colorful). LSVTK 5.C

Reading Standards: Foundational Skills

Print Concepts

1 Demonstrate understanding of the organization and basic features of print. RFSTK 1

a Follow words from left to right, top to bottom, and page by page. RFSTK 1.A

b. Recognize that spoken words are represented in written language by specific sequences of letters. RFSTK 1.B

c Understand that words are separated by spaces in print. RFSTK 1.C

d Recognize and name upper and lower case letters of the alphabet. RFSTK 1.D

Phonological Awareness

2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RFSTK 2

a Recognize rhyming words. RFSTK 2.A

b. Count, pronounce, blend, and segment syllables in spoken words. RFSTK 2.B

c Blend and segment onsets and rimes of single-syllable spoken words. RFSTK 2.C

d Blend two or three phonemes into recognizable words. RFSTK 2.D

e Isolate and pronounce the initial final sounds (phonemes) in three-phoneme (CVC) words. This does not include CVC's ending with /l/, /r/ or /x/). RFSTK 2.E

Skip to main content

	Phonics and Word Recognition 3 Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. RFSTK 3 a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sounds for each consonant. RFSTK 3.A b Associate short sounds with common spellings (graphemes) for the five major vowels. RFSTK 3.B c Read common high-frequency words by sight. (District determines) RFSTK 3.C
Reading Standards for Literature	**Reading Standards for Literature**
With prompting and support answer questions about details in a text. RSLTK1	**1 With prompting and support answer questions about details in a text.** RSLTK1
With prompting and support, retell familiar stories including key details. RSLTK2	**2 With prompting and support, retell familiar stories including key details.** RSLTK2
With prompting and support, identify characters, settings, and major events. RSLTK3	**3 With prompting and support, identify characters, settings, and major events.** RSLTK3
With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. RSLTK6	**6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.** RSLTK6
With prompting and support, describe illustrations and the story in which they appear (e.g., what moment in a story and illustration depicts). RSLTK7	**7 With prompting and support, describe illustrations and the story in which they appear (e.g., what moment in a story and illustration depicts).** RSLTK7
Wi su	**With prompting and support, compare and contrast the characters in familiar tories.** RSLTK9

Skip to main content

contrast the characters in familiar stories. RSLTK9		
Actively engage in group reading activities with purpose and understanding. RSLTK10	**a** **Activate prior knowledge related to the information and events in texts.** RSLTK10.A	
	b **Use illustrations and context to make predictions about text.** RSLTK10.B	
Reading Standards for Informational Text	**Reading Standards for Informational Text**	
With prompting and support answer questions about text. RSITK 1	**1** **With prompting and support answer questions about text.** RSITK 1	
With prompting and support, identify the main topic of a text. RSITK 2	**2** **With prompting and support, identify the main topic of a text.** RSITK 2	
Identify the front cover, back cover, and title page of a book. RSITK 5	**5** **Identify the front cover, back cover, and title page of a book.** RSITK 5	
Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text. RSITK 6	**6** **Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.** RSITK 6	
Actively engage in group reading activities with purpose and understanding. RSITK 10	**a** **Use illustrations and context to make predictions about text.** RSITK 10.A	
Writing	**Text Types and Purposes**	
	1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they state and opinion or preference. WTK 1	
	2 Use a combination of drawing, dictating, and writing to compose informative / explanatory texts in which they name what they are writing about and supply some information about the topic. WTK 2	

Skip to main content

3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events. WTK 3

Standards of Mathematical Practices

Counting and Cardinality

1 Know number names and the count sequence. CCTK 1

a Count by ones. CCTK 1.A

b Count by tens. CCTK 1.B

2 Count forward beginning from a given number within the known sequence (instead of having to begin at 1). CCTK 2

3 Write numbers from 0 – 20 (with 0 representing a count of no objects). CCTK 3

4 Count to tell the number of objects. Understand the relationship between numbers and quantities; connect counting to cardinality. CCTK 4

a When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each number name with one and only one object. CCTK 4.A

b Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. CCTK 4.B

c Understand that each successive number name refers to a quantity that is one larger. CCTK 4.C

5 Count to answer “how many?” questions about things arranged in a line, a rectangle array, or a circle, things in a scattered configuration; given a number count out that many objects. CCTK 5

6 Compare numbers. 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. CCTK 6

Operations and Algebraic Thinking: Understand addition as putting together and adding to, and understand subtraction as talking apart and taking from.

1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds, (e.g., claps), acting out situations, verbal explanations. OATK 1

2 Solve addition and subtraction word problems, and add and subtract, e.g., by using objects or drawings to represent the problem. OATK 2

3 Decompose numbers into pairs in more than one way. OATK 3

Measurement and Data

1 Describe measurable attributes of objects, such as length or weight. MDTK 1

2 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. For example, directly compare the heights of two children and describe one child as taller / shorter. MDTK 2

Skip to main content

3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count. MDTK 3

Geometry: Identify and describe shapes (squares, circles, triangles, rectangles, hexagons).

1.a Describe objects in the environment using names of shapes. GTK 1.A

1.b Describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. GTK 1.B

2 Correctly name shapes. GTK 2

a Analyze, compare, create, and compose shapes. GTK 2.A