

Transitional Kindergarten

Report Card
Guide Now
Included



Redding School District

Sections:

1. **Transitional Kindergarten Information**
2. **English Language Arts Concepts**
3. **Mathematics Concepts**
4. **Science & Social Studies Concepts**
5. **Report Card Guide**



What is Transitional Kindergarten?

Transitional Kindergarten is a bridge between preschool and Kindergarten for children turning 5 years old between September and December. It gives young learners a head start and provides them with an opportunity to learn and grow in an environment that is tailored to meet their academic and social needs.

Transitional Kindergarten:

- ⇒ Is part of the public school system and is free for families.
- ⇒ Uses a unique, specialized curriculum that is based on the Kindergarten standards and is designed to support young 5 year olds.

Is taught by credentialed teachers with training to teach young Kindergarteners.

What Happens in a Transitional Kindergarten Classroom?

In transitional Kindergarten, teachers help children develop social skills through activities that build confidence and communication. They also expose children to reading and math in an exciting, interactive way by using educational games to teach children about words and sentences and help them understand mathematical concepts like counting and patterns.

Redding School District's Transitional Kindergarten will offer:



Classroom facility and teacher: Transitional Kindergarten classes will be located on all Redding School District School Sites.

Length of school day: Students will attend school every day for the same amount of time as the traditional Kindergarteners.

Curriculum and learning: Students learn important new skills that build on what they may have learned in preschool and help them adjust to the elementary school environment.

Learning environment: Students learn by working with the teacher in small and large groups and also have opportunities for independent exploration.

Who Attends Transitional Kindergarten?

A new law was recently passed in California to change the age when children can begin Kindergarten. All children who are not 5 years old by September 1st will attend a two year Kindergarten program called Transitional Kindergarten.

| <i>The child entering will be:</i> | | <i>Class Placement</i> |
|---|---|--|
| 5 years by September 1st | → | Kindergarten Classroom |
| 5 years by December 2nd | → | Transitional Kindergarten Classroom |
| 5 years after December 2nd | → | Accepted in TK program on or after 5th birthday on case by case basis. Consideration is based on site availability, appropriateness for child and time in school year. |

Section 2: English Language Arts Concepts

*“The more you **read**
the more **things** you know.
The more that you **learn**
the more **places** you’ll go*

Dr. Seuss

English Language Arts



English Language Arts

Concepts about Print

- Students understand how a book works
- Students understand the words and the pictures tell the story.
- Students recognize all upper and lower case letters of their first name

Phonological Awareness

- Teachers will support students beginning to orally blend simple Consonant Vowel Consonant (CVC) words.
- Students recite and recognize onset and rime.
- Students recognize rhyming words with visual or verbal prompts.
- Students can orally isolate beginning sounds of words.

Phonics and Word Recognition

- Students recognize most letters in printed form.
- Students are exposed to high frequency words.
- Students recognize that all letters have sounds.

Comprehension

- Students answer open ended questions about a story or event.
- Students make predictions and connections with informational text or stories.
- Actively engage in group reading activities with purpose and understanding.
- Use props and creative dramatics to engage in story extension.

English Language Arts

Listening and Speaking

- Students communicate using clear and coherent sentences.
- Students understand and follow one and two-step oral directions with prompts as needed.
- Speak clearly enough to be understood by both familiar and unfamiliar adults 80% of the time.
- Students follow agreed-upon rules for discussions and maintain turn-taking with prompts and support as needed.
- Students can clearly tell about an experience.

Vocabulary

- Students describe people, places and things (e.g. size, color, and shape), positional location and actions.
- Students use words to describe familiar and unfamiliar categories of objects.
- Students will use a variety of vocabulary in daily language.

Writing

- Students stabilize paper and use appropriate pencil grasp and posture.
- Students use letters to represent words.
- Students draw, dictate and/or label drawings to express ideas.
- Students write first name neatly and correctly.
- Students copy words from the environment using a variety of medium or supplies.
- Students write by moving left to right.

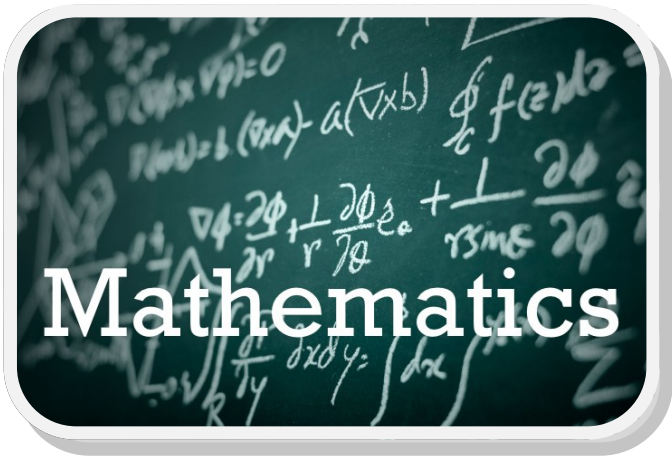
How you can help your child at home.

- Read! Read! Read! Read to your child daily to build their vocabulary and prepare them for read-aloud activities in the classroom.
- Talk with your child about starting school and convey your excitement about all the wonderful things they are learning and the fun activities they will enjoy.
- Visit the school with your child and play with them at school.
- Play board games with your child so they can practice taking turns and following directions.
- Work with your child to practice opening and closing their backpacks, lunch containers, using the bathroom and asking for help when needed.

Section 3: Mathematics Concepts

*“Pure **Mathematics** is,
in its way, the **Poetry**
of **logical** ideas”*

Albert Einstein



“If I had an hour to solve a problem. I’d spend 55 minutes thinking about the problem and 5 minutes thinking about solutions.”

Albert Einstein.

Mathematics

Number and Operations

- Develop an understanding of whole numbers, including concepts of correspondence, counting, cardinality and comparison.
- Your TK students should know number names, the count sequence, and count to tell the number of objects.
- Represent, compare and order whole numbers and join and separate sets.
- Students should compare numbers, understand addition as putting together and adding to and understand subtraction as taking apart and taking from.

Geometry

- Identify shapes and describing spatial relationships.
- Describe shapes and space.
- TK students should analyze, compare, create, and compose shapes.

Measurement

- Identify measureable attributes and comparing objects by using these attributes.
- Students should describe and compare measureable attributes.
- Order objects by measureable attributes.

One of the critical components of **California's Core State Standards** is the **Standards for Mathematical Practice**. These standards focus on the key aspects of mathematics that teachers ought to focus on when engaging students in mathematics across school levels, and include the following concepts:

- Making sense of problems and persevering in solving them.
- Reasoning abstractly and quantitatively.
- Constructing viable arguments and critiquing the reasoning of others.
- Modeling with mathematics.
- Looking for and making use of structure.
- Using appropriate tools strategically.
- Attending to precision.
- Looking for and expressing regularity in repeated reasoning.

Section 4: Science and Social Studies Concepts

“Principles for the Development of a Complete Mind: Study the science of art. Study the art of science. Develop your senses—especially learn how to see. Realize that everything connects to everything else.”

Leonardo Da Vinci



“The more you know about the past, the better prepared you are for the future.”

Theodore Roosevelt

“Observe good faith and justice toward all nations. Cultivate peace and harmony with all.”

George Washington



Science

SCIENCE/DISCOVERY

The child will explore experimentation, observations, and investigations in physical, life, and earth sciences.

Social Studies

Social Science

- a. **SENSE OF TIME (HISTORY)**
 - i. The child will come to know a sense of time by past, present, and future events.
- b. **SENSE OF PLACE (GEOGRAPHY AND ECOLOGY)**
 - i. The child will learn locations relative to their experiences and relate to and care for the natural world and their community.
- c. **BECOME A SCHOOL COMMUNITY MEMBER**
 - i. The child will learn how to relate to others and work together in a group responsibly.
- d. **SELF AND SOCIETY**
 - i. The child will learn about differences and respect the unique qualities of people and cultures.
- e. **OUR WORLD AND COMMUNITY**
 - i. **Our Actions**
 - 1. Follow rules, shares, takes turns, and knows the consequences of breaking them.
 - ii. **Our Community**
 - 1. Exposure to common traffic symbols and map symbols.
 - 2. Demonstrate familiarity with the school's layout.
 - 3. Celebrate holidays and special events.



**REDDING ELEMENTARY
SCHOOL DISTRICT**

STANDARDS-BASED

REPORT CARD

**TRANSITIONAL
KINDERGARTEN**

PARENT GUIDE



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A message from the Redding School District

The Redding Elementary School District will use a new standards-based report card for all elementary school students. This is an exciting step toward making sure all students are successful at meeting grade level standards.



Educators are expected to teach to the standards outlined in the California State Curriculum Frameworks and to assess student learning along the way using a variety of assessments. The standards-based report card gives us a tool to accurately communicate to parents and guardians the progress their child is making on learning the district-identified Essential Standards for each grade level, as outlined within this handbook. These Essential Standards were identified by district teachers as the foundational standards that students need to master in order to be successful in the next grade level. The new report card reports that the student has reached understanding of these standards at the four following levels.

- **Standard Exceeded** – meaning that the student is consistently using the skill or concept but can also use the skill or concept for a higher level problem solving activity.
- **Standard Met** – meaning that the student has met the standards and is consistently demonstrating the skill;
- **Standard Nearly Met** – meaning the student is nearly meeting the standards and inconsistently demonstrates the skill;
- **Standard Not Met** – meaning that the student is not demonstrating a clear understanding of the standards and is not meeting standards. The report card will be issued three times a year and provide information on student progress and proficiency in core subject areas.

The standards-based report card is helpful in several ways. First, it helps make sure there is more consistency of expectations from teacher to teacher. It helps teachers and students focus on the standards from the very beginning of the school year, giving students the essential targets for their learning. Finally, it gives parents information on how their student is doing based on the standards.

This guide is meant to provide information about the report card itself, and a description of the analysis process for determining proficiency. Each grade level report card includes the Essential Standards in Mathematics and Language Arts for that grade level.

I trust that you will find the new standards-based report card a useful tool. Please don't hesitate to contact the student services office at (530) 225-0011 should you have any questions.

Sincerely,
Robert Adams

Assistant Superintendent of Educational Services

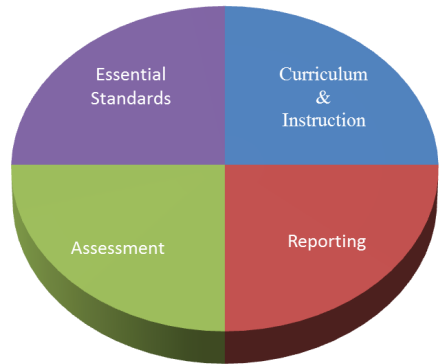
Components of a Standards-Based System

Here are the four components of our standards-based system.

Standards: are outlined by the California Department of Education. The Redding School District has outlined those Essential Standards that describe what a student should know and be able to do at a given grade level. (see standards as outlined within this booklet)

Curriculum: is then aligned with those essential standards as a roadmap for a teacher to use to ensure that instruction targets these standards.

Assessments: are used to measure learning and the extent to which a student has met or is progressing towards the standards both during the reporting period and at the end.



Reporting tools consist in two varieties. Teachers keep students and parents' informed about progress towards specific learning targets so students can adjust during the reporting period. Second the standards-based report card completes our reporting system so at critical junctures in the academic year students get a more formal picture of progress.

Students with Special Needs and the Standards-Based Report Card

For students with special needs, the Individualized Education Plan (IEP) progress report informs parents about their child's progress toward their IEP goals and is included with every report card. The classroom teacher will mark – M Progressing w/Modified Curriculum in the slot that the IEP report is showing progress for.

Format of the Standards-Based Report Card

The format of the report card is such that there are several areas to help you know how your child is progressing towards grade level proficiency.

- The English Language Arts—The Reading section gives you a clear picture of reading success for your child and how that matches to our success benchmarks for those indicators. We track all the beginning reading indicators; Letter recognition (upper and lower); Letter sounds; Rhyming; Blending sounds; sight words. The trimester benchmarks are indicated on the report card to help you focus your work at home around those items your child is struggling with.
- Mathematics offers you a look at how your child is doing on learning targets within the different standards. They are organized by individual skills.
- Social Studies and Science do not have specific content standards at this time. However, several Core literacy standards do apply directly to these subjects. While learning these content standards students are expected to incorporate their reading, listening, and speaking skills to help them be successful in Social Studies and Science.
- Physical Education and Visual & Performing Arts are also measured for understandings within these content areas.
- Successful Learning Behaviors have been found to be one of the key factors to future success in college and career. We are tracking and teaching those that have been shown to be the most important for this future success.



**REDDING SCHOOL DISTRICT
TRANSITIONAL KINDERGARTEN REPORT CARD**

Student: _____

Teacher: _____

School: _____

Year: _____

| LANGUAGE ARTS | End of Year Benchmarks | | | |
|---|------------------------|---------------|---------------|---------------|
| | Beginning | 1st Trimester | 2nd Trimester | 3rd Trimester |
| Names Upper Case Letters | | | | (13/26) |
| Names Lower Case Letters | | | | (14/28) |
| Knows Letter Sounds | | | | (10/26) |
| Can Print Name Clearly (C = consistently N = Not Yet) | | | | |
| Recognizes Rhymes | | | | (3/3) |
| Sound Blending | | | | (5/5) |
| Reads Sight Words (Below) | | | | (8/31) |

| | | | |
|---|--------|------|-------|
| Transitional Kindergarten Words: | I | can | we |
| | a | see | go |
| | like | the | |
| Year Two Kindergarten Words: | | | |
| | for | you | play |
| | are | to | have |
| | this | do | and |
| | what | is | |
| | little | said | here |
| | was | she | he |
| | has | look | with |
| | my | me | where |

**M = Progressing with Modified Curriculum
NT = Not tested**

| MATHEMATICS | Beginning | | | 1st Trimester | 2nd Trimester | 3rd Trimester |
|-------------|--|-----------|--|---------------|---------------|---------------|
| | Standard Reference | | | | | |
| (CC.3) | I can identify numbers | Benchmark | | 3 | 5 | 10 |
| (CC.3) | I can write numbers | Benchmark | | 3 | 5 | 10 |
| (CC.1) | I can count using objects | Benchmark | | | | |
| (CC.1) | I can count in order by ones | Benchmark | | 3 | 5 | 10 |
| (G.2) | I know my shapes (circle, triangle, square, rectangle) | Benchmark | | 10 | 15 | 20 |
| (OA.1) | I can use real objects to add up to 5 | Benchmark | | | 4 | 4 |
| (MD.4b) | I can count forward from a given number up to 20 | Benchmark | | 1 | 2 | 3 |
| | | Benchmark | | | | |
| | | Benchmark | | 1 | 2 | 3 |

C = Consistently S = Some of the time M = Not Yet

Participates in Integrated Subjects

| | Trimester 1 | Trimester 2 | Trimester 3 |
|------------------------------|-------------|-------------|-------------|
| Science | _____ | _____ | _____ |
| Social Studies | _____ | _____ | _____ |
| Physical Education/Health | _____ | _____ | _____ |
| Art & Music | _____ | _____ | _____ |
| Cuts on a line with Scissors | _____ | _____ | _____ |

C = Consistently S = Some of the time N = Not Yet

Successful Learning Behaviors

| | Trimester 1 | Trimester 2 | Trimester 3 |
|----------------------------|-------------|-------------|-------------|
| Work Habits | | | |
| Able to work independently | _____ | _____ | _____ |
| Able to work in groups | _____ | _____ | _____ |
| Citizenship | | | |
| Follows rules | _____ | _____ | _____ |
| Classroom | _____ | _____ | _____ |
| School | _____ | _____ | _____ |
| Accepts responsibility | _____ | _____ | _____ |
| Self control | _____ | _____ | _____ |
| Consideration for others | _____ | _____ | _____ |

- Promotion in Question
- Please Call for a conference

Attendance

| | Trimester 1 | Trimester 2 | Trimester 3 |
|---|------------------------------|------------------------------|------------------------------|
| Days Absent | _____ | _____ | _____ |
| Days Tardy | _____ | _____ | _____ |
| School work affected negatively by absences or tardiness? | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes | <input type="checkbox"/> Yes |

**REDDING SCHOOL DISTRICT
TRANSITIONAL KINDERGARTEN REPORT CARD**

Teacher comments, 1st trimester: _____ Parent attended conference

Teacher signature: _____

Teacher comments, 2nd trimester: _____ Promotion in Question

Teacher signature: _____

Teacher comments, 3rd trimester: _____

Teacher signature: _____ Assigned to grade: _____

The Reading Success Indicators:

Reading: (Success Indicators)

These are recorded grade level targets of reading success. The benchmark numbers are there because they are correlated indicators of future reading success and it gives us an idea that they might be successful on the state testing in the future.



Upper and Lower Case Letters – The single best predictor of first-year reading achievement is the child’s knowledge of and the ability to recognize and name the upper and lower – case letters of the alphabet.

Letter Sounds – Having the ability to match letters and sounds helps children develop an understanding that letters have sounds that are put together to form words.

Writes Letters – children will normally learn to write their name first but soon need to learn how each letter, that they are learning sounds for, is written on paper. The beginnings to being able to put their thoughts down on paper are learning how to form all the letters using a pencil or pen.

Phonemic Awareness Items – A phoneme is a speech sound. Phonemic awareness is the understanding that spoken language is composed of phonemes, or speech sounds. Phonemic awareness involves the ability to blend, segment, and manipulate phonemes in spoken words. Students are asked to **Rhyme words**, **Segment** words into their parts, and **Blend** sounds into words. The lack of phonemic awareness is the most powerful predictor of difficulty in learning to read.

Sight Words – Vocabulary is a large part of reading success. If students can recognize the most frequently used words in the English system then they are more likely to be able to read fluently and with more accuracy. The Redding School District tracks the first 30 sight words within Kindergarten.

Consonant – Vowel - Consonant (CVC) Words – Students need to learn enough basic ways in which consonant and vowel sounds are represented by letters in English words. Learning these patterns will help with future decoding.

BPST – The **Basic Phonics Skills Test** measures the decoding abilities of students including letter sounds, specific phonics patterns, and blending syllables in words in isolation. It is used by teachers to isolate the phonics sounds students can identify and blend successfully in order to help with instruction.

The Successful Learning Behaviors:



Successful Learning Behaviors:

Research indicates that although specific content for post-secondary success varies by field of study, institution, and certificate or degree program, both college and career share many important elements of readiness. These include skills all students need to be ready for a variety of post-secondary learning environments, such as study skills, time management skills, persistence, and ownership of learning. Additionally, students need to have a range of cognitive strategies to help them tackle complex tasks and apply content knowledge in novel and non-routine ways. The goal is for high school graduates to be both college ready and career ready, enabling them to pursue a range of opportunities.

- **Goal Setting** – Identify short and long term goals that align with aspirations as well as strengths and weaknesses; identify the steps necessary to attain goals; and make timely progress toward goals.
- **Progress Monitoring** – Continually evaluate progress toward goals and the alignment between aspirations, qualifications, and evolving skills and interests.
- **Help Seeking** – Become familiar with personal resources available in the current environment, be aware of progress on current tasks enough to know when help is needed, and appropriately utilize resources to receive the help needed.
- **Perseverance** – Persevere when faced with new, challenging, or unfamiliar tasks; assume responsibility for completing tasks as assigned.
- **Motivation** – Self-motivate to find value in naturally uninteresting tasks, expend the effort necessary to remain engaged and motivated to complete tasks.
- **Accepts Failures** – Be confident in one’s ability to complete increasingly challenging and complex academic and career tasks; be able to build on past experiences, failures and triumphs to maximize future successes. Learning and intelligence are malleable and can be changed through increased effort and struggle. Effort is under one’s own control and applied more easily when motivation is high. Learning from one’s past mistakes is the effort that makes those changes most possible.
- **Time Management** – Apply skills and strategies necessary to prioritize, plan, and sufficiently focus one’s attention to get expected tasks completed on time.
- **Collaborative Learning** – Develop the skills and strategies necessary to communicate and work collaboratively with diverse groups to meet specific objectives.
- **Study Skills** – Processes that allow one to have all the necessary information at hand in order to prepare for content being learned. Note taking from texts, lectures, meetings, and task directions. Memorization of key facts, terms or processes. Proficiency with technology tools that can help them learn at the highest level possible.



California's Transitional Kindergarten Library

This website offers resources and information on California's transitional kindergarten implementation.

California Department of Education: Kindergarten in California

Find details regarding California law and information related to admission to kindergarten.

California Department of Education: Transitional Kindergarten FAQs

CDE provides answers to frequently asked questions regarding California state law regarding transitional kindergarten.

California Early Learning Advisory Council (ELAC)

Builds on the work of the California Early Learning Quality Improvement System (ELQIS) Advisory Committee to help define future policy direction for early learning in California.

California Kindergarten Association

The mission of the California Kindergarten Association is to foster the development of the whole child by promoting best practices in teaching and learning.

First 5 California

The California Children and Families Act, passed by voters in 1998, called for the formation of a State Commission to oversee and support the funding of education, health, and child care programs for children ages 0 to 5 and their families. This Commission, also known as First 5 California, also works with 58 First 5 County Commissions statewide to develop and fund programs for young children that are tailored to the needs of local communities