

## Learning Log #1

### **Reading:**

#### ***Transitional Kindergarten***

RFSTK 1 – Demonstrate understanding of the organization and basic features of print. Display appropriate book handling behaviors and knowledge of print conventions. Understand that print is something that is read and has specific meaning.

RFSTK 2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes). Orally recognize rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words.

RFSTK 3- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. Recognize own name or other common words in print. Match more than half of uppercase letter names and more than half lowercase letter names to their printed form. Begin to recognize that letters have sounds.

RSLTK1 – With prompting and support answer questions about details in a text.

RSLTK 2 – With prompting and support, retell familiar stories including key details.

### **Writing:**

#### ***Transitional Kindergarten***

WTK 3 – Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events. Adjust grasp and body position for increased control in drawing and writing. Writes letter or letter-like shapes to represent words or ideas.

### **Math:**

#### ***Transitional Kindergarten***

CCTK 1 – Know number names and the count sequence: Counts by ones. Recites number sequence to 20 with increasing accuracy. Recognize and know the name of some written numerals.

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

CCTK 3 – Identify without counting the number of objects in a collection of up to four objects (i.e. subitize).

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

Count up to ten objects, using one-to-one correspondence with increasing accuracy.

Understand, when counting, that the number name of the last object counted represent the total number of objects in the group (i.e. cardinality)

CCSS.MATH.CONTENT.K.CC.B.4.C Understand that each successive number name refers to a quantity that is one larger.

## Learning Log #2

### **Reading:**

#### *Transitional Kindergarten (TK Standards Alignment)*

**RFSTK 1 (Reading Foundational Skills: RFS) – Demonstrate understanding of the organization and basic features of print.** Display appropriate book handling behaviors and knowledge of print conventions. Understand that print is something that is read and has specific meaning.

**RFSTK 2 – Demonstrate understanding of spoken words, syllables, and sounds (phonemes).** Orally recognize rhyming words. Count, pronounce, blend, and segment syllables in spoken words. Blend and segment onsets and rimes of single-syllable spoken words with/without pictures. (consonant-vowel-consonant, CVC and word families like -at,-id,-op, en, ut)

**RFSTK 3- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.** Recognize own name or other common words in print. Match more than half of uppercase letter names and more than half lowercase letter names to their printed form. Begin to recognize that letters have sounds.

**RSITK 1 (Reading Standards for Informational Text) –** With prompting and support answer questions about text.

**RSITK 2** – With prompting and support, identify the main topic of a text.

**RSITK 4-** Use information from Informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.

**RSITK 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 10-** Actively engage in group reading activities with purpose and understanding.  
a. Use illustrations and context to make predictions about text.

### **Writing Learning Goals: Informative/Explanatory Writing**

#### **Transitional Kindergarten**

**WTK 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.

Adjust grasp and body position for increased control in drawing and writing. Writes letter or letter-like shapes to represent words or ideas. Write the first name nearly correctly.

### **Math Learning Goals: Counting & Cardinality (CC)**

#### **Transitional Kindergarten**

**CCTK 1.1** Recites numbers in order 0-20 with increasing accuracy.

**CCTK 1.2** Recognize and know the name of some written numerals (1-10).

**CCTK 1.3** Identify without counting the number of objects in a collection of up to four objects (i.e., subitize).

**CCTK 1.4** Count up to ten objects, using one-to-one correspondence with increasing accuracy.

**CCTK 1.5** Understand, when counting, that the number name of the last object counted represent the total number of objects in the group (i.e., cardinality)

**CCTK 2.1** Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).

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

## **Learning Log #3**

### **Reading Learning Goals:**

#### **Transitional Kindergarten (TK Standards Alignment)**

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

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

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

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name upper and lower case letters of the alphabet.

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

- a. Recognize rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Blend two or three phonemes into recognizable words.
- 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 3- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.**

- a. Recognize your own name or other common words in print.
- b. Match more than half of uppercase letter names and more than half lowercase letter names to their printed form.
- c. Begin to recognize that letters have sounds.

**RSITK 1 (Reading Standards for Informational Text) –** With prompting and support answer questions about text.

**RSITK 2 –** With prompting and support, identify the main topic of a text.

**RSITK 4-** Use information from Informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.

**RSITK 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 10-** Actively engage in group reading activities with purpose and understanding.  
a. Use illustrations and context to make predictions about text.

**Writing Learning Goals: Opinion Writing**

**Transitional Kindergarten**

**WTK 2 -** Use a combination of drawing, dictating, and writing to compose **opinion pieces** in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

Adjust grasp and body position for increased control in drawing and writing. Writes letter or letter-like shapes to represent words or ideas. Writes first name nearly correctly.

**Math Learning Goals: Geometry (G), Operations & Algebraic Thinking (OA)**

**Transitional Kindergarten**

**GTK 1: Identify and use a variety of shapes in their everyday environment**

1.1 Identify, describe, and construct a variety of different shapes, including variations of circle, triangle, rectangle, square, and other shapes.

1.2 Combine different shapes to create a picture design.

**GTK 2: Expand understanding of positions in space**

2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in-front of/behind.

**CCTK 1.4** Count up to ten objects, using one-to-one correspondence with increasing accuracy.

**OATK 2.2** Understands that adding one or taking away one changes the number in a small group of objects by exactly one.

**OATK 2.3** Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.

**OATK 2.4** Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).

## Learning Log #4

### **Conventions of Standard English:**

#### **Transitional Kindergarten (TK Standards Alignment)**

##### **VTK 2-Vocabulary and Acquisition**

2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts (i.e. pretend play-making objects a different purpose)

2.2 Understand and use accepted words for categories of objects, actions, and attributes encountered in both real and symbolic contexts (i.e. foods, actions, shape/color).

2.3 Understand and use both simple and complex words that describe the relations between objects (i.e. opposites, adjectives)

##### **LSTK 3- Grammar and Expressive Communication**

3.1 Understand and use increasingly complex and longer sentences orally, including sentences that combine two to three phrases or three to four concepts to communicate ideas.

3.2 Understand and typically use age-appropriate grammar orally, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.

## **Reading Learning Goals:**

### **Transitional Kindergarten (TK Standards Alignment)**

#### **Conventions of Standard English**

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

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

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

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name upper and lower case letters of the alphabet.

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

- a. Recognize rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Blend two or three phonemes into recognizable words.
- 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 3- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.**

- a. Recognize own name or other common words in print.
- b. Match more than half of uppercase letter names and more than half lowercase letter names to their printed form.
- c. Begin to recognize that letters have sounds.

##### **RSITK 1 (Reading Standards for Informational Text) – With prompting and support answer questions about text.**

##### **RSITK 2 – With prompting and support, identify the main topic of a text.**

##### **RSITK 4- Use information from Informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.**

**RSITK 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 10**- Actively engage in group reading activities with purpose and understanding.

a. Use illustrations and context to make predictions about text.

### **Writing Learning Goals: Informative/Explanatory Writing**

#### **Transitional Kindergarten**

**WTK 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.

Adjust grasp and body position for increased control in drawing and writing. Writes letter or letter-like shapes to represent words or ideas. Writes first name nearly correctly.

### **Math Learning Goals: Measurement & Data (MD)**

#### **Transitional Kindergarten**

**MDAFTK 1** – Children expand their understanding of sorting and classifying objects in their everyday environment.

1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute)

**MDAFTK 2** – Children expand their understanding of simple, repeating patterns.

2.1 Recognizes and duplicates simple repeating patterns.

2.2 Begin to extend and create simple repeating patterns

**MDTK 1**-Children expand their understanding of comparing, ordering, and measuring objects.

1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).

1.2 Order four or more objects by size.

1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end (i.e. unifix cubes, paperclips, etc).

**OATK 2.2** Understands that adding one or taking away one changes the number in a small group of objects by exactly one.

**OATK 2.3** Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.

**OATK 2.4** Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).

**OATK 2.4** Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.

## **Learning Log #5**

### **Reading:**

#### **Transitional Kindergarten**

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

- a. Follow words from left to right, top to bottom, and page by page.
- b. Recognize that spoken words are represented in written language by specific sequences of letters.
- c. Understand that words are separated by spaces in print.
- d. Recognize and name upper and lower case letters of the alphabet.

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

- a. Recognize rhyming words.
- b. Count, pronounce, blend, and segment syllables in spoken words.
- c. Blend and segment onsets and rimes of single-syllable spoken words.
- d. Blend two or three phonemes into recognizable words.
- e. Isolate and pronounce the initial final sounds (phonemes) in three-phoneme (CVC) words. This does not include CVC's ending with //, /r/ or /x/).

##### **RFSTK 3- Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text.**

- a. Recognize your own name or other common words in print.
- b. Match more than half of uppercase letter names and more than half lowercase letter names to their printed form.
- c. Begin to recognize that letters have sounds.

RSLTK1 – With prompting and support answer questions about details in a text.

RSLTK 2 – With prompting and support, retell familiar stories including key details.

RSLTK 3 – With prompting and support, identify characters, settings, and major events.

### **Conventions of Standard English:**

## *Transitional Kindergarten* (TK Standards Alignment)

### **VTK 2-Vocabulary and Acquisition**

2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts (i.e. pretend play-making objects a different purpose)

2.2 Understand and use accepted words for categories of objects, actions, and attributes encountered in both real and symbolic contexts (i.e. foods, actions, shape/color).

2.3 Understand and use both simple and complex words that describe the relations between objects (i.e. opposites, adjectives)

### **LSTK 3- Grammar and Expressive Communication**

3.1 Understand and use increasingly complex and longer sentences orally, including sentences that combine two to three phrases or three to four concepts to communicate ideas.

3.2 Understand and typically use age-appropriate grammar orally, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.

### **Writing Learning Goals: Narrative Writing**

#### *Transitional Kindergarten*

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

Adjust grasp and body position for increased control in drawing and writing. Write letter or letter-like shapes to represent words or ideas.

### **Math Learning Goals: Operations and Algebraic Thinking**

Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

#### *Transitional Kindergarten*

**OATK 2.2** Understands that adding one or taking away one changes the number in a small group of objects by exactly one.

**OATK 2.3** Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.

**OATK 2.4** Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).

**OATK 2.4** Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.