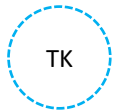




## Grade TK Progress Report Addendum

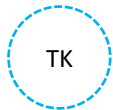


Students are evaluated based on their achievement of the grade-level skills, strategies and concepts identified in the California content standards. This document reflects end-of-the-year expectations.

Language Arts		
<b>Reading</b>	<p><b>At around 48 months of age children begin to recognize print conventions and understand that print carries meaning.</b></p> <ul style="list-style-type: none"> <li>➤ Children begin to recognize print conventions and understand that print carries meaning.</li> <li>➤ Begin to display appropriate book-handling behaviors and begin to recognize print conventions.</li> <li>➤ Recognize print as something that can be read.</li> </ul>	<p><b>At around 60 months of age children begin to recognize print conventions and understand that print carries specific meaning.</b></p> <ul style="list-style-type: none"> <li>➤ Display appropriate book-handling behaviors and knowledge of print conventions.</li> <li>➤ Understand that print is something that is read and has specific meaning.</li> </ul>
<b>Writing</b>	<p><b>At around 48 months of age children demonstrate emergent writing skills.</b></p> <ul style="list-style-type: none"> <li>➤ Experiment with grasp and body position using a variety of drawing and writing tools</li> <li>➤ Write using scribbles that are different from pictures.</li> <li>➤ Write marks to represent own name.</li> </ul>	<p><b>At around 60 months of age children demonstrate increasing emergent writing skills.</b></p> <ul style="list-style-type: none"> <li>➤ Adjust grasp and body position for increased control in drawing and writing tools.</li> <li>➤ Write letters or letter-like shapes to represent words or ideas.</li> <li>➤ Write first name nearly correctly.</li> </ul>
<b>Alphabets and Word/Print Recognition</b>	<p><b>At around 48 months of age children begin to recognize letters of the alphabet.</b></p> <ul style="list-style-type: none"> <li>➤ Recognize the first letter of their own name.</li> <li>➤ Match some letter names to their printed form.</li> <li>➤ Write marks to represent own name.</li> </ul>	<p><b>At around 60 months of age children extend their recognition of letters of the alphabet.</b></p> <ul style="list-style-type: none"> <li>➤ Recognize own name or other common words in print.</li> <li>➤ Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.</li> <li>➤ Begin to recognize that letters have sounds.</li> </ul>
<b>Comprehension and Analysis of Age-Appropriate Text</b>	<p><b>At around 48 months of age children demonstrate understanding of age-appropriate text read aloud.</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.</li> <li>➤ Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.</li> </ul>	<p><b>At around 60 months of age children demonstrate understanding of age-appropriate text read aloud.</b></p> <ul style="list-style-type: none"> <li>➤ Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork. Recognize own name or other common words in print.</li> <li>➤ Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.</li> </ul>



## Grade TK Progress Report Addendum

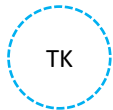


Students are evaluated based on their achievement of the grade-level skills, strategies and concepts identified in the California content standards. This document reflects end-of-the-year expectations.

Math Readiness		
<b>Number Sense</b>	<p><b>At around 48 months of age children begin to understand number and quantities in their everyday environment.</b></p> <ul style="list-style-type: none"> <li>➤ Recites numbers in order to 10 with increasing accuracy</li> <li>➤ Begins to recognize and name a few written numerals</li> <li>➤ Identify, without counting, the number objects in a collection of up to three objects.</li> <li>➤ Count up to 5 objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</li> </ul>	<p><b>At around 60 months of age children expand their understanding of numbers and quantities in their everyday environment.</b></p> <ul style="list-style-type: none"> <li>➤ Recites numbers in order to 20 with increasing accuracy.</li> <li>➤ Recognizes and name a few written numerals.</li> <li>➤ Identify, without counting, the number objects in a collection of up to four objects.</li> <li>➤ Count up to 10 objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</li> </ul>
<b>Algebra &amp; Functions</b>	<p><b>At around 48 months of children begin to sort and classify objects in their everyday environment.</b></p> <ul style="list-style-type: none"> <li>➤ Sort and classify objects by one attribute into two or more groups, with increasing accuracy.</li> </ul>	<p><b>At around 60 month of age children expand their understanding of sorting and classifying objects in their everyday environment.</b></p> <ul style="list-style-type: none"> <li>➤ Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy.</li> </ul>
<b>Patterning</b>	<p><b>At around 48 months of age children begin to recognize simple, repeating patterns.</b></p> <ul style="list-style-type: none"> <li>➤ Begin to identify or recognize a simple repeating pattern.</li> <li>➤ Attempt to create a simple repeating pattern or participate in making one.</li> </ul>	<p><b>At around 60 months of age children expand their understanding of simple repeating patterns.</b></p> <ul style="list-style-type: none"> <li>➤ Recognize and duplicate simple, repeating patterns.</li> <li>➤ Begin to extend and simple repeating patterns.</li> </ul>
Fundamental Movement Skills		
<b>Manipulative Skills</b>	<p><b>At around 48 months of age children begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.</b></p> <ul style="list-style-type: none"> <li>➤ Grasps marker between thumb and pad of index finger, with marker resting on the first joint of the middle finger</li> <li>➤ Duplicates simple large shapes, such as a circle and a cross</li> <li>➤ Paints with intentional direction at easel or places color in certain places on the paper.</li> <li>➤ “Melts monsters” by using a spray bottle to squirt at a picture of a monster drawn with a marker.</li> <li>➤ Buttons and unbuttons one button on a shirt while playing in the dramatic play area.</li> <li>➤ Puts socks on correctly with heel in place.</li> </ul>	<p><b>At around 60 months of age children show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.</b></p> <ul style="list-style-type: none"> <li>➤ Makes slight adjustments of tools in the hand while writing or cutting.</li> <li>➤ Duplicates shapes, such as a square and a triangle.</li> <li>➤ Repositions a paintbrush to keep the paint from dripping while painting at an easel.</li> <li>➤ Cuts out a small paper square, making precise changes in the direction of cutting.</li> <li>➤ Threads a belt through a belt loop on pants.</li> <li>➤ Puts on jacket, latches zipper, and zips it.</li> </ul>



## Grade TK Progress Report Addendum



Students are evaluated based on their achievement of the grade-level skills, strategies and concepts identified in the California content standards. This document reflects end-of-the-year expectations.

Social Emotional Development		
<b>Interactions with Peers</b>	<p><b>At around 48 months of age children interact easily with peers in shared activities that occasionally become cooperative efforts.</b></p> <ul style="list-style-type: none"> <li>➤ Children interact comfortably with one or two playmates, although sociability is still basic. Children sometimes share materials and communicate together, occasionally working cooperatively on a mutual goal or project, especially with adult support.</li> </ul>	<p><b>At around 60 months children of age more actively and intentionally cooperate with each other.</b></p> <ul style="list-style-type: none"> <li>➤ Children initiate and participate in more complex, cooperative activity with peers. This may involve working together in groups to achieve a shared goal or communicating about how to share materials so all can use them.</li> </ul>
<b>Group Participations</b>	<p><b>At around 48 months of age children participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.</b></p> <ul style="list-style-type: none"> <li>➤ Children enjoy participating in group activities are beginning to understand social expectations and group rules and their application. Children may have difficulty, however, coordinating their interests with those of the group.</li> </ul>	<p><b>At around 60 months children of age children participate positively and cooperatively as group members.</b></p> <ul style="list-style-type: none"> <li>➤ Children participate in group activities with the ability to anticipate familiar routines and contribute to shared projects more competently as group members.</li> </ul>
<b>Cooperation and Responsibility</b>	<p><b>At around 48 months of age children seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.</b></p> <ul style="list-style-type: none"> <li>➤ Children strive to follow adult instructions to maintain a good relationship with the parent or teacher and because of incentives and rules. Children often become dismayed or distressed when corrected. Children have more difficulty complying with instructions when without adult support or when distressed or frustrated.</li> </ul>	<p><b>At around 60 months children of age children have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.</b></p> <ul style="list-style-type: none"> <li>➤ Children's cooperation with adult instructions is more reliable because of better capacities for self-control. Children are motivated by adult approval and by a desire to view themselves approvingly for their good conduct, reflecting their acceptance of adult standards for themselves.</li> </ul>
<b>Self-Regulation</b>	<p><b>At around 48 months of age children need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.</b></p> <ul style="list-style-type: none"> <li>➤ Children follow simple rules and routines, seek to cooperate, manage classroom transitions, and make efforts at self-control (such as self-soothing and waiting) with adult guidance. Children also easily lose control of their attention, feelings, and behavior.</li> </ul>	<p><b>At around 60 months of age children regulate their attention, thought feelings, and impulses more consistently, although adult guidance is sometimes necessary.</b></p> <ul style="list-style-type: none"> <li>➤ Children anticipate routines, cooperate with fewer reminders, can focus attention on the task at hand, and manage transitions. They are more capable of emotional and behavioral self-regulation but sometimes require adult guidance.</li> </ul>