

Common Core Standards  
End of Year Goals  
Side by Side Comparison  
Kindergarten and Transitional Kindergarten

Poway Unified School District



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## Kindergarten End of Year Common Core

## TK End of Year

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Print many upper and lowercase letters
  - Use frequently occurring nouns and verbs
  - Form regular plural nouns orally by adding /s/ or /es/
  - Understand and use question words (interrogatives)(e.g. who, what, where, why, how)
  - Use the most frequently occurring prepositions (e.g. to, from , in , out , on, off, for, of, by, with)
  - Produce and expand complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Capitalize the first word in a sentence and the pronoun I.
  - Recognize and name end punctuation
  - Write a letter or letters for most consonant and short-vowel sounds (phonemes)
  - Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

### Knowledge of Language: Begins in Grade 2

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
  - Identify new meanings for familiar words and apply them accurately (e.g. knowing *duck* is a bird and learning the verb *to duck*).
  - Use the most frequently occurring inflections and affixes (e.g., *-ed*, *-s*, *re-*, *un-*, *pre-*, *-ful*, *-less*) as a clue to the meaning of an unknown word.

### Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  - Print many upper and lowercase letters
  - Use frequently occurring nouns and verbs when speaking
  - Form regular plural nouns orally by adding /s/ or /es/
  - Demonstrate understanding of difference between questions and comments
  - *Begins in Kindergarten*
  - Produce complete sentences in shared language activities.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
  - Write own first name with proper capital and lower case usage
  - Recognize and name period, question mark and exclamation mark
  - Write a letter or letters for most initial consonant sounds (phonemes)
  - *Begins in Kindergarten*

### Knowledge of Language: Begins in Grade 2

### Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on *kindergarten reading and content*.
  - *Begins in Kindergarten*
  - *Begins in Kindergarten*

## Kindergarten End of Year Common Core

### Vocabulary Acquisition and Use (cont.)

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

- Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.
- Demonstrate understanding of frequently occurring verbs and their adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and their use (e.g. note places at school that are *colorful*).
- Distinguish shades of meaning among verbs describing the same general action (e.g. *walk, march, strut, prance*) by acting out the meanings.

6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

## TK End of Year

### Vocabulary Acquisition and Use (cont.)

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

- Sort common objects into categories (e.g. shapes, foods) to gain a sense of the concepts the categories represent.
- Introduce frequently occurring verbs and their adjectives by relating them to their opposites (antonyms).
- Identify real-life connections between words and daily objects.
- Introduce meaning of verbs describing the same general action (e.g. *walk, march, strut, prance*) by acting out the meanings.

6. Use words and phrases acquired through conversations, reading, and being read to, and responding to texts.

## Kindergarten End of Year Common Core

### Know number names and the count sequence

1. Count to 100 by ones and tens
2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1)
3. Write numbers from 0-20 Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects)

### Count to tell the number of objects

4. Understand the relationship between numbers and quantities; connect counting to cardinality
  - 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.
  - 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.
  - c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer “How many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1-20, count out that many objects.

### Compare numbers

6. 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.
7. Compare two number between 1 and 10 presented as written numerals.

## TK End of Year

### Know number names and the count sequence

1. Count to 30 by ones
2. Participate with groups in counting forward beginning from a given number within the known sequence (instead of having to begin at 1)
3. Write numbers from 0-10 Represent a number of objects with a written numeral 0-10 (with 0 representing a count of no objects)

### Count to tell the number of objects

4. Understand the relationship between numbers and quantities; connect counting to cardinality
  - 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.
  - b. Understand that the last number name said tells the number of objects counted.
- c. Understand that each successive number name refers to a quantity that is one larger.
5. Count to answer “How many?” questions about as many as 10 things arranged in a line or a rectangular array; given a number from 1-10, count out that many objects.

### Compare numbers

6. Identify whether the number of objects in one group is greater than, less than or equal to the number of objects in another group
7. *Begins in Kindergarten*

## Kindergarten End of Year Common Core

### Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders and spheres)

1. Describe objects in the environment using names of shapes and describe the relative positions of these objects using terms such as *above*, *beside*, *in front of*, *behind*, and *next to*.
2. Correctly name shapes regardless of their orientations or overall size.
3. Identify shapes as two dimensional (lying in a plane, “flat”) or three dimensional (“solid”)

### Analyze, compare, create, and compose shapes

4. Analyze and compare two– and three– dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices/”corners”) and other attributes (e.g. having sides of equal length)
5. Model shapes in the world by building shapes from components (e.g. sticks and clay balls) and drawing shapes.
6. Compose simple shapes to form larger shapes. *For example, “Can you join these two triangles with full sides touching to make a rectangle?”*

## TK End of Year

### Identify shapes (squares, circles, triangles, rectangles )

1. Identify or match objects in the environment using names of shapes.
2. Correctly name shapes regardless of their orientations or overall size.
3. *Begins in Kindergarten*

### Analyze, compare, create, and compose shapes

4. Analyze and compare shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g. number of sides and vertices/”corners”) and other attributes (e.g. having sides of equal length)
5. Model shapes in the world by building shapes from components (e.g. sticks and clay balls).
6. *Begins in Kindergarten*

## Kindergarten End of Year Common Core

### Describe and compare measurable attributes

1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.
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.*

### Classify objects and count the number of objects in each category.

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

4. *Demonstrate an understanding of concepts time (e.g. morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g. clock calendar) (CA Standard MG 1.2)*

A. *Name the days of the week (CA Standard MG 1.3)*

B. *Identify the time (to the nearest hour) of everyday events (e.g. lunch time is 12 o'clock, bedtime is 8 o'clock at night) (CA Standard MG 1.4)*

## TK End of Year

### Describe and compare measurable attributes

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

### Classify objects and count the number of objects in each category.

3. Classify objects into given categories; count the numbers of objects in each category.

4. *Demonstrate an awareness of concepts time (e.g. day & night; yesterday, today & tomorrow) and tools that measure time (e.g. clock calendar) (CA Standard MG 1.2)*

A. *Name the days of the week (CA Standard MG 1.3)*

B. *Begins in Kindergarten*

**Kindergarten End of Year  
Common Core**

**TK End of Year**

**Work with numbers 11-19 to gain foundations for place value**

1. Compose and decompose numbers from 11-19 into ten ones and some further ones, e.g. by using objects or drawings, and record each composition or decomposition by a drawing or equation (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven eight, nine ones.

*Begins in Kindergarten*

## Kindergarten End of Year Common Core

## TK End of Year

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

1. Represent addition and subtraction with objects, fingers, mental images, drawings (drawings need not show details, but should show mathematics in the problem), sounds (e.g. claps), acting out situations, verbal explanations, expressions or equations.
2. Solve addition and subtraction word problems, and add and subtract within 10, e.g by using objects or drawings to represent the problem.
3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g by using objects or drawings, and record each decomposition by a drawing or equation.
4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g. by using objects or drawings, and record the answer with a drawing or equation.
5. Fluently add and subtract within 5

### **Exposure to addition as putting together and adding to, and subtraction as taking apart and taking from**

1. Represent addition and subtraction with objects, fingers, drawings (drawings need not show details, but should show mathematics in the problem), sounds (e.g. claps), acting out situations.
2. *Begins in Kindergarten*
3. *Begins in Kindergarten*
4. *Begins in Kindergarten*
5. *Begins in Kindergarten*

**Kindergarten End of Year Common Core**

**TK End of Year**

**Print Concepts**

1. Demonstrate understanding of the organization and basic features of print.
  - a. Follow words from left to right, top to bottom, 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 all upper and lower case letters of the alphabet

**Phonological Awareness**

2. Demonstrate understanding of spoken words, syllables and sounds (phonemes).
  - a. Recognize and produce 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 to three phonemes into recognizable words**
  - e. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme consonant-vowel-consonant, or CVC words\* (This does not include CVCs ending with /l/, /r/ or /x/)
  - f. Add or substitute individual sounds (phonemes) in simple, one syllable words to make new words.

**Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**
  - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.
  - b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels \*
 

\*Identify which letter represent the five major vowels (AEIOU) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in grade 1 phonics standards.
  - c. Read common high-frequency words by sight
  - d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

**Fluency**

4. Read emergent reader texts with purpose and understanding.

**Print Concepts**

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

**Phonological Awareness**

2. Demonstrate understanding of spoken words, syllables and sounds (phonemes).
  - a. Recognize rhyming words
  - b. Count and pronounce syllables in spoken words
  - c-f: *These concepts will be introduced in PEPP-TK but proficiency is not an end of year expectation.*

**Phonics and Word Recognition**

3. Know and apply grade-level phonics and word analysis skills in decoding words **both in isolation and in text.**
  - a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by matching most sounds to most letter symbols.
  - b. *Focus on this skill will begin in Kindergarten.*
  - c. Read some common high-frequency words from PUSD TK list.
  - d. *Focus on this skill will begin in Kindergarten.*

**Fluency**

4. *Focus on this skill will begin in Kindergarten*

## Kindergarten End of Year Common Core

### Key Ideas and Details:

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting and support, describe the connection between two individuals, events, idea, or pieces of information in a text.

### Craft and Structure:

4. With prompting and support, ask and answer questions about unknown words in a text. **(See grade K Language standards 4-6 for additional expectations.)**
5. Identify the front cover, back cover and title page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

### Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts)
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)
10. Actively engage in group reading activities with purpose and understanding.
  - a. Activate prior knowledge related to the information and events in texts.
  - b. Use illustrations and context to make predictions about text.

## TK End of Year

### Key Ideas and Details:

1. With prompting and support, answer questions about key details in a text.
2. With prompting and support, retell key details of a text.
3. With prompting and support, sequence events in a text.

### Craft and Structure:

4. With prompting and support, answer questions about unknown words in a text. **(See grade K Language standards 4-6 for additional expectations.)**
5. Identify the front cover, back cover and title page of a book.
6. Define the role of the author and illustrator in a text.

### Integration of Knowledge and Ideas

7. With prompting and support, demonstrate understanding of the link between illustrations and the text in which they appear (e.g. what person, place, thing, or idea in the text an illustration depicts)
8. *Begins in Kindergarten*
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g. in illustrations, descriptions, or procedures)
10. Participate in group reading activities with purpose and understanding.
  - a. Activate prior knowledge related to the information and events in texts.
  - b. Use illustrations and context to make predictions about text.

## Kindergarten End of Year Common Core

### Key Ideas and Details:

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings and major events in a story.

### Craft and Structure:

4. Ask and answer questions about unknown words in a text.  
(see grade K Language standards 4-6 for additional expectations)
5. Recognize common types of texts (e.g. fantasy, realistic text)
6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

### Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear. ( e.g. what moment in a story an illustration depicts.)
8. (Not applicable to literature)
9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
10. Actively engage in group reading activities with purpose and understanding.
  - a. Activate prior knowledge related to the information and events in texts.
  - b. Use illustrations and context to make predictions about text.

## TK End of Year

### Key Ideas and Details:

1. With prompting and support, answer questions about key details in text or illustrations.
2. With prompting and support, retell beginning and end of familiar stories.
3. With prompting and support, identify characters, a setting and a major event in a story.

### Craft and Structure:

4. Ask and answer questions about unknown words in a text.
5. With prompting and support distinguish between fiction and non-fiction texts.
6. With prompting and support, define the role of the author and illustrator in telling the story.

### Integration of Knowledge and Ideas

7. With prompting and support, use the illustration to gain meaning about the text.
8. (Not applicable to literature)
9. With prompting and support, describe the adventures and experiences of characters in familiar stories.
10. Actively engage in group reading activities with purpose and understanding.
  - a. Develop knowledge related to the information and events in texts.
  - b. Use illustrations and context to make predictions about text.

**Kindergarten End of Year  
Common Core**

**TK End of Year**

**SL.K.1** Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
 a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
 b. Continue a conversation through multiple exchanges

**SLK2:** Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

**SLK3:** Ask and answer questions in order to seek help, get information or clarify something that is not understood.

**SLK4:** Describe familiar people, places, things, events, and with prompting and support, provide additional detail.

**SLK5:** Add drawings or other visual displays to descriptions as desired to provide additional detail

**SLK6:** Speak audibly and express thoughts, feelings and ideas clearly.

- Demonstrates ability to stay on topic while participating in collaborative conversations with diverse partners about kindergarten topics and printed material with peers and adults in small and larger groups.
- Focus on and show respect for the speaker (looks at speaker, listens without interrupting)
- Demonstrates ability to take turns through multiple exchanges
- Participates in choral activities (songs, finger plays, nursery rhymes and shared reading)
  
- Demonstrates understanding of orally presented material by making a statement or asking a question..
- Understand and follow two step directions.
  
- Seeks help or information by asking questions
  
- Describe familiar people, places, things, events, in one complete thought with prompting and support.
  
- May provide an item (e.g drawing, photo, etc) to enhance oral presentation (sharing)
  
- Use appropriate voice control

**Kindergarten End of Year  
Common Core**

**TK End of Year**

**Text Types and Purposes**

- 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 of preference about the topic or book. (e.g My favorite book is...).
- 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 topics.
- Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred , and provide a reaction to what happened.

**Production and Distribution of Writing**

- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

**Research to Build and Present Knowledge**

- Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them.)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

**Text Types and Purposes**

- Use any combination of drawing, dictating, writing or labeling to express an opinion about a given subject (e.g. shared experience, shared story)
- Use any combination of drawing, dictating, writing or labeling to supply some information about topics.
- Use a combination of drawing and dictating, writing or labeling to narrate a single event using some appropriate letters and sounds.

- With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.
- With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including collaboration with peers.

- Participate in shared research and writing projects (e.g. explore a number of books by a favorite author and express opinions about them.)
- With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.