

# Common Core State Standards

## Language Arts: Reading Standards for Literature (RL)

### KEY IDEAS AND DETAILS

#### RL.K.1 With prompting and support, ask and answer questions about key details in a text.

EARLY APPROXIMATIONS	With modeling, prompting and support, answers questions about key details in a text. With modeling, prompting and support, begins to ask questions specifically about key details in a text.
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TEACHING TIPS	<ul style="list-style-type: none"> <li>Answering questions is less complex than asking questions.</li> <li>Students may need support to redirect their questions to align to text.</li> <li>More scaffolds could be provided to support asking and answering questions include using illustrations, other pictures, realia.</li> </ul>
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#### RL.K.2 With prompting and support, retell familiar stories, including key details.

EARLY APPROXIMATIONS	With modeling, prompting and support, retell familiar stories with details. Begins to chronologically sequence, beginning, middle and end of story.
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TEACHING TIPS	<ul style="list-style-type: none"> <li>Students may need support to focus in on key details.</li> <li>The amount of prompting and support needed could vary across students.</li> <li>More scaffolds could be provided to support retell including text, illustrations, other pictures, or realia.</li> </ul>
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#### RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

EARLY APPROXIMATIONS	With modeling, prompting and support, identify characters, settings, and major events.
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TEACHING TIPS	<ul style="list-style-type: none"> <li>Identification of the setting can be more difficult than identification of characters or events so more scaffolds and support could be provided.</li> <li>More scaffolds could be provided in to support identification of characters, settings, and major events, such as graphic organizers, story maps, illustrations, or sentence frames.</li> <li>Common terms (who, where, when, what) should be linked to academic vocabulary (characters, setting and major events) and used by teachers and students</li> <li>Academic vocabulary for teachers and students to use also include time-order words (e.g. first, next, finally, last, or beginning, middle, end, etc.)</li> </ul>
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### CRAFT AND STRUCTURE

#### RL.K.4 Ask and answer questions about unknown words in a text. (See grade K Language standards for additional expectations.)

EARLY APPROXIMATIONS	With modeling, prompting and support, answer questions about unknown words in a text. With modeling, prompting and support, begin to ask questions or make comments about unknown words in a text.
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TEACHING TIPS	<ul style="list-style-type: none"> <li>Students may need support to build awareness of words, as separate from sentences or whole text. Instruction should overtly model identification of individual words, including unknown words or words used in a new context, and the use of illustrations or text to understand the meaning of the words (raising word awareness).</li> <li>Oral language may impact whether students recognize words that they do not know or whether they have the confidence to ask about the unknown words. Scaffolds such as sentence frames or providing additional motivation/ recognition could support students to be motivated to think about, ask and answer questions about words.</li> </ul>
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#### RL.K.5 Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).

EARLY APPROX.	With modeling, prompting and support, begin to recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text).
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TEACHING TIPS	<ul style="list-style-type: none"> <li>Students should be exposed to all common types of texts. They will need to learn the names and characteristics of each individual type and compare/contrast across types to be able to recognize the type of text.</li> <li>Instruction will need to include overt modeling and practice naming text types and identifying the characteristics.</li> <li>Compare/contrast with informational/expository text.</li> </ul>
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#### RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

EARLY APPROX.	With prompting and support, explain or define the role of author or illustrator in telling the story.
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TEACHING TIPS	<ul style="list-style-type: none"> <li>Knowing the role of an author and illustrator is less complex than naming them. Pointing to text or pictures to identify the work of either author or illustrator is the least complex. Asking "who writes the text, author or illustrator?" is highly-scaffolded – could be first step, but could also lead to guessing.</li> <li>Connect to meaning – what kind of information is found on the front and back cover of a book, or on the title page. Why do authors include these parts on their books? Consider how the illustrator's techniques impact the story.</li> <li>Incorporate covers and title pages into class or individual publishing to connect this standard from reading to writing.</li> <li>Academic vocabulary for teachers and students to use: author, illustrator, text, illustration, etc.</li> </ul>
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# Common Core State Standards

## Language Arts: Reading Standards for Literature (RL)

INTEGRATION OF KNOWLEDGE AND IDEAS	
<b>RL.K.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).</b>	
EARLY APPROXIMATIONS	With highly-scaffolded prompting and support, begins to describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
TEACHING TIPS	<ul style="list-style-type: none"> <li>Begin by building awareness of the content of illustrations through techniques such as picture walks and discussions.</li> <li>Build ongoing awareness of the relationship between illustrations and text by making connections to picture walk discussions as the text is read.</li> <li>Build awareness that sometimes illustrations provide more information than the text and sometimes text provides more information than illustrations.</li> <li>Build awareness of how illustrator techniques or medium influence the content or how the reader interacts/perceives the content.</li> </ul>
<b>RL.K.8 (Not applicable to literature)</b>	
<b>RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</b>	
EARLY APPROXIMATIONS	With highly-scaffolded prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.
TEACHING TIPS	<ul style="list-style-type: none"> <li>Comparing and contrasting characters within the same story is less difficult than comparing and contrasting with different stories or the same story, different versions.</li> <li>Scaffolds might include pictures, illustrations in the texts, graphic organizers (e.g. Venn diagrams)</li> <li>Academic vocabulary for teachers and students to use: same, different, both, but</li> </ul>

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
<b>RL.K.10 Actively engage in group reading activities with purpose and understanding.</b>	
<b>a. Activate prior knowledge related to the information and events in texts.</b> <b>b. Use illustrations and context to make predictions about text.</b>	
EARLY APPROXIMATIONS	Actively engage in group reading activities with purpose and understanding. a. Build and activate prior knowledge related to the information and events in texts. b. Use illustrations, experiences, and context to make predictions about text.
TEACHING TIPS	<ul style="list-style-type: none"> <li>Early on, students will need to learn group reading behaviors and norms</li> <li>With prompting and support, use illustrations and experiences to develop the vocabulary in context for prior knowledge.</li> <li>Guide students to focus more in on text and less on personal experience and background.</li> <li>Scaffold ideas: picture walks, chart predictions and check them by referencing text and illustrations</li> </ul>

# Common Core State Standards

## Language Arts: Reading Standards for Informational Text (RI)

### KEY IDEAS AND DETAILS

#### RI.K.1 With prompting and support, ask and answer questions about key details in a text.

EARLY APPROXIMATIONS	With modeling, prompting and support, answers questions about key details in a text. With modeling, prompting and support, begins to ask questions specifically about key details in a text
TEACHING TIPS	<ul style="list-style-type: none"> <li>Answering questions is less complex than asking questions</li> <li>Young students need support to redirect their questions to align to text.</li> <li>Model writing the questions and then model writing the answers as they are found in the text or illustrations, noting the pages where the answers were found in the text.</li> <li>More scaffolds that could be provided to support asking and answering questions include using illustrations, other pictures, realia.</li> </ul>

#### RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

EARLY APPROXIMATIONS	With prompting and support, identify the main topic and key details. Develop understanding about key details versus other details. With highly-scaffolded prompting and support, retell key details of a text.
TEACHING TIPS	<ul style="list-style-type: none"> <li>More scaffolds could be provided to support retell including text, illustrations, graphic organizers, pictures, or realia.</li> </ul>

#### RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

EARLY APPROXIMATIONS	With prompting and support, identify the connection between individuals, events, ideas, or pieces of information in a text. With prompting and support begin to describe the connection between two individuals, events, ideas, or pieces of information in a text.
TEACHING TIPS	<ul style="list-style-type: none"> <li>More scaffolds could be provided to support identification of two individuals, ideas, or pieces of information in a text such as pictures, drawings, or graphic organizers</li> </ul>

### CRAFT AND STRUCTURE

#### RI.K.4 With prompting and support, ask and answer questions about unknown words in a text. (See grade K Language standards 4-6 on pages 25-26 for additional expectations.)

EARLY APPROX.	With modeling, prompting and support, answer questions about unknown words in a text. With modeling, prompting and support, begin to ask questions or make comments about unknown words in a text.
TEACHING TIPS	<ul style="list-style-type: none"> <li>This begins with word awareness and can connect to concepts of print.</li> <li>Instruction should overtly model and scaffold identification of unknown words or key vocabulary and the use of illustrations or text to understand the meaning of the words.</li> <li>Oral language will impact whether students recognize words that they do not know or whether they have the confidence to ask about the unknown words. Scaffolds such as sentence frames could support asking and answering questions about words.</li> </ul>

#### RI.K.5 Identify the front cover, back cover, and title page of a book.

EARLY APPROX.	Identify the front cover, back cover, and title page of a book.
TEACHING TIPS	<ul style="list-style-type: none"> <li>Receptive, such as "show me", is less rigorous/challenging than productive such as "what is this?"</li> <li>Connect to meaning – what kind of information is found on the front and back cover of a book, or on the title page. Why do authors include these parts on their books?</li> <li>Incorporate covers and title pages into class or individual publishing to connect this standard from reading to writing.</li> <li>Compare/contrast with the contents of these sections in a narrative/ literature text.</li> <li>The main point is to begin to distinguish the features of informational text and how these parts contribute to the information gathered from a text.</li> </ul>

#### RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

EARLY APPROXIMATIONS	With prompting and support, explain or describe the role of author or illustrator presenting the ideas or information in a text.
TEACHING TIPS	<ul style="list-style-type: none"> <li>Knowing the role of an author and illustrator is less complex than naming them.</li> <li>Answer, "who writes the text, author or illustrator?" is highly-scaffolded.</li> <li>Pointing to text or pictures to identify the work of either author or illustrator is the least complex.</li> <li>Incorporate identification of author(s) and illustrator(s) into class or individual publishing to connect this standard from reading to writing.</li> <li>Compare/contrast with narrative/literature (note photo illustrations, etc)</li> </ul>

# Common Core State Standards

## Language Arts: Reading Standards for Informational Text (RI)

INTEGRATION OF KNOWLEDGE AND IDEAS	
<b>RI.K.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).</b>	
EARLY APPROXIMATIONS	With highly-scaffolded prompting and support, begins to 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).
TEACHING TIPS	<ul style="list-style-type: none"> <li>Begin by building awareness of the content of illustrations through techniques such as picture walks and discussions.</li> <li>Build ongoing awareness of the relationship between illustrations and text by making connections to picture walk discussions as the text is read.</li> <li>Build awareness that sometimes illustrations provide more information than the text and sometimes text provides more information than illustrations.</li> <li>Build awareness of how illustrator techniques or medium influence the content or how the reader interacts/perceives the content.</li> <li>Illustrations in informational text may be more complex such as maps, charts, legends, graphs, labels, diagrams</li> </ul>
<b>RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.</b>	
EARLY APPROXIMATIONS	<p>With modeling, prompting and support, learn what the points in a text are.</p> <p>With modeling, prompting and support, begins to identify the reasons an author gives to support points in a text.</p>
TEACHING TIPS	<ul style="list-style-type: none"> <li>Build awareness that the job of the author is to give the reader a message and that they want the reader to believe what they have written, so they provide reasons.</li> <li>Consider texts where the perspective is uncommon and/or the reasons are unconvincing (e.g. the Three Pigs story told from the perspective of the wolf)</li> <li>Use graphic organizers to show the main points and the reasons visually.</li> </ul>
<b>RI.K.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).</b>	
EARLY APPROX.	With highly-scaffolded prompting and support, identify basic similarities in, and differences between, two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
TEACHING TIPS	<ul style="list-style-type: none"> <li>Contrasting is less complex than comparing and could be done separately as a scaffold.</li> <li>Comparing and contrasting characters within one text is less difficult than comparing and contrasting with different texts.</li> <li>Consider comparing narrative and informational texts about the same topic (e.g. butterfly poem, vs scientific article about butterflies)</li> <li>Scaffolds might include pictures, illustrations in the texts, graphic organizers (e.g. Venn diagrams)</li> <li>Academic vocabulary for teachers and students to use: same, different, both, but</li> </ul>

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY	
<b>RI.K.10 Actively engage in group reading activities with purpose and understanding.</b>	
<b>a. Activate prior knowledge related to the information and events in texts.</b> <b>b. Use illustrations and context to make predictions about text.</b>	
EARLY APPROXIMATIONS	<p>Actively engage in group reading activities with purpose and understanding.</p> <p>a. Build and activate prior knowledge related to the information and events in texts.</p> <p>b. Use illustrations, experiences, and context to make predictions about text.</p>
TEACHING TIPS	<ul style="list-style-type: none"> <li>Build initial awareness of group reading behaviors and norms (active listening, routines for before, during and after reading, discussion routines, etc.)</li> <li>Overtly model and discuss what readers do before they read to activate prior knowledge such as: looking at and discussing the front and back covers and the title page; browsing and discussing illustrations; browsing and noting any new or frequently used words or names in the text, and make connections to other readings.</li> <li>Use illustrations and experiences to develop the vocabulary in context for prior knowledge.</li> <li>Bridge students from making individual, personal connections to text to making text-to-text and text-to-other learning connections. Overtly notice when a student is making a personal versus a text-to-text or text-to-other learning connection and encourage them to notice as well. (Sentence stems: "A personal connection I'd like to make...", "Are you making a personal connection or a connection to another text we've read?" etc.)</li> <li>Use K/W/L or other graphic organizers</li> <li>Model writing the predictions and confirming or disconfirming them through reading the text. Build awareness that predictions are based on clues from the author and illustrator.</li> </ul>

# Common Core State Standards

## Language Arts: Foundational Skills (RF)

### PRINT CONCEPTS

**RF.K.1 Demonstrate understanding of the organization and basic features of print.**

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

EARLY APPROXIMATIONS	By 60 months (5 years old), Preschool Foundations identify that students should be able to: <ul style="list-style-type: none"> <li>recognize print conventions and understand that print carries specific meaning as aligned to a. and b. and c. and</li> <li>name more than half of uppercase and lowercase letters.</li> </ul>
TEACHING TIPS	<ul style="list-style-type: none"> <li>Letter naming is a foundational skill for the rest of the reading skills required in Kindergarten and should be acquired early on so that students begin to apply sounds and develop alphabetic principle.</li> <li>Letter naming assessment should eventually included a timed component (rapid letter identification)</li> </ul>

### PHONOLOGICAL AWARENESS

**RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).**

- Recognize and produce rhyming words.
- Count, pronounce, blend, and segment syllables in spoken words.
- Blend and segment onsets and rimes of single-syllable spoken words.
- Blend two to three phonemes into recognizable words.
- 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/.)
- Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

EARLY APPROXIMATIONS	Both years should include progressions of phonological and phonemic awareness instruction, progressing from simple to complex within each phonological task leading to phonemic awareness.
TEACHING TIPS	<ul style="list-style-type: none"> <li>Recognizing and matching rhymes are easier than producing rhyming words. Students differ in the rate at which they learn to produce rhymes. Rhyming instruction should include connected text, such as rhyming poems and stories, as well as individual words.</li> <li>Counting and segmenting are more challenging than pronouncing and blending</li> <li>Instruction over time should progress from Words in Sentences, Syllables, Onsets/Rimes, Phonemes</li> <li>Fewer phonemes are easier to blend or segment than more phonemes</li> <li>Isolating initial sounds is easier than isolating final sounds. Isolating medial sounds is more difficult than initial and final sounds.</li> <li>Adding and substituting phonemes is the most complex task in this standard.</li> <li>May need to scaffold with pictures or objects</li> <li>Practice can include using word play, songs, chants (eg, "Apples and Bananas" song, Silly Sally)</li> </ul>

# Common Core State Standards

## Language Arts: Foundational Skills (RF)

### PHONICS AND WORD RECOGNITION

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

- Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant.**
- Associate the long and short sounds with common spellings (graphemes) for the five major vowels.**
- Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does).**
- Distinguish between similarly spelled words by identifying the sounds of the letters that differ.**

#### EARLY APPROXIMATIONS

Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. As soon as students begin learning letter names, they should begin to match sounds with letters. Preschool foundations indicate that students at 60 months should begin to recognize that letters have sounds. Short vowels are introduced and utilized in early decoding instruction. Long vowel sounds are a new addition to K standards from early first grade instruction. Preschool Foundations indicate that students at 60 months should be able to recognize their own name and other common words in print. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

#### TEACHING TIPS

- Current Kindergarten curriculum may not have resources or instruction for long vowel sounds.
- Letter naming and sound naming are foundational to reaching the end-goal of reading beginning texts. Sound identification assessment should include timing (rapid sound identification).
- Curriculum for both years should include explicit instruction in letter sounds and high frequency words, applied in reading beginning level sentences and texts, as aligned to research (not just skills in isolation).
- Need to identify benchmarks and expectations for each of these skills. Some districts expect only 20 high frequency words, others expect 50-75 words for Kindergarten.
- Which common spellings for long vowels are expected?

### FLUENCY

**RF.K.4 Read emergent-reader texts with purpose and understanding.**

#### EARLY APPROXIMATIONS

Participate in choral rereading of text, begin to track text and recognize some high frequency words. Engage in individual reading of patterned or repetitive text. Engage in individual reading of decodable text that includes sounds and words that have been taught.

#### TEACHING TIPS

- Students need opportunities to practice the skills they are learning in connected text, rather than only in isolation.
- Students should be supported to answer questions about the text they have read, pointing to the part of the text that provides the answer to the questions.
- Students should have opportunities to revisit and retell big book or shared reading texts that are beyond their reading level.
- This standard is about students doing the reading of the text by the end of Kindergarten and should include plenty of practice over the two years.

# Common Core State Standards

## Language Arts: Language Standards (L)

### Conventions of Standard English

**L.K.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/ (e.g., dog, dogs; wish, wishes).
- Understand and use question words (interrogatives) (e.g., who, what, where, when, 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.

EARLY APPROXIMATIONS	Develop command of the conventions of standard English grammar and usage when writing or speaking. Begin to print many upper- and lowercase letters as letters are introduced. Connect parts of speech/grammar from oral to written language. With modeling, prompting, and support, responds orally to question words (interrogatives) (e.g., who, what, where, when, why, how). Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with). Participate in teacher models and group activities to orally produce and expand complete sentences
	<ul style="list-style-type: none"> <li>Connect printing instruction to letter/sound naming scope and sequence. Provide opportunities for students to practice letter formation in the context of words and in their own writing.</li> <li>Build understanding of prepositions using manipulatives, TPR, etc.</li> </ul>

**L.K.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.

EARLY APPROXIMATIONS	Participate in shared or interactive writing, start to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Develop phonetic spelling aligned to phonics/decoding instruction
	<ul style="list-style-type: none"> <li>Develop the language and understanding of these skills through modeled and interactive writing and bridge to mastery in independent writing.</li> <li>Practice dictation routines to support application of sounds to print, use sound-spelling cards as a scaffold</li> <li>Correct letter formation, writing top to bottom and left to right are all implied.</li> </ul>

### Knowledge of Language

**L.K.3 (Begins in grade 2)**

### Vocabulary Acquisition and Use

**L.K.5 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.

EARLY APPROXIMATIONS	Participate in teacher models and interactive group experiences with exploring word relationships and nuances in word meanings.
	<ul style="list-style-type: none"> <li>Connect sorting to other content areas (e.g. math) and to reading (classify/categorize) strategies. Use manipulatives and listing.</li> <li>Connect antonym instruction to affix instruction, such as happy and unhappy</li> <li>Connect to compare/contrast (Venn diagram) (e.g. how is mauve like purple, but different? How is sleepy like but different from tired or exhausted?)</li> <li>Encourage students to apply and use new and refined vocabulary orally and in their writing.</li> </ul>

**L.K.6 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 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.

EARLY APPROXIMATIONS	Participate in teacher models and group experiences of using words and phrases acquired through conversations, reading and being read to, and responding to texts.
	<ul style="list-style-type: none"> <li>Provide encouragement, opportunities and incentives in class and outside of class for using new and refined words and sentences from classroom learning.</li> </ul>

# Common Core State Standards

## Language Arts: Speaking and Listening

### COMPREHENSION AND COLLABORATION

**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.**

**EARLY APPROXIMATIONS**  
 Encourage participation in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.  
 a. Increasingly follows agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).  
 b. With modeling and support, learns to continue a conversation through multiple exchanges.

**TEACHING TIPS**  
 • Essential to establish norms and procedures for partner, small group and large group conversations early on. Procedures for quick partnering while in large groups are also essential. ("Elbow Partners", talking sticks, "handing-off routine", etc)  
 • Engage students in identification of "active listening" norms or rules and have students reflect upon and evaluate their success in following the norms.  
 • Some curriculum include discussion routines for Kindergarten  
 • Learning conversation procedures is an essential component from the beginning of school.

**SL.K.2 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.**  
**a. Understand and follow one- and two-step oral directions.**

**EARLY APPROXIMATIONS**  
 Participate in teacher models with prompting and support to 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.  
 Once step directions are easier than two step directions

**TEACHING TIPS**  
 • Metacognition – active thinking aloud – is essential for reading comprehension. Teachers should model and have students practice over both years.  
 • Essential to establish norms and procedures for partner, small group and large group conversations early on. Procedures for quick partnering while in large groups are also essential. ("Elbow Partners", talking sticks, "handing-off routine", etc)  
 • Engage students in identification of "active listening" norms or rules and have students reflect upon and evaluate their success in following the norms.  
 • Some curriculum include discussion routines for Kindergarten  
 • Following directions games can be incorporated into the first weeks of school to establish procedures and norms.

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

**EARLY APPROX.**  
 Ask questions in order to seek help and get information.  
 Ask questions in order to clarify something that is not understood.  
 Answer questions to provide help, information or clarification.

**TEACHING TIPS**  
 • Communicate that learners ask and answer questions. Connect to reading standards – readers seek answers in text.  
 • Need to develop concept and language of questions (interrogative) as contrasted to telling or explanation (declarative) words, sentences, voice inflection.

### PRESENTATION OF KNOWLEDGE AND IDEAS

**SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.**

**EARLY APPROXIMATIONS**  
 Participate in teacher models describing familiar people, places, things, events and details.  
 With prompting and support, describe familiar people, places, things and events.  
 With prompting and support, provide additional detail

**TEACHING TIPS**  
 • Communicate the concept of description – link to writing standards and reading experiences.  
 • Need to develop concept and language of description (adjectives, activating the 5 senses through words)  
 • Link to concrete experiences (e.g. tasting a lemon or walking through mud) and expand to thinking from the perspective of another person or a character – develop different perspectives/descriptions of the same event.

**SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.**

**EARLY APPROXIMATIONS**  
 Participate in teacher models and use the visual displays to retell the description  
 Describe a drawing or visual display.  
 Have students note additional details in illustrations that aren't found in the text they read and add details to their own illustrations that "go beyond" the text.

**TEACHING TIPS**  
 • Connect to reading and writing standards and the concept of what an illustrator and author do to match and also provide additional or different information for a reader. In this case, there is a visual display for an oral presentation that could build from a written presentation.  
 • Provide opportunities for students to orally describe pictures and illustrations and to expand their descriptions.

**SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.**

**EARLY APPROX.**  
 Participate in teacher models that demonstrate effective and ineffective models and discussions/descriptions of what makes them effective or ineffective.  
 Speak audibly and express thoughts, feelings and ideas clearly.

**TEACHING TIPS**  
 • Develop and practice speaking norms (buddy/partner voice, small group voice, presenting voice).  
 • Utilize routines and procedures for speaking (talking stick, handing-off, etc) and practice in partner, small group and large group settings.



# Common Core State Standards

## Language Arts: Writing

### TEXT TYPES AND PURPOSES

**W.K.1 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...)**

EARLY APPROXIMATIONS	Participate in teacher models or interactive writing to compose teacher or group opinion texts. Orally tell opinions and preferences about topics from reading or the book itself
TEACHING TIPS	<ul style="list-style-type: none"> <li>Build oral language through discussion about books and link to written language.</li> <li>Model writing with metacognition, using academic vocabulary, such as "title" and connecting to print concepts and written conventions, including use of capital letters, etc.</li> <li>Build understanding of what an opinion or preference is and the words that express opinions and preferences (my favorite, least favorite, best, worst, great, terrible, etc).</li> <li>Build connections to "author" and "reader" concepts from reading standards (an author communicates their opinion and/or message and gives reasons to convince a reader about what they wrote – a reader tries to understand what the author's opinion is and may or may not be convinced by the author).</li> <li>Compare/contrast with informative/explanatory and narrative texts.</li> </ul>

**W.K.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.**

EARLY APPROXIMATIONS	Orally tell (retell) informative/explanatory information about a topic Participate in teacher models interactive writing to compose teacher or group informative/explanatory texts.
TEACHING TIPS	<ul style="list-style-type: none"> <li>Build oral language through discussion about books and link to written language.</li> <li>Build understanding of what an informative/explanatory text is, making connections to informative/explanatory texts that have been read.</li> <li>Build connections to "author" and "reader" concepts from reading standards (an author seeks to provide information to a reader – a reader seeks to learn content through these types of texts).</li> <li>Compare/contrast with opinion and narrative texts.</li> </ul>

**W.K.3 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.**

EARLY APPROX.	Participate in teacher models or interactive writing to compose teacher or group narratives Orally tell personal, true stories or fictional stories
TEACHING TIPS	<ul style="list-style-type: none"> <li>Build oral language through discussion about books and link to written language.</li> <li>Build understanding of what an informative/explanatory text is, making connections to informative/explanatory texts that have been read.</li> <li>Build connections to "author" and "reader" concepts from reading standards (an author seeks to provide information to a reader – a reader seeks to learn content through these types of texts).</li> <li>Compare/contrast with opinion and narrative texts.</li> <li>Rewriting a new version of a known text (new characters, different events, different perspectives) can support bridging to writing original narratives</li> </ul>

### PRODUCTION AND DISTRIBUTION OF WRITING

**W.K.4 (Begins in Grade 2)**

**W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.**

EARLY APPROX.	Participate in teacher models or interactive writing that includes response to questions and suggestions and revising to add details. Move from one on one conference with teacher, to partner with a peer, to small group feedback and revision.
TEACHING TIPS	<ul style="list-style-type: none"> <li>Develop awareness and techniques for active listening and responding</li> <li>Develop procedures/norms for feedback that includes specific positive feedback and suggestions that are posed from the reader perspective (e.g. "As a reader, I was wondering about...., as a reader, I was confused about....etc.) to provide constructive feedback.</li> </ul>

**W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.**

EARLY APPROX.	Participate in teacher-models or interactive writing that demonstrate use of digital tools for producing, publishing and collaborating. Build awareness and use of technology and specific software (e.g. Kidpix) using cross age tutors, or older buddies.
TEACHING TIPS	<ul style="list-style-type: none"> <li>Develop awareness of how technology can enhance the writing experience and the reading experience.</li> <li>Develop specific skills and norms for using digital tools and for collaborating.</li> </ul>

# Common Core State Standards

## Language Arts: Writing

### RESEARCH TO BUILD AND PRESENT KNOWLEDGE

**W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them.)**

**EARLY APPROXIMATIONS**  
Participate in teacher models or interactive writing to compose teacher or group research  
Orally discuss opinions or information drawn from more than one source.

**TEACHING TIPS**  

- Build oral language through discussion about books and link to written language.
- Build understanding of what research and writing projects are,
- Make connections to thematic instruction (most curriculums have a theme or big idea basis that can lead to student inquiry projects or discussions). Theme focus walls can be a "group project" to develop over each theme, where students contribute ideas and make connections to the theme.
- Emphasize inquiry – seeking answers or information and making connections between multiple sources.

**W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.**

**EARLY APPROXIMATIONS**  
Participate in teacher models and group recollection/discussions  
With prompting, modeling, and scaffolding, use class discussions, gather information as a whole class (brainstorm), or use a story starter or prompt to answer a question.

**TEACHING TIPS**  

- Connect to other writing and reading standards.
- Make connections to thematic instruction (most curriculums have a theme or big idea basis that can lead to student inquiry projects or discussions). Theme focus walls can be a "group project" to develop over each theme, where students contribute ideas and make connections to the theme.
- Routines and graphic organizers, such as Know-Want to Know-Learned (KWL) and Clue-Problems-Wonderings (CPW) are scaffolds to support asking questions and gathering information to answer questions.

**W.K.9 (Begins in Grade 4)**

### RANGE OF WRITING

**W.K.10 (Begins in Grade 2)**

*"To be 'intentional' is to act purposefully, with a goal in mind and a plan for accomplishing it. Intentional acts originate from careful consideration of their potential effects. Thus an 'intentional' teacher aims at clearly defined learning objectives for children, employs instructional strategies likely to help children achieve the objectives, and continually assesses progress and adjusts the strategies based on that assessment."*

Ann S. Epstein (2007)  
*The Intentional Teacher*

*Developmentally appropriate practice is at the core of being an excellent early childhood professional—that is the central premise of this book. Developmentally appropriate practice is grounded in the research on child development and learning and in the knowledge base regarding educational effectiveness. From this knowledge base, we know a great deal about how children develop and learn at various ages and what approaches and conditions tend to work best for them.*

Carol Copple and Sue Bredekamp  
*Developmentally Appropriate Practice, 3d Edition*



**T**o be an excellent teacher means . . . *being intentional*

Whenever you see a great classroom, one in which children are learning and thriving, you can be sure that the teachers (and the administrators who support them) are highly intentional. In everything that good teachers do—creating the environment, considering the curriculum and tailoring it to the children as individuals, planning learning experiences, and interacting with children and families—they are purposeful and thoughtful. As they make myriad decisions, big and small, they keep in mind the outcomes they seek. Even in responding to unexpected opportunities—“teachable moments”—intentional teachers are guided by the outcomes the program is trying to help children reach and by their knowledge of child development and learning.

Having a clear sense of how all aspects of the program relate to and promote the desired goals contributes to an intentional teacher's effectiveness. Learning goals are usually identified for groups of children within a given age span. But teachers must determine where each child is in relation to a goal and adjust their teaching accordingly. For example, some children from poverty backgrounds are behind what is typical for other children in their age group in such areas as vocabulary, math and literacy learning, and self-regulation. For these children, excellent teachers, schools, and programs provide more extended, enriched, and intensive learning opportunities—such as more small group activities and one-on-one interaction—to accelerate their learning and help them to catch up.

Similarly, in serving children with disabilities and other special needs, teachers' attention to individual variation is essential.

In addition to age appropriate goals, an individualized plan for such a child will identify individually appropriate goals, which teachers implement in conjunction with families and specialists. In many cases, the plan necessitates more systematic, intentional teaching for the child to function and learn well in an inclusive setting. Having their objectives and plans in mind, intentional teachers are well prepared to tell others—parents, administrators, colleagues—about what they are doing. Not only do they know what to do, they also know why they are doing it and can describe their purposes.

Carol Copple and Sue Bredekamp  
*Developmentally Appropriate Practice, 3d Edition*

Preparing for Transitional Kindergarten

# **Kindergarten Common Core State Standards for Mathematics**

## **Early Approximations and Teacher Tips**

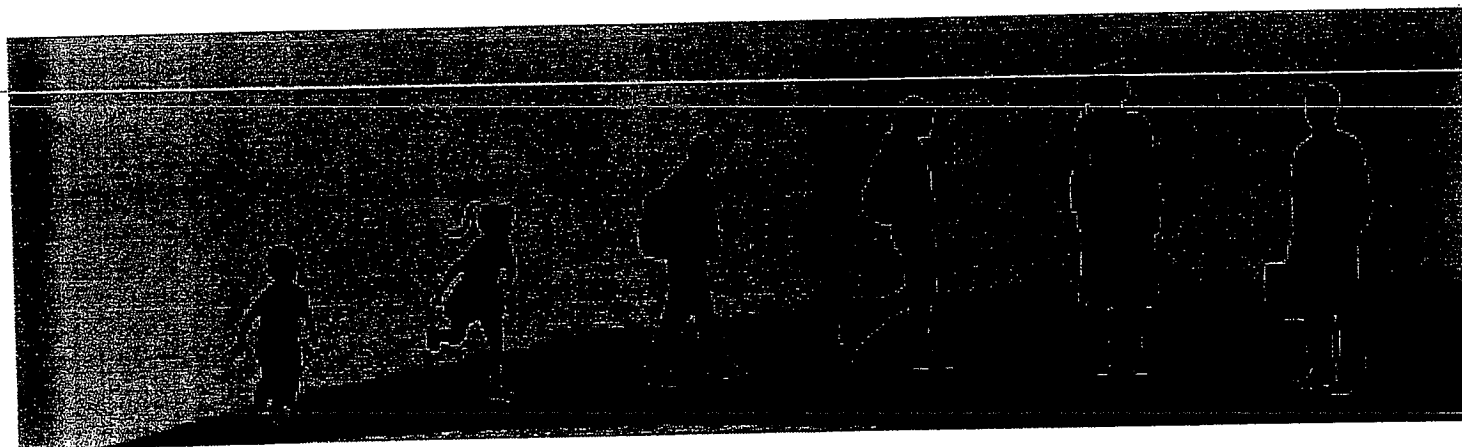
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### **ABSTRACT**

The San Diego County Transitional Kindergarten Work Group, primarily comprised of Kindergarten teachers, conducted an in-depth study of the Common Core Standards for Mathematics in 2010-11 in preparation for Transitional Kindergarten. This work included a comparison of the Preschool Foundations with the Common Core, published in a separate document, and a deeper study of the Common Core Standards, included in this document. As a result of studying the standards, the group decided that growth toward each of the standards be viewed as a progression toward mastery over the two year experience, and decided NOT to label the standards as "Year 1" or "Year 2". Through study and discussion, the group identified the "earlier approximations" which included breaking the standard into individual tasks or ordering by level of difficulty. Through the discussions, the group drafted "Key Ideas" which include teaching tips, scaffolds and/or ideas to bridge earlier learning. In sharing this work with our district partners, we offer the suggestion that these resources may be helpful in planning for Transitional Kindergarten, but that it was the discussion amongst the teachers and reading/language arts specialists that was the most valuable preparation.

### **NOTES ON ORGANIZATION OF THE DOCUMENT**

Each California Kindergarten Common Core State Standard is listed with the notes regarding Early Approximations and Teacher Tips that were generated by the work group.



# Common Core State Standards

## Mathematics: Counting and Cardinality

### KNOW NUMBER NAMES AND THE COUNT SEQUENCE

#### K.CC.1 Count to 100 by ones and by tens.

EARLY APPROXIMATIONS	Participate in teacher models and group practice counting. Sequence to 10, count by rote to 20. Begin to count by 10s and counting to 100.
TEACHING TIPS	<ul style="list-style-type: none"> <li>The teens tend to be the trickiest; once they have it they can move on easily.</li> </ul>

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

EARLY APPROXIMATIONS	Participate in teacher models and group practice counting. Count forward from a given number within the known sequence with prompting and support.
TEACHING TIPS	<ul style="list-style-type: none"> <li>Skill is difficult to understand. This more about fluency with numbers and number names.</li> </ul>

#### K.CC.3 Write numbers from 0 to 20. Represent a number of objects with a written numeral 0-20 (with 0 representing a count of no objects).

EARLY APPROXIMATIONS	Participate in teacher models and group practice of recognizing and writing numbers. Recognize the numbers 0 to 20. Write and represent 0-10 then build to 11-20. Count and match spoken with written numbers (number recognition) and know how to form/write that number.
TEACHING TIPS	<ul style="list-style-type: none"> <li>Explicit instruction and practice in writing needs to happen.</li> <li>Focus walls with visual aids.</li> </ul>

### COUNT TO TELL THE NUMBER OF OBJECTS

#### K.CC.4 Understand the relationship between numbers and quantities; connect counting to cardinality.

- 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.
- 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.
- Understand that each successive number name refers to a quantity that is one larger.

EARLY APPROXIMATIONS	Participate in teacher models and group practice of recognizing and writing numbers. Visually, tactily, auditorily understand the relationship between 0-10 and quantities; connect counting to cardinality. Develop understanding of individual number/quantity and then comparative (more/less) concepts
TEACHING TIPS	<ul style="list-style-type: none"> <li>This standard works as a whole, true understanding of the number.</li> </ul>

#### K.CC.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.

EARLY APPROXIMATIONS	Participate in teacher models of counting to answer "how many" questions and counting out a given number of objects. Count to answer "how many?" questions initially about as many as 1-5 scattered configuration then 1-10 things arranged in a line, a rectangular array, or as many as 10 things in a scattered configuration. Given a number from 1-5 count out that number of objects, then increase to a number between 1-10
TEACHING TIPS	<ul style="list-style-type: none"> <li>Show pattern pictures, seeing a group different ways, let students see it in multiple ways.</li> <li>Building strategies with smaller numbers.</li> </ul>

# Common Core State Standards

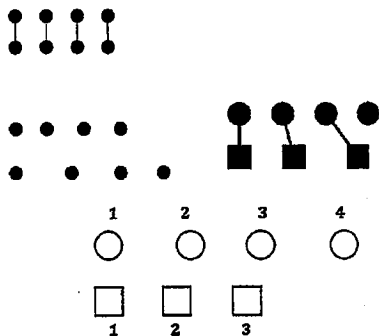
## Mathematics: Counting and Cardinality

### COMPARE NUMBERS

**K.CC.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.**

**EARLY APPROX.** Participate in teacher models and group tasks to use matching and counting strategies to identify greater, less than or equal sets.  
Begins to 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.

**TEACHING TIPS** • Exposure to all the different ways of saying less than, greater than, equal to. If there is another way to explain the meaning in simpler terms and they understand, then teach the academic language (i.e., same is equal).



**K.CC.7 Compare two numbers between 1 and 10 presented as written numerals.**

**EARLY APPROX.** Participate in teacher models and group tasks to compare two numbers between 1 and 10 presented as written numerals. First develop understanding of symbolic representation of numbers (number identification and counting/cardinality). Compare orally and use manipulatives before moving to symbolic level.

**TEACHING TIPS** • This standard requires complete symbolic recognition and understanding of the represented quantity, predicated on prior counting and cardinality standards.

## Mathematics: Number and Operations in Base Ten

**WORK WITH NUMBERS 11-19 TO GAIN FOUNDATIONS FOR PLACE VALUE.**

**K.NBT.1 Compose and decompose numbers from 11 to 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, or nine ones.**

Participate in teacher models and group tasks to compose and decompose numbers from 11 to 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 equations (e.g.,  $18 = 10 + 8$ ); understand that these numbers are composed of ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

• Developmentally, Year 1 is Focusing on 1-10 in the other domains, and then adds higher numbers to build on what is learned.

• This standard is better suited to Year 2.

# Common Core State Standards

## Mathematics: Operations and Algebraic Thinking

### UNDERSTAND ADDITION AS PUTTING TOGETHER AND ADDING TO, AND UNDERSTAND SUBTRACTION AS TAKING APART AND TAKING FROM.

**K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g. claps), acting out situations, verbal explanations, expressions, or equations.**

**EARLY APPROXIMATIONS**  
Participate in teacher models and group tasks to represent addition and subtraction with objects, fingers, mental images, drawing, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.  
Begin with objects and acting out situations to represent addition and subtraction in a concrete way.  
Use fingers and drawing with teacher modeling and think alouds.

**TEACHING TIPS**  

- Really important to focus more on the concept of understanding the operations of addition and subtraction rather than the equation.
- This is the action of putting together and taking apart.

**K.OA.2 Solve addition and subtraction word problems, and add subtract within 10, e.g., by using objects or drawings to represent the problem.**

**EARLY APPROXIMATIONS**  
Participate in teacher models and group tasks to solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.  
Begin with solving addition and subtraction word problems, and add and subtract within 5 then to 10, e.g., by using objects or drawings to represent the problem connecting to their world.

**TEACHING TIPS**


- Comprehension of a statement.
- Involves estimating and predicting.

**K.OA.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 (e.g.,  $5 = 2 + 3$  and  $5 = 4 + 1$ ).**

**EARLY APPROXIMATIONS**  
Participate in teacher models and group tasks to decompose numbers less than or equal to 10 into pairs in more than one way.  
Decompose numbers less than or equal to 5 into pairs in more than one way, e.g., by using objects  
Break apart and make number partners.

**TEACHING TIPS**  

- Students may be able to record, illustrate and explain in words and pictures. The expectation is to fully understand in picture before abstract symbols.



**K.OA.4 For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., record the answer with a drawing or equation.**

**EARLY APPROXIMATIONS**  
Participate in teacher models and group tasks to find the number that makes 10 when added to the given number and record the answer with a drawing or equation for any number from 1 to 9.  
Find the number that makes 5 numbers 1-4 to by using first objects and then drawings.

**TEACHING TIPS**  

- Students need to understand concepts and to develop their own strategies to make meaning.

**K.OA.5 Fluently add and subtract within 5.**

**EARLY APPROXIMATIONS**  
Participate in teacher models and group tasks to add and subtract within 5.  
Develop strategies to fluently add and subtract within 5, using objects, acting out real life scenarios, and then drawings for adding and subtracting.

**TEACHING TIPS**  

- Efficient retrieval of a structure, not memorization, having a visual, strategy, or comprehension in mind.

# Common Core State Standards

## Mathematics: Measurement and Data

DESCRIBE AND COMPARE MEASURABLE ATTRIBUTES	
<b>K.M.1 Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.</b>	
EARLY APPROXIMATIONS	Participate in teacher models and group tasks to describe measurable attributes of objects, such as length or weight and describe several measurable attributes of a single object.
TEACHING TIPS	<ul style="list-style-type: none"> <li>Build academic language and using non-standard measurement units and balance scales.</li> </ul>
<b>K.M.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.</b>	
EARLY APPROXIMATIONS	Participate in teacher models and group tasks to 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.
TEACHING TIPS	<ul style="list-style-type: none"> <li>Use concrete examples, such as the one provided to directly compare two objects and describe the difference.</li> </ul>

CLASSIFY OBJECTS AND COUNT THE NUMBER OF OBJECTS IN EACH CATEGORY	
<b>K.M.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</b>	
EARLY APPROXIMATIONS	<p>Participate in teacher models and group tasks to classify objects into given categories; count the numbers of objects in each category and sort the categories by count.</p> <p>Classify objects into given categories; count the numbers of objects initially from 0 – 5 moving towards 0 – 10 in each category and sort the categories by count.</p>
TEACHING TIPS	<ul style="list-style-type: none"> <li>Examples of categories include color, size and shape.</li> </ul>
<b>K.M.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)</b>	
<p><b>a. Name the days of the week. (CA-Standard MG 1.3)</b></p> <p><b>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)</b></p>	
EARLY APPROXIMATIONS	Participate in teacher models and group tasks to develop understanding of concepts of time (e.g. morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).
TEACHING TIPS	<ul style="list-style-type: none"> <li>Build academic language and understanding through songs, literature, chants and visuals.</li> </ul>



# Common Core State Standards

## Mathematics: Geometry

IDENTIFY AND DESCRIBE SHAPES (SQUARES, CIRCLES, TRIANGLES, RECTANGLES, HEXAGONS, CUBES, CONES, CYLINDERS, AND SPHERES).	
<b>K.G.1 Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to.</b>	
EARLY APPROXIMATIONS	Participate in teacher models and group tasks to describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as above, below, beside, in front of, behind, and next to. Begin with two-dimensional shapes Identify and name shapes and identify relative positions of objects and then combining the tasks
TEACHING TIPS	🍏 Develop or build academic language of shape names relative positions.
<b>K.G.2 Correctly name shapes regardless of their orientations or overall size.</b>	
EARLY APPROXIMATIONS	Participate in teacher models and group tasks of shape naming. Identify two-dimensional shapes regardless of their orientations or overall size.
TEACHING TIPS	🍏 Develop understanding of shapes using shapes of different sizes and colors to clearly demonstrate the concept of shape over other attributes.
<b>K.G.3 Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").</b>	
EARLY APPROXIMATIONS	Participate in teacher models and group tasks to identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid"). Develop understanding of two-dimensional, or flat, shapes, then three-dimensional, or solid, shapes, then support students to identify the type from a mixed set.
TEACHING TIPS	🍏 Develop academic language for two and three dimensional shapes

ANALYZE, COMPARE, CREATE, AND COMPOSE SHAPES.	
<b>K.G.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).</b>	
EARLY APPROXIMATIONS	Participate in teacher models and group tasks to analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts and other attributes Compare two- dimensional shapes, in different sizes and orientations, using informal language and begins to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length.)
TEACHING TIPS	🍏 Develop academic language for two- and three-dimensional shapes, describing one shape, then comparing two shapes.
<b>K.G.5 Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</b>	
EARLY APPROXIMATIONS	Participate in teacher models and group tasks to model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes. Model shapes in the world by building shapes from components (e.g., sticks, blocks, legos, and clay balls) and starts to draw shapes.
TEACHING TIPS	🍏 Incorporate two-dimensional and three-dimensional objects.
<b>K.G.6 Compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"</b>	
EARLY APPROXIMATIONS	Participate in teacher models and group tasks to compose simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?" Explore with simple shapes to form larger shapes. For example, "Can you join these two triangles with full sides touching to make a rectangle?"
TEACHING TIPS	🍏 Use a variety materials to design/ construct/ build such as pattern blocks, attribute blocks, paper shapes, etc.