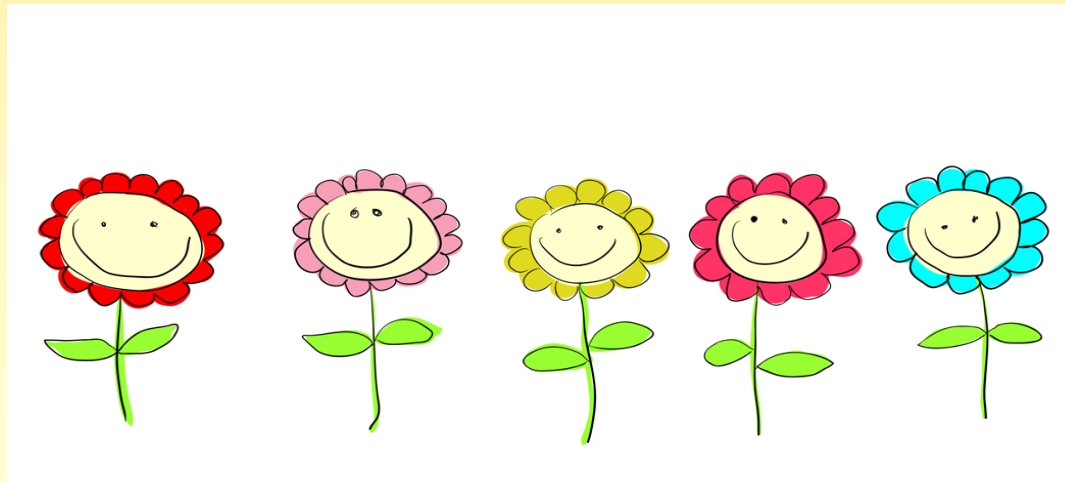


California Preschool Learning Foundations



This PowerPoint presentation was prepared by the CSU's Center for the Advancement of Reading (CAR; www.calstate.edu/car). We gratefully acknowledge the contributions of Shelia Arnold, Orange County Department of Education, and Joyce Wright, Founding Member of the CAR Advisory Board.


April 2009 (2017 Update)

High quality preschool programs contribute to the closing of the achievement gap.



What experiences and environments best support children's learning and development?



A stylized map of the United States is shown in the background. The map features a yellow central area, green areas on the left and right sides, and a light blue area at the bottom. The map is outlined with a thick brown border. Overlaid on the map is the text: "All 50 states either have developed preschool standards documents or are in the process of doing so."

All 50 states either have developed preschool standards documents or are in the process of doing so.

Rationale

“All too often, children entering school for the first time as kindergarteners are already lagging behind their classmates, and this disadvantage can affect them socially and academically long past kindergarten. Children who have had the benefit of attending high-quality preschools are more comfortable in their surroundings, have been exposed to books, have learned how to play cooperatively, and are accustomed to learning with others...

...The foundations outline key knowledge and skills that most children can achieve when provided with the kinds of interactions, instruction, and environments research has shown to promote early learning and development....It is my hope that these foundations will help guide and support all California preschools as they offer developmentally appropriate activities and instruction that are both purposeful and playful, instilling in our young children a love of learning that will last a lifetime.”

State Superintendent Jack O’Connell
California Preschool Learning Foundations, p. v.
2008

California's priorities:

- aligning expectations for preschool learning with the kindergarten standards
- complementing the content areas with attention to social-emotional development and English-language development

Furthermore, the California Preschool Learning Foundations are intended to be accessible to all learners, including children with disabilities. Thus, the foundations incorporate universal design for learning by encouraging:

- multiple means of representation
- multiple means of engagement
- multiple means of expression



Preschool Foundations and Frameworks

Domain	Volume
Social-Emotional Development	1
Language and Literacy	1
English-Language Development	1
Mathematics	1
Visual and Performing Arts	2
Physical Development	2
Health	2
History/Social Science	3
Science	3

Foundations Volumes--<http://www.cde.ca.gov/sp/cd/re/psfoundations.asp>

Framework Volumes--<http://www.cde.ca.gov/sp/cd/re/psframework.asp>

Organization of Each Domain in the *California Preschool Learning Foundations*

- Introduction to the Domain
- The Foundations
- Bibliographic Notes*
- Glossary
- References and Source Materials

* This section is not included in ELD domain because references are provided in the introduction.

Map of the Foundations: Language and Literacy

Domain

Strand

Reading

Sub-strand

Age

Foundation

Examples

1.0 Language Use and Conventions (Continued)	
At around 48 months of age	At around 60 months of age
<p>1.4 Use language to construct short narratives that are real or fictional.*</p> <p>Examples</p> <ul style="list-style-type: none"> The child draws attention or points to pictures on the wall of a special class event: "The mama bird built a nest in our toy box. The baby birds flew away." The child describes an unfolding event at snack time: "I want to put peanut butter on my bread. I'm going to put jelly on, too." The child relays events from the day's morning: "My daddy's truck broke down. We walked to school. It was a long way." 	<p>1.4 Use language to construct extended narratives that are real or fictional.*</p> <p>Examples</p> <ul style="list-style-type: none"> The child tells a brief story that unfolds over time: "I went to the park with my mommy, and we played in the sandbox. Then we had a picnic. After that, we went to the store." The child tells about activities of interest to him or her that day: "First we come to school and sit on the carpet. Then we have our circle time. And then we do the centers. And then it's time for lunch." The child retells the major events of a favorite story: "The boy wrote to the zoo, and they kept sending him animals. But he doesn't like them. So, then he gets a puppy, and he keeps it. He was happy then."

* Producing narratives may vary at these ages for children who are communicating with sign language or alternative communication systems. As is true for all children, teachers can support young children's communication knowledge and skills by repeating and extending what children communicate in conversations. Teachers can also provide opportunities for children to repeat or tell stories as a way to encourage them to produce narratives.

LANGUAGE AND LITERACY

Notes on children with disabilities

The Language and Literacy Domain

“An assumption underlying the language and literacy foundations is that children should experience the kinds of interactions, relationships, activities, and play that research has shown to support successful learning and development.”

California Preschool Learning Foundations, p. 47

Language and Literacy Strands

- Listening and Speaking
- Reading
- Writing



Foundations in Language and Literacy are provided for children at around 48 months and children at around 60 months.

Listening and Speaking Substrands

- Language Use and Conventions (4*)
- Vocabulary (3)
- Grammar (2)



* Number in parentheses is the number of foundations in the substrand. Where more than one number is provided, the first is the number of foundations for children around 48 months and second is the number for children around 60 months.

Sample Foundation

Strand: Listening and Speaking



Substrand: Language Use and Conventions

Foundation 1.1

At around 48 months of age, children use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.

At around 60 months of age, children use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem solving, and seeking new information.

Reading Substrands

- Concepts about Print (2)
- Phonological Awareness (2)
- Alphabets and Word/Print Recognition (2; 3)
- Comprehension and Analysis of Age-Appropriate Text (2)
- Literacy Interest and Response (2)



Sample Foundation Strand: Reading



Substrand: Alphabets and Word/Print
Recognition

Foundation 3.1

At around 48 months of age, children recognize the first letter of own name.

At around 60 months of age, children recognize own name or other common words in print.

Sample Foundation Strand: Reading



Substrand: Literacy Interest and Response Foundation 5.1

At around 48 months of age, children demonstrate enjoyment of literacy and literacy-related activities.

At around 60 months of age, children demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.

Writing Substrand

- Writing Strategies (3)



Sample Foundation Strand: Writing



Substrand: Writing Strategies Foundation 1.2

At around 48 months of age, children write using scribbles that are different from pictures.

At around 60 months of age, children write letters or letter-like shapes to represent words or ideas.

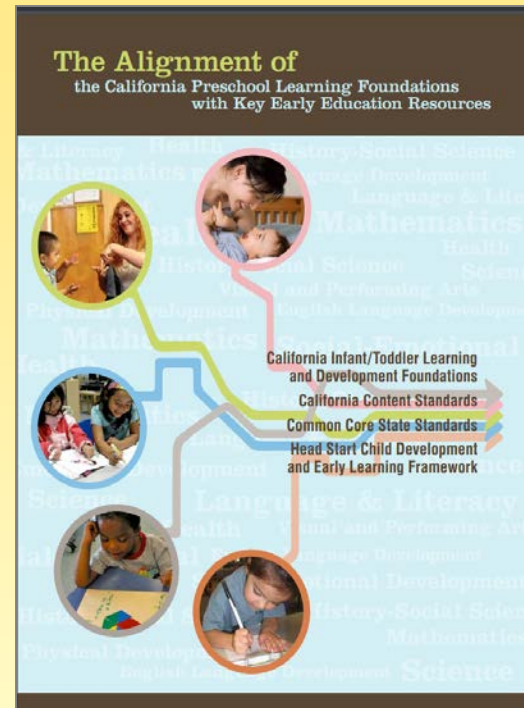
Accompanying Framework

The *California Preschool Instructional Framework*, Volume 1...

- Presents general guidance on planning learning environments and experiences for young children.
- Is intended to be consistent with the broad range of curricula.
- Is aligned with the *California Preschool Learning Foundations, Volume 1*.
- Is followed by Curriculum Frameworks, Volumes 2 and 3, developed in alignment with the respective volumes of the Preschool Learning Foundations.
- Has been incorporated into the staff development provided by the California Preschool Instructional Network (CPIN).

The Continuum of Learning

The alignment of the preschool foundations with other resources, including the California ELA Kindergarten Standards (CA CCSS), is provided in the California Department of Education's 2012 document, *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources*.



<http://www.cde.ca.gov/sp/cd/re/documents/psalignment.pdf>

For Related Information

- California Preschool Instructional Network (CPIN)
<https://cpin.us/>
- CSU Transitional Kindergarten Community
<http://teachingcommons.cdl.edu/tk/>
- CDE/ECE Faculty Initiative Project
<https://facultyinitiative.wested.org/>
- California Early Childhood Educator Competencies
<http://www.cde.ca.gov/sp/cd/re/ececomps.asp>
- Early Childhood and Support Division Resources (CDE)
<http://www.cde.ca.gov/sp/cd/re/cddeceplan.asp>

