

STANDARDS ALIGNMENT DOCUMENT for TRANSITIONAL KINDERGARTEN

LAUSD implemented Transitional Kindergarten district-wide in 2011-12.

This resource document is extracted from the Alignment Document published July 2012 on the CDE Website*, which aligns several important reference documents supporting early childhood education.

Included in these pages are the grids showing the alignment of the **Preschool Learning Foundations** (for children at 48 and 60 months of age) with the **Common Core State Standards for Literacy and Mathematics**, as well as the **CA Framework standards** for the other corresponding subject areas.

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

Transitional Kindergarten Information & Recommendations

Transitional Kindergarten (TK) is the first year of a two-year kindergarten program. It follows the requirements of SB 1381 in providing a modified kindergarten curriculum that is both age and developmentally appropriate. Transitional Kindergarten meets children where they are and provides students with rich experiences and integrated instruction that prepares them to meet the Kindergarten Common Core and State Content Standards at the end of their two year program. (See REF-5777.5 for more information regarding TK implementation.)

Curriculum/Instruction

Teachers must understand the distinctions between the expectations of achievement for students in TK as compared to students in Kindergarten. It is recommended that teachers use the California Preschool Curriculum Framework and the Preschool Learning Foundations (CDE). These documents articulate expectations and descriptors of early childhood achievement and progress at 48 and 60 months of age for all content areas including math, literacy and language, ELD, social emotional development.

These Learning Foundations address the first half or two-thirds to of TK instruction. As students become more competent in their skills they move along the continuum from the Preschool Learning Foundations toward beginning Kindergarten standards. It is also recommended that teachers study this alignment document published by CDE in July 2012*, connecting the Foundations, the CCSS, and the CA content standards, to develop an understanding of students' progression and mastery of K standards over the two years of instruction.

Transitional Kindergarten curriculum provides increased and specific opportunities for language development, play-driven exploratory learning, and social emotional growth. Instruction throughout the day should reflect a balanced approach of teacher-guided and child-initiated experiences.

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

English Language Development

TK instruction is modified in order to be age and developmentally appropriate. In contrast, ELD instruction is differentiated by ELD level (not age). ELD instruction must be provided for a minimum of one hour daily in compliance with the EL Master Plan. LAUSD expectations are that all students will progress a minimum of one ELD level per year. With two years in the TK/K program and effective ELD instruction, these students will be at ELD Level 3 upon entering first grade. Language development is a focus for all TK students. EO/IFEP students are expected make academic language progress in accord with the Preschool Learning Foundations for the first semester and based on CCSS and CA standards throughout.

Assessment Recommendations

TK teachers should always monitor student development along the learning continuum from the CA Preschool Learning Foundations toward Kindergarten CCSS and Content Standards. The expectation is for TK students to meet all kindergarten standards by the end of two years in the TK and K program. Formative assessment, monitoring and observation of student work and behaviors should be conducted regularly to monitor progress in language and literacy, social-emotional development, mathematics, physical development, the arts, science, social sciences, and English language development as well as to inform instruction. Assessment resources available for teachers are the:

- CA Desired Results Developmental Profile (DRDP) 2015,
- Oral Language Screener from DIBELS 3D
- TK curriculum program assessments (Ready to Advance or World of Wonders)
- DIBELS (for kindergarten foundational skills)

Please regularly consult the LAUSD TK website for updates on resources and strategies.
<http://achieve.lausd.net/Page/6503>

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