# plan act study do logo

# Learning Guide 2.4 Transition-

# Continuity and Alignment

## **Objectives**

* Identify planned and timely strategies before, during, and after transition.

|  |
| --- |
| **Related Content:** [Module 2, Lesson 3 Planned and Timely Strategies](https://rpm.fpg.unc.edu/module-2-transition-plan/lesson-3-take-action)**Instructional Method:** Discovery**Level:** Intermediate**Estimated Time Needed:** 10 min. instructor preparation; 20 min. learner activity |

## **Description**

## In this activity, learners will examine state learning standards documents for early childhood (i.e. infant/toddler and pre-kindergarten) and for kindergarten. Learners will identify where the standards align and places where there is potential for discontinuity for children transitioning into kindergarten. Learners will identify and describe strategies for practitioners to use to increase alignment and continuity where discontinuity exists in the standards documents.

## **Materials/Resources**

* State learning standards documents – See Sample Standards documents list
* Learning Guide 2.4 Activity Handout

## **Facilitator Instructions**

1. \*\*NOTE: This activity can also be done in a large group prior to breaking into small groups to facilitate greater understanding of the objectives.\*\*
Divide learners into small groups (3-4 learners). Provide each member of a group excerpts (or the entire document) from the selected state’s early learning standards (Pre-K) and Kindergarten standards for a given content area (i.e. reading/literacy, math, science, etc.). Alternatively, students can pull up the documents on their laptops or tablets. Provide one copy of the Learning Guide 2.4 Activity Handout to the group to complete together.
2. Instruct learners to examine the early learning standards and Kindergarten standards from the same state to find places where the learning goals align and places where there is potential for discontinuity in a child’s experience.
3. Learners will select one point of discontinuity and use the handout to describe a strategy that Pre-kindergarten and Kindergarten teachers can use to ensure greater alignment and continuity across programs.
4. Groups will share their work with the large group and receive feedback from peers and the instructor.

## **Suggested Assessment**

**Performance Indicator:** Participants will be able to identify key planned and timely strategies that can be used to support children and families transitioning between programs

See Learning Guide 2.4 Handout – Sample Answers

|  |  |
| --- | --- |
| **If the learner…** | **Then provide feedback…** |
| Is unable to locate where the standards are continuous or discontinuous | To help the learner focus on the key words and performance indicators of the standards to see how they compare. Provide an example. |
| Is unable to develop strategies that will support alignment and continuity | Refer the learner to transition resources:- ECTA Transition from Preschool Special Education to Kindergarten checklist- Planned and Timely Transitions Chart |

## **Distance Learning Tips**

* Learners can work individually, or it can be completed as a large group activity.
* Have learners identify the learning standards documents that are most relevant to their work. For example, practitioners working in Head Start might want to see how Head Start Early Learning Outcomes Framework aligns with Common Core standards.
* Provide feedback in a timely manner.

## **Learning Guide 2.4 Sample Standards Documents**

|  |  |
| --- | --- |
| **Pre-kindergarten** | **Kindergarten** |
| **Alaska**<https://education.alaska.gov/publications/earlylearningguidelines.pdf> | **Alaska**<https://www.eed.state.ak.us/akstandards/standards/akstandards_elaandmath_080812.pdf> |
| **California**<http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>  | **Common Core Standards**<http://www.corestandards.org> |
| **Colorado**<https://www.cde.state.co.us/early/eldgs>  |
| **Florida**<http://flbt5.floridaearlylearning.com/BT5_Uploads/feldsfyo.pdf>  |
| **Georgia**<http://www.gelds.decal.ga.gov/Documents/48-60_Indicators.pdf>  |
| **Hawaii**<http://earlylearning.hawaii.gov/wp-content/uploads/2014/02/HELDS-continuum-2014.04.01.pdf>  |
| **Illinois**<http://www.isbe.net/earlychi/pdf/early_learning_standards.pdf>  |
| **Indiana** <http://www.doe.in.gov/sites/default/files/earlylearning/foundations-2015-august-12.pdf>  | **Indiana**English/Language Arts <http://www.doe.in.gov/sites/default/files/standards/enla/grade_k_ias_2014.pdf>Math<http://www.doe.in.gov/sites/default/files/standards/mathematics/2014-07-21-math-gk-architecturewith-front-matter_br.pdf>  |

|  |  |
| --- | --- |
| **Pre-kindergarten** | **Kindergarten** |
| **Nebraska**<https://www.education.ne.gov/oec/pubs/ELG/3_5_English.pdf>  | **Nebraska**English Language Arts<https://www.education.ne.gov/oec/pubs/ELG/kgn_langlit.pdf> Math<https://www.education.ne.gov/oec/pubs/ELG/kgn_math.pdf>  |
| **New York**<http://www.p12.nysed.gov/ciai/common_core_standards/pdfdocs/nyslsprek.pdf> | **Common Core Standards**<http://www.corestandards.org>  |
| **North Carolina**<http://ncchildcare.nc.gov/pdf_forms/NC_foundations.pdf> |
| **Ohio**Language and Literacy<http://education.ohio.gov/getattachment/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand/ELDS-Language-and-Literacy.pdf.aspx> Cognitive Development<http://education.ohio.gov/getattachment/Topics/Early-Learning/Early-Learning-Content-Standards/Birth-Through-Pre_K-Learning-and-Development-Stand/ELSD-Cognition-Standards.pdf.aspx> |
| **Oklahoma**<http://www.okdhs.org/OKDHS%20Publication%20Library/10-54.pdf>  | **Oklahoma**English Language Arts<http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAS-ELA-Final%20Version_0.pdf> Math<http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OAS-Math-Final%20Version_3.pdf>  |

|  |  |
| --- | --- |
| **Pre-kindergarten** | **Kindergarten** |
| **Pennsylvania**<https://www.pakeys.org/uploadedContent/Docs/Career%20Development/2014%20Pennsylvania%20Learning%20Standards%20for%20Early%20Childhood%20PreKindergarten.pdf>  | **Common Core Standards**<http://www.corestandards.org>  |
| **South Carolina**<https://ed.sc.gov/scdoe/assets/file/programs-services/64/documents/EarlyLearningGoodStart.pdf>  | **South Carolina**English/Language Arts<http://ed.sc.gov/scdoe/assets/File/instruction/standards/ELA/SCCCRStandards%20OnePagerKindergarten%20ELA.pdf> Math<http://ed.sc.gov/instruction/standards-learning/mathematics/standards/scccr-standards-for-mathematics-final-print-on-one-side/>  |
| **Texas**<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=25769825386>  | **Texas**<http://tea.texas.gov/WorkArea/DownloadAsset.aspx?id=51539609682>  |
| **Washington**<http://www.k12.wa.us/earlylearning/pubdocs/earlylearningbenchmarks.pdf>  | **Common Core Standards**<http://www.corestandards.org>  |

## **Learning Guide 2.4 Handout**

**Name(s):**

**Date:**

**Directions:** Use early learning (i.e. Pre-kindergarten) and Kindergarten standards for the same state to answer the following questions. Note: Focus on one content area (i.e. Math, Literacy, etc.).

### Selected State:

### Name of Pre-kindergarten standards (i.e. NC Foundations):

### Name of Kindergarten standards (i.e. Common Core):

1. Find three places where the standards align and/or are continuous.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pre-kindergarten standard** | **Kindergarten standard** | **Feature of alignment/continuity** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

1. Find three places where the standards do not align and/or are discontinuous.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pre-kindergarten standard** | **Kindergarten standard** | **Feature of non-alignment or discontinuity** |
| 1 |  |  |  |
| 2 |  |  |  |
| 3 |  |  |  |

1. Choose one feature of non-alignment or discontinuity from question two (above) and identify and describe 2-3 strategies practitioners and family could use to ensure greater alignment and continuity across programs.

|  |  |  |  |
| --- | --- | --- | --- |
| **Point of discontinuity** | **Strategy 1** | **Strategy 2** | **Strategy 3** |
|  |  |  |  |

## **Learning Guide 2.4 Handout** – SAMPLE ANSWERS

**Name(s):**

**Date:**

**Directions:** Use early learning (i.e. Pre-kindergarten) and Kindergarten standards for the same state to answer the following questions. Note: Focus on one content area (i.e. Math, Literacy, etc.).

### Selected State: NC

### Name of Pre-kindergarten standards (i.e. NC Foundations): NC Foundations

### Name of Kindergarten standards (i.e. Common Core): Common Core

1. Find three places where the standards align and/or are continuous.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pre-kindergarten standard** | **Kindergarten standard** | **Feature of alignment/continuity** |
| 1 | Initiate and carry on conversations that involve multiple back and forth communications or turns between the persons involved in the conversation. LDC-2m | ELA.SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups. | Both standards mention conversations that include speaking and listening on the part of the child. |
| 2 | Infer the meaning of different kinds of new words from the context in which they are used. LDC7-q | ELA.L.K.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content. | Standards align on the way children will infer meaning of new words. |
| 3 | With prompting and support, run their finger under or over print as they pretend to read text. LDC-10n | ELA.RF.K.1a Follow words from left to right, top to bottom, and page by page. | Standards are continuous about understanding directionality. Kindergarten standard adds some more complexity. |

1. Find three places where the standards do not align and/or are discontinuous.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Pre-kindergarten standard** | **Kindergarten standard** | **Feature of non-alignment or discontinuity** |
| 1 | Demonstrate an interest in learning the alphabet. LDC-12e | ELA.RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet. | There is a large developmental leap from demonstrating an interest to knowing all the upper- and lower-case letters. |
| 2 | Use knowledge of the world to make sense of more challenging texts. LDC-9q | ELA.RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text. | The K standards do not honor knowledge of the world as a way to make sense of a text. |
| 3 | Use language and nonverbal cues to communicate thoughts, beliefs, feelings, and intentions. LDC-4j | ELA.Sl.K.6 Speak audibly and express thoughts, feelings, and ideas clearly. | Nonverbal cues are not included in the Kindergarten standard. |

1. Choose one feature of non-alignment or discontinuity from question two (above) and identify and describe 2-3 strategies practitioners and family could use to ensure greater alignment and continuity across programs.

|  |  |  |  |
| --- | --- | --- | --- |
| **Point of discontinuity** | **Strategy 1** | **Strategy 2** | **Strategy 3** |
| There is a large developmental leap from demonstrating an interest to knowing all the upper- and lower-case letters. | Pre-kindergarten teachers can include observational data in transition profiles about which letters children already recognize. | Kindergarten teachers can maintain children’s current interest levels by planning engaging lessons. | Pre-kindergarten teachers can provide families with summer activities that focus on alphabetic principle.  |