

HANDOUT 4:

Foundations Related to Language Development (60 Months)

Figure 3.14. California Preschool Learning Foundations Related to Language Development

At around 60 months of age, children:

Language Use and Conventions	
Foundation	Examples
1.4 Use language to construct extended narratives that are real or fictional.	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."
Vocabulary	
Foundation	Examples
2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts.	<p>Nouns/Objects: The child hands a friend the <i>fire truck</i>, the <i>dump truck</i>, and the <i>semitruck</i> when the friend says, "I want to play with the <i>fire truck</i>, <i>dump truck</i>, and <i>semi</i>," during play.</p> <p>Verbs/Actions: The child says to a parent volunteer, "I have a story. Can you <i>type</i> it on the computer for me?"</p> <p>Attributes: During a cooking project, the child gives the teacher the plastic fork when the teacher says, "Hand me the <i>plastic</i> one."</p>
2.2 Understand and use accepted words for categories of objects encountered in everyday life.	After reading a book about reptiles, the child points to pictures of a snake, a lizard, and a turtle when the teacher asks the children to find the pictures of <i>reptiles</i> .
2.3 Understand and use both simple and complex words that describe the relations between objects.	While playing in the block center, DeAndre tells Susan, "Put the red block <i>in front of</i> the tower."
Grammar	
Foundation	Examples
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	The child produces a two-part sentence through coordination, using <i>and</i> and <i>but</i> (e.g., "I'm pushing the wagon, <i>and</i> he is pulling it" and "It's naptime, <i>but</i> I'm not tired."
Source California Department of Education. 2008. <i>California Preschool Learning Foundations, Volume 1</i> . Sacramento: California Department of Education.	

The transitional kindergarten environment is language rich; speaking, listening, and learning about language are significant parts of each day. Children have multiple opportunities to express themselves verbally, informally and in more structured ways, about intellectually-stimulating subjects. Teachers serve as excellent language models, participate in one-on-one conversations with children that include multiple exchanges on the same subject, use and engage children in decontextualized (beyond the here and now) language, and provide opportunities for pretend language, such as in dramatic play areas.