



Fourth
Edition

Early Literacy in Preschool and Kindergarten

A MULTICULTURAL PERSPECTIVE

Janice J. Beaty

Linda Pratt

**Correlation of Chapter Content with
NAEYC® Standards for Early Childhood Professional Preparation Programs**

Standard	Key Elements of the Standard	Chapter and Topic
1: Promoting Child Development and Learning	1a. Knowing and understanding young children’s characteristics and needs 1b. Knowing and understanding the multiple influences on development and learning 1c. Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments	Chapter 2 <ul style="list-style-type: none"> • Books featuring physical differences p. 25 Chapter 3 <ul style="list-style-type: none"> • Natural language emergence p. 40 • Early phonological awareness p. 43 • Early language emotional environment p. 45 • Early language social environment p. 51 • Early language physical environment p. 55 Chapter 4 <ul style="list-style-type: none"> • Children recognizing rhyming words p. 70 • Children following their natural beat p. 75 • Feeling heartbeats p. 76 • Music and the brain p. 86 • Music and emotions p. 87 Chapter 5 <ul style="list-style-type: none"> • Stages of preschool language production p. 96 Chapter 6 <ul style="list-style-type: none"> • Developing eye-hand coordination p. 129 • Muscle development sequence p. 130 • Developing drawing/writing skills p. 139 • Developing visual literacy through pictures p. 150 Chapter 8 <ul style="list-style-type: none"> • Emergent book reading behaviors p. 195
2: Building Family and Community Relationships	2a. Knowing about and understanding diverse family and community characteristics 2b. Supporting and engaging families and communities through respectful, reciprocal relationships 2c. Involving families and communities in their children’s development and learning	Chapter 2 <ul style="list-style-type: none"> • Why use multicultural picture books? p. 22 • The all white classroom p. 21 Chapter 5 <ul style="list-style-type: none"> • Giving attention to home languages p. 104 • Speaking the home language at home p. 105 • Mothers conversing with babies p. 108 Chapter 8 <ul style="list-style-type: none"> • Grandparents reading to individuals p. 198 Chapter 9 <ul style="list-style-type: none"> • Cultural considerations p. 233 • Involving families in literacy activities p. 235 • Parents and grandparents in the classroom p. 242
3: Observing, Documenting, and Assessing to Support Young Children and Families	3a. Understanding the goals, benefits, and uses of assessment 3b. Knowing about and using observation, documentation, and other appropriate assessment tools and approaches 3c. Understanding and practicing responsible assessment to promote positive outcomes for each child 3d. Knowing about assessment partnerships with families and with professional colleagues	Chapter 1 <ul style="list-style-type: none"> • Assessing children’s literacy achievements p. 11 Chapter 5 <ul style="list-style-type: none"> • Assessing children’s language production p. 96 • Accomplishment cards p. 114 Chapter 6 <ul style="list-style-type: none"> • Assessing children’s eye-hand coordination p. 130 Chapter 7 <ul style="list-style-type: none"> • Observing children’s writing development p. 182 Chapter 8 <ul style="list-style-type: none"> • Assessing children in retelling familiar book stories p. 203 • Recording children’s retelling of book stories p. 210 Chapter 10 <ul style="list-style-type: none"> • Kindergarten assessment p. 276

Standard	Key Elements of the Standard	Chapter and Topic
4: Using Developmentally Effective Approaches to Connect with Children and Families	4a. Understanding positive relationships and supportive interactions as the foundation of their work with children 4b. Knowing and understanding effective strategies and tools for early education 4c. Using a broad repertoire of developmentally appropriate teaching/learning approaches 4d. Reflecting on their own practice to promote positive outcomes for each child	Chapter 1 <ul style="list-style-type: none"> • Appropriate technology for preschool programs p. 13 Chapter 8 <ul style="list-style-type: none"> • Supporting dual language emergent readers p. 214 • Bilingual computer storybook programs p. 215 Chapter 9 <ul style="list-style-type: none"> • Family literacy, what is it? p. 222 • Home reading p. 229 • Home reading book spin-off p. 225 • Books for Spanish speakers p. 228 • The father's role p. 232
5: Using Content Knowledge to Build Meaningful Curriculum	5a. Understanding content knowledge and resources in academic disciplines 5b. Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines 5c. Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child	Chapter 1 <ul style="list-style-type: none"> • Early literacy skills identified by research p. 6 • Early childhood curriculum criteria p. 9 Chapter 5 <ul style="list-style-type: none"> • The basics of communication p. 108 • Learning to listen through story reading p. 115 Chapter 7 <ul style="list-style-type: none"> • Discovering how to write p. 160 • Progressing from scribbling to writing p. 165 Chapter 8 <ul style="list-style-type: none"> • Emerging into reading p. 194
6: Becoming a Professional	6a. Identifying and involving oneself with the early childhood field 6b. Knowing about and upholding ethical standards and other professional guidelines 6c. Engaging in continuous, collaborative learning to inform practice 6d. Integrating knowledgeable, reflective, and critical perspectives on early education 6e. Engaging in informed advocacy for children and the profession	Chapter 2 <ul style="list-style-type: none"> • Values from multicultural literature p. 29 • Book spin-offs to discussions about teasing p. 26 Chapter 8 <ul style="list-style-type: none"> • Teaching skills vs. engaging children in reading p. 216 Chapter 9 <ul style="list-style-type: none"> • Face-to-face communication p. 234 Chapter 10 <ul style="list-style-type: none"> • Literacy acquisition and development continuum p. 248 • Information technology as educational tools p. 272 • Response to Intervention p. 275

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Early Literacy in Preschool and Kindergarten



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FOURTH EDITION

Early Literacy in Preschool and Kindergarten

A Multicultural Perspective

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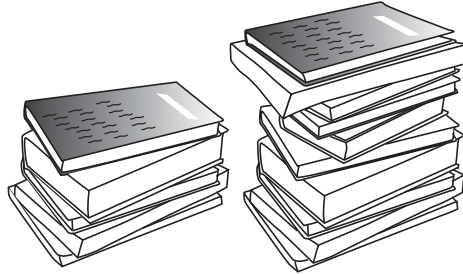
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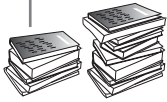
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To Ann Gilchrist,
Director, Ret.
Central Missouri Foster Grandparents Program—
for making a lasting contribution
to the lives of the elderly and the
young and for being such a fine friend





About the Authors

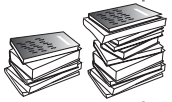


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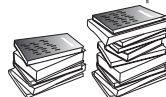
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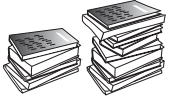
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Preface



Here is the textbook early childhood educators have been waiting for. This entire text focuses on early literacy in preschool, leading up to children's accomplishments in kindergarten. *Early Literacy in Preschool and Kindergarten: A Multicultural Perspective*, Fourth Edition, presents a rewritten, updated approach to exploring literacy with preschool and kindergarten children. The current recognition that learning to read and write can emerge naturally in young children has led the authors to develop a fresh approach that uses multicultural children's literature to involve all children in their own learning, even dual language learners. This is a practical book combining theory and research with fun, hands-on activities for children and their teachers. Emergent literacy is the result.

To support such development, this text presents ideas to involve teachers, teaching assistants, student teachers, and their children in a unique approach that uses *literacy spin-offs* from children's picture books as activities in every classroom learning center to engage children in speaking, listening, writing, and reading. These books also introduce children to the multicultural world around them in a meaningful way through multicultural book characters children can identify with—such as the Korean girl Yoon who wouldn't use her name, the African boy William who built a real windmill to electrify his dark village, the African American girl Grace who ran for class president when she learned no presidents were female, or the Hispanic boy Mario whose mud tacos taught everyone a lesson about teasing.

Teachers and student teachers learn to use puppets, dolls, character cutouts, block figures, unit blocks, drums, painting, MP3 recorders, e-books, computers, role-playing, storytelling boards, and story drama to bring these book characters to life. Children take it from there, converting their adventures with these multicultural characters into accomplishments in speaking and listening, letter writing, practice reading, and storytelling, to name a few.

The text consists of nine chapters describing how literacy emerges in preschool programs, and a final 10th chapter continuing these skills in kindergarten. The core knowledge necessary for children to write and read is presented according to the NAEYC's literacy curriculum criteria, and culminates with the Common Core State Standards in kindergarten. All literacy emergence is illustrated with spin-off activities from multicultural picture books, which readers learn how to choose and use.

Beginning with chapters on how language develops in young children, the chapters continue showing how rhyme, rhythm, and song promote children's phonological awareness, and how young children learn to speak and listen through story reading and storytelling. Next comes a chapter showing how drawing helps children transition into writing, and how writing evolves from scribbles to pictures to letters. Then comes reading emergence, the home book experience, and types of reading instruction and assessment used in kindergarten.

Teachers can use this approach with ease through helpful checklists such as *Choosing Multicultural Picture Books* (Chapter 2), *Learning Center Checklist* (Chapter 3), and *Choosing Predictable Multicultural Books Checklist* (Chapter 8).

Assessment of children’s skills is an ongoing affair that teachers can also accomplish with ease using the *Book Involvement Checklist* (Chapter 1); *Spoken Language Checklist* (Chapter 5); *Eye–Hand Coordination Checklist, Drawing Skills Checklist, Visual Literacy Checklist* (Chapter 6); *Early Childhood Emergent Writing Checklist* (Chapter 7); and *Early Childhood Emergent Book Reading Checklist* (Chapter 8); plus *Print Concepts Rubric, Phonological Awareness Rubric* in kindergarten (Chapter 10). Acquiring books can be accomplished through bookstores, publishers, and websites listed, or inexpensively with the 57 paperback books from Scholastic listed in the Appendix.

The information presented has been carefully researched. The author’s photographs of children engaged in exciting multicultural literacy activities should stimulate original ideas in every reader. Thus, *Early Literacy in Preschool and Kindergarten: A Multicultural Perspective*, Fourth Edition, should help both teachers and student teachers to solve the problems of “What kinds of reading and writing activities are really appropriate for such young children?” and “How should I go about implementing these activities successfully?”

New Content in the Fourth Edition

- **A multicultural focus** includes new book spinoffs about teasing and bullying, support for dual language learners, new translation software for home languages, and features on multicultural books adjacent to their corresponding activities.
- **Coverage of technology appropriate for preschool programs** includes a list of new tools and a discussion about each tool’s age-appropriate and educational uses, NAEYC principles to guide the use of technology and interactive media, and relevant multimedia programs and websites.
- **Up-to-date research on early literacy** that helps teachers choose effective brain-development activities, such as using nursery rhymes, chanting, and steady beat sounds to increase attention to language among young learners.
- **Early Phonological Awareness** is covered in Chapter 3, discussing the importance of immersion in language activities involving word sounds for young children, and provides examples for teachers to use in the classroom.
- **Print referencing** is covered in Chapter 8, describing the process by which preschool children can begin to read certain words.
- **Word-segmenting** coverage in Chapter 4 shows how to help children divide speech into separate words through poetry book rhymes and how to teach syllable awareness through fun reading activities.
- **Common Core State Standards for foundational reading skills and anchor standards in kindergarten** are covered, providing a way for teachers to determine children’s basic skills and how best to help students progress.
- **The importance of informational texts in kindergarten** is covered in Chapter 10.
- **Response to Intervention** is discussed as an early intervention strategy to head off protracted failure in children’s academic programs from K–12.

Support Materials for Instructors

The following resources are available for instructors to download on www.pearsonhighered.com/irc. Instructors log in, then enter the author or title of this book, select this particular edition of the book, and click on the “Resources” tab to download textbook supplements.

Instructor’s Resource Manual and Test Bank

The Instructor’s Resource Manual and Test Bank includes essential content and teaching strategies plus multiple-choice, true/false, and short answer questions for each chapter. It also provides classroom handouts.

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—J.J.B. and L.P.

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CHAPTER

1



Foundations of Early Literacy

In this chapter you will learn to:

- Explain the meaning of early literacy
- Describe examples of emergent literacy
- Describe early literacy skills identified by research
- Discuss early childhood curriculum criteria
- Assess children's literacy achievements
- Demonstrate what technology is appropriate for preschool programs

The Meaning of Early Literacy

Literacy begins at birth. Right from the start infants try to communicate with those around them through crying and cooing, smiling and babbling. As toddlers, they pay close attention to their caregivers, striving to imitate the sounds they hear, the gestures they see—all the while attempting to make sense of the world around them. For all young children from every culture, early literacy is a process of *meaning-making*.

For most of us, however, literacy means being able to read and write. Does “early literacy” therefore mean that young children can learn to read and write naturally before they enter kindergarten or first grade, where they receive formal instruction? The answer to this question is quite different today from what it was not many years ago.

Today’s research shows us how reading and writing can develop naturally in a continuum from infancy onward as young children make sense of their world through playful exploration. It shows how children’s brains take in this information, extracting their own rules from it to help them learn. It also shows how teachers and the other adults around children can build on children’s own ideas (scaffolding) to help them develop the skills necessary for reading and writing. Such research has changed our minds forever about the way children develop and how we can best support their growth.

We now know, for instance, that reading and writing are outgrowths of the same communication urge that drives children to express themselves orally. Thus, speaking and listening are also a part of early literacy. We now know that given the proper tools and adult support, *children can teach themselves early reading and early writing skills*. This textbook describes how this can happen in the preschool and kindergarten years.

Examples of Emergent Literacy

Educators use the term *emergent literacy* to describe children’s natural development of reading and writing skills. For example, Bardige and Segal (2005) describe a 3-year-old child who pretends to read, holds the book correctly, retells the story, and turns the pages more or less at the right time as displaying a high level of emergent literacy skills. Emergent literacy is the reading and writing knowledge and behavior of children who are not yet conventionally literate. In other words, they have not been taught how to read and write, but they may have learned many of the reading and writing skills on their own (Jalongo, 2011).

Brain research has shown us that circuits in the brain are set up for infants, toddlers, and preschoolers to emerge naturally into *speaking* the language they hear spoken around them (see Chapter 3). It is not necessary to teach them. But learning to read and write must be converted by young children in this language module of the brain by hearing and seeing words in their spoken and written forms. In other words, speaking is natural but reading and writing are not. Young children can either emerge into reading and writing naturally if the circumstances are right, or they have to be taught conventionally, or both. (See Figure 1.1.)

- Listening to stories
- Discussing stories
- Making up stories
- Pretending to read
- Holding a book right side up
- Retelling a familiar story
- Turning the pages at the right time

FIGURE 1.1
Emergent Reading Behaviors

By the time they are preschoolers, ages 3 through 5, children are fully engaged in emerging into early literacy—listening, speaking, and their own experimental reading and writing—especially if the adults around them support their literacy efforts by providing materials and activities for them to progress. For youngsters who receive little support in this regard, their drive to communicate and emerge into early literacy may not progress as smoothly. Becoming literate may take additional effort or a longer time for those youngsters.

Nevertheless, the preschool years are the natural time for young children to develop early literacy skills: listening, speaking, reading, and writing. As researchers learn more about the processes of reading and writing, they realize that the earlier adults can support young children in their natural development of literacy skills, the more successful children of every culture will later be in their ability to read and write in the elementary school years. The International Reading Association (IRA) and the National Association for the Education of Young Children (NAEYC, 1998) tell us that the most important period for literacy to develop is from birth through age 8.

These two leading professional organizations long ago adopted a joint position statement, *Learning to Read and Write: Developmentally Appropriate Practices for Young Children*. Included in this statement is a “Continuum of Children’s Development in Early Reading and Writing” to illustrate how children function at different levels of their development. (See Figure 1.2.)

Preschool children may function at either or both of these two phases, especially if the adults around them encourage their development and provide appropriate experiences. But it is the preschool and kindergarten teaching staff (including teachers, teaching assistants, student interns, and volunteers) who can benefit most from knowledge of this continuum by learning to provide suitable literacy activities for children at their appropriate levels of development.

How should teachers help children acquire these skills? They should do so by recognizing that it is the children who construct their own knowledge. The teacher’s role is to engage children’s interests, to set up challenging literacy activities, and to support children in their progress. Teachers should not spend their time standing at the front of the class and teaching the whole group. They should not be putting chil-

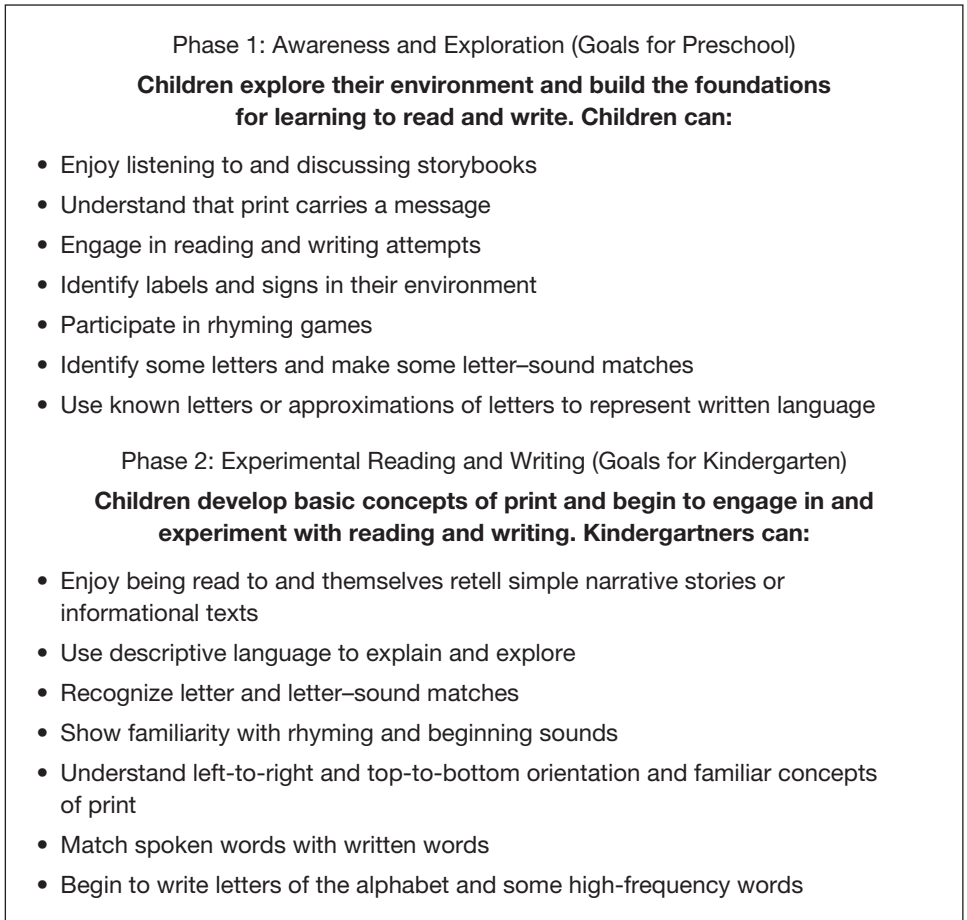


FIGURE 1.2

Continuum of Children's Development of Early Reading and Writing

Source: Adapted from NAEYC (1998)

dren through word and letter drills, or having groups of children recite, chant, and review letters, sounds, and numbers over and over.

The goals for preschool and kindergarten listed in the NAEYC position statement's continuum are meant to be developed interactively and not in isolation as children work and play together in the classroom. Children's earliest experience with print is not about letters and sounds, but meaning. Although letter knowledge is important in their development of literacy, children should acquire this skill through meaningful classroom experiences. (Neuman, Copple, & Bredekamp, 2000).

Children, in fact, emerge into literacy in a manner somewhat similar to their acquisition of oral language (Vukelich & Christie, 2009), although individual children's progress varies greatly, depending on the support of those around them and

- Children at an early age observe and interact with family members who use words in speaking aloud often, in reading to children, in making lists, writing letters, using the computer, reading newspapers, playing games, shopping, going to restaurants, or watching television.
- Children construct their own concepts about words and print from listening, observing, and being involved in these activities.
- Children test their beliefs about how written language works by trying it themselves through imitation and play (e.g., pretend reading; scribble writing).
- Children modify their beliefs based on the response they get from others or on their own new observations and understandings.
- Children then construct and try out more sophisticated systems of writing and reading.

FIGURE 1.3

Emergent Literacy Progression

the print environment of the home. Most children try to imitate the adults in their environment. If those adults read and write, most of the children will want to copy them. Figure 1.3 illustrates children's potential steps of natural literacy emergence.

What about the children in your program? Have they shown any indication of a self-acquired knowledge of print, for instance? Can they scribble or print their names? Do they hold a book right side up and turn each page separately?

Some children learn to read on their own before they enter school from stories read to them at home, from computer programs they use on their own, and from the printed material they see around them. Most children, however, need assistance to be involved in appropriate literacy activities and need to be supported in their literacy emergence. Such assistance often includes emergence literacy activities such as those in Figure 1.4.

- Interactive storybook reading
- Shared reading with Big Books
- Storytelling; flannel boards; puppets
- A print-rich environment
- Pretend play; story reenactments
- Shared writing
- Drawing as writing; journal writing
- Letter recognition games

FIGURE 1.4

Emergent Literacy Activities

Preschool and kindergarten programs that include a self-directed learning environment feature a book center, block center, listening center, manipulative/math center, science center, music center, art center, and dramatic play center to promote such emergence. Literacy learning is then integrated into all of these centers.

Note that the Emergent Literacy Progression in Figure 1.3 names *the child as the initiator* of the progression. It is the child who acquires literacy through his or her own efforts (with support from the teacher), and not the teacher who imparts the knowledge. Too many teachers unfortunately believe that they are the ones to teach early literacy. Thus they have groups of children recite, chant, and review letters and sounds over and over, as noted previously. They do not realize that although reading achievement may look like it is just about letters and sounds, it is not. Learning to read is about meaning (Neuman & Roskos, 2005).

Early Literacy Skills Identified by Research

A new national emphasis on the teaching of reading and writing throughout the elementary curriculum now includes preschools. The teaching of specific literacy skills that have been identified through research is currently being mandated for inclusion in the curriculum of elementary schools and preschools. Experimental research reveals the skills and concepts that young children need to master to become proficient readers and writers and the most effective strategies for teaching this content (Vukelich & Christie 2009).

Whereas emergent literacy is a developmental progression that originates naturally within a child and leads to reading for understanding, most scientifically based reading research programs (SBRR) believe that children must master the skills that enable them to process print before comprehension becomes possible. According to this approach, these skills come from the outside and must be taught. The *core knowledge and skills* that research has identified for young children to become successful readers include those in Figure 1.5.

This research also claims that children's phonological awareness, phonemic awareness, and alphabet knowledge should be increased through explicit instruction. Whereas emergent literacy places heavy value on the social and meaning-based aspects of literacy, research-based reading relies on the visual and auditory processing aspects of literacy (Rayner, Foorman, Perfetti, Pesetsky, & Seidenberg, 2002).

Researchers looking for the causes of dyslexia—a reading disorder resulting from a defect in the brain's processing of graphic symbols—found that phonemic

- Vocabulary development (recognizing expressive and receptive language)
- Phonological awareness (recognizing spoken words and their syllables)
- Phonemic awareness (recognizing individual sounds in words)
- Alphabet knowledge (recognizing letters and their sounds)
- Print awareness (recognizing commonly used written words)

FIGURE 1.5
Core Knowledge and Skills

awareness played an important role in reading success for all young children. Preschool children who learn to categorize words based on their first, middle, and last sounds show the most improvement later on in reading and spelling (Shaywitz, 2003).

Brain Research

Earlier researchers did not have the high-level tools and techniques now available to demonstrate how reading relies on brain circuits already in place for language. New techniques allow neuroscientists to actually see someone's brain at work as the person reads. These researchers are able to track the spoken printed word as it registers as a visual icon in the brain. This is then converted into sound whose meaning is stored in the brain. (Shaywitz, 2003).

What does this knowledge mean for teachers of preschool children today? Should they abandon the informal emergent activities they were pursuing with their children and take up formal teaching strategies? Not at all. Instead, educators and parents alike need to interpret carefully the latest research findings. The teaching of specific literacy skills (such as phonics) in infancy is not necessary. Educators can rely on other psychological and educational research to support their efforts to foster emerging literacy (Bergen & Coscia, 2001).

In other words, educators need to be aware of the core knowledge and skills that research has identified as important for young children to become successful readers. (See Figure 1.5.) Then they need to find interesting ways to incorporate those skills into their emergent literacy curriculum already in use. Such skills can be blended into an emergent literacy curriculum. Many preschool have done exactly that. They have devised a comprehensive literacy program of blended instruction that includes emergent literacy activities along with directly taught vocabulary, phonological awareness, alphabet, and print concepts in small and large group settings (Christie, Enz, & Vukelich, 2011). Figure 1.6 lists the components of such a Comprehensive Literacy Instruction program.

Emergent Literacy + SBRR

- Print-rich classroom
- Storybook reading
- Shared reading and writing
- Projects/units
- Oral language (explicit instruction)
- Phonological awareness (explicit instruction)
- Alphabet knowledge (explicit instruction)
- Concepts about print (explicit instruction)

FIGURE 1.6
Comprehensive Literacy Instruction

What should *not* happen is the resorting to a pushed-down curriculum from elementary grades using drill-and-practice, worksheets, basal readers, and academic instruction—or even any of the new technology that includes such strategies. For example, much of the early literacy software for whiteboards is nothing more than sophisticated worksheets more appropriate for kindergarten and elementary school. Even interactive programs require the teacher to initiate and control the activities. What do preschool children learn from such strategies? Neuman and Roskos (2005) believe they mainly learn the skills of pleasing the teacher through mimicking, reciting, and repeating.

Play as Learning

Sensitive preschool teachers, on the other hand, know about the many exciting activities they can provide to help their children learn words, syllables, letter sounds, writing, and reading on their own in a fun-filled manner. They understand that play is the work of preschool children. In their word-play, for instance, these children learn what words and syllables sound like; what they look like; how to say them, write them, read them; and what they mean. No need for whiteboards, worksheets, and drills.

The nature of play makes it a particularly relevant literacy at a time when the textual landscape is increasingly furnished with texts written with Wii wands or with fingers swept across screens, and filmed texts captured on cell phones and uploaded to mobile screens of all kinds (Wohlwend, 2011).

Teachers in-the-know fill their classrooms with songs about letters, dances about words, clapping games about syllables, easel painting of names, finding the



Children learn words and letters in fun-filled activities

humor in funny stories, making up of children’s own stories, and children “reading” back their stories. This textbook will show you how to make early literacy learning an exhilarating part of every preschool and kindergarten classroom with “literacy spin-off” activities from most of the books described.

Early Childhood Curriculum Criteria

In recent years, the movement to standardize the curriculum of elementary and secondary schools across the nation has led most states to develop and adopt a set of standards that identify and delineate the structure and content of the subject matter that should be taught by teachers and learned by students. It is called the Common Core State Standards (CCSS). Preschool programs were not originally included in the standards movement because of:

- The wide range of children served
- The diversity of early childhood programs
- The variety of sponsoring agencies
- The field’s separation from elementary education
- The different philosophy of the field of early education

The field of early education is based squarely on a foundation of philosophies and theories of child development and constructivism. There are strong beliefs that (1) children construct their own knowledge, although with experts guiding the development of this knowledge, (2) learning is a do-it-yourself process, and (3) the teaching must be aligned with the child’s development (Seefeldt, 2005).

Many states have since issued standards for preschool, but not all have taken into consideration the philosophy of the field—that *young children construct their own knowledge*. Some states include standards for toddlers, but few include standards for children whose primary language is not English. Federally funded early child care programs including Head Start have had to adopt new and higher performance outcomes. Yet exactly what young children should learn has yet to be resolved by many of the experts involved. What should an early childhood program do?

The pressure to account for what children are learning caused many states to adopt a narrow, utilitarian view of education that focuses on children learning letter names and sounds. Some early childhood educators see standards as a threat. But others believe that standards developed on a solid research base can be useful to preschool teachers because they tell teachers what knowledge and skills children should attain. These standards then become the goals of the program. The standards of learning identifying the content that young children should learn may finally answer the question of what young children should learn during the early years (Seefeldt, 2005).