

The Alignment of

the California Preschool Learning Foundations
with Key Early Education Resources

Second Edition



**California Infant/Toddler Learning
and Development Foundations**

California Content Standards

Common Core State Standards

**Head Start Early Learning
Outcomes Framework**

The Alignment of the California Preschool Learning Foundations with Key Early Education Resources:

**California Infant/Toddler Learning
and Development Foundations,**

California Content Standards,

Common Core State Standards,

**Head Start Early Learning
Outcomes Framework**



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Notice

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Contents

A Message from the State Superintendent of Public Instruction	1
Acknowledgments	3
Introduction	5
Table 1.0 Overview Alignment of the Domains in the California Infant/Toddler Learning and Development Foundations, the California Preschool Learning Foundations, and the California Kindergarten Content Standards	10
Section 1. Alignment of the California Infant/Toddler Learning and Development Foundations, Preschool Learning Foundations, and Kindergarten Content Standards for Each Domain	13
Social-Emotional Development	14
Table 1.1 Overview of the Alignment Between the Social-Emotional Development Domain and the California Content Standards	16
Table 1.2 Detailed View of the Alignment Between the Social-Emotional Development Domain and the California Content Standards	18
Language and Literacy	24
Table 1.3 Overview of the Alignment Between the Language and Literacy Domain and the California Common Core State Standards	27
Table 1.4 Detailed View of the Alignment Between the Language and Literacy Domain and the California Common Core State Standards	30
English Language Development	42
Table 1.5 Overview of the Alignment Between the English Language Development Domain and the California English Language Development Standards	45
Table 1.6 Detailed View of the Alignment Between the English Language Development Domain and the California English Language Development Standards	48

Mathematics	75
Table 1.7 Overview of the Alignment Between the Mathematics Domain and the California Common Core State Standards	78
Table 1.8 Detailed View of the Alignment Between the Mathematics Domain and the California Common Core State Standards	80
Visual and Performing Arts	88
Table 1.9 Overview of the Alignment Between the Visual and Performing Arts Domain and the California Content Standards	90
Table 1.10 Detailed View of the Alignment Between the Visual and Performing Arts Domain and the California Content Standards	93
Physical Development	108
Table 1.11 Overview of the Alignment Between the Physical Development Domain and the California Content Standards	110
Table 1.12 Detailed View of the Alignment Between the Physical Development Domain and the California Content Standards	112
Health	120
Table 1.13 Overview of the Alignment Between the Health Domain and the California Content Standards	122
Table 1.14 Detailed View of the Alignment Between the Health Domain and the California Content Standards	124
History-Social Science	130
Table 1.15 Overview of the Alignment Between the History-Social Science Domain and the California Content Standards	132
Table 1.16 Detailed View of the Alignment Between the History-Social Science Domain and the California Content Standards	134
Science	142
Table 1.17 Overview of the Alignment Between the Science Domain and the California Next Generation Science Standards	145
Table 1.18 Detailed View of the Alignment Between the Science Domain and the California Next Generation Science Standards	147

Section 2. Alignment Between the California Early Learning Foundations and the Head Start Early Learning Outcomes Framework: Ages Birth to Five 169

Tables

2.1 Overview Alignment of the Domains in the California Infant/Toddler Learning and Development Foundations and the Head Start Early Learning Outcomes Framework Infant/Toddler Domains **172**

2.2 Organization of the California Infant/Toddler Learning and Development Foundations and the Head Start Early Learning Outcomes Framework **173**

2.3 Overview Alignment of the Domains in the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework Preschool Domains. **174**

2.4 Organization of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework **175**

2.5 Detailed View of the Alignment Between the Social-Emotional Development Domain of the California Infant/Toddler Learning and Development Foundations and the Head Start Early Learning Outcomes Framework **177**

2.6 Detailed View of the Alignment Between the Language Development Domain of the California Infant/Toddler Learning and Development Foundations and the Head Start Early Learning Outcomes Framework. **189**

2.7 Detailed View of the Alignment Between the Cognitive Development Domain of the California Infant/Toddler Learning and Development Foundations and the Head Start Early Learning Outcomes Framework. **197**

2.8 Detailed View of the Alignment Between the Perceptual and Motor Development Domain of the California Infant/Toddler Learning and Development Foundations and the Head Start Early Learning Outcomes Framework **207**

2.9 Detailed View of the Alignment Between the Social-Emotional Development Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework. **211**

2.10 Detailed View of the Alignment Between the Language and Literacy Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework **225**

2.11	Detailed View of the Alignment Between the English Language Development Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework	239
2.12	Detailed View of the Alignment Between the Mathematics Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework	258
2.13	Detailed View of the Alignment Between the Visual and Performing Arts Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework	268
2.14	Detailed View of the Alignment Between the Physical Development Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework	285
2.15	Detailed View of the Alignment Between the Health Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework	295
2.16	Detailed View of the Alignment Between the History-Social Science Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework	302
2.17	Detailed View of the Alignment Between the Science Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework	314
	Bibliography	327

A Message from the State Superintendent of Public Instruction

I am pleased to present the second edition of *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: the California Infant/Toddler Learning and Development Foundations, the California Content Standards, and the Head Start Early Learning Outcomes Framework: Ages Birth to Five*, an important publication presenting the developmental continuum of learning for children from birth through kindergarten. It shows the connections that the nine domains of the preschool learning foundations have with the content of these other important resources, including areas of the recently updated *California Content Standards* and the entire *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, which underwent a major revision in 2015. This alignment demonstrates that early learning is a significant part of the educational system and that the knowledge and skills of young children are foundational to future learning.

Not all young children enter kindergarten with the knowledge and skills they need to be ready for school. All too often, some already lag behind their classmates, which may adversely affect their continued learning and development in kindergarten and beyond. In order to close the achievement gap, young children need access to high-quality preschool. Children thrive when offered a curriculum that integrates all the domains in a way that is developmentally, culturally, and linguistically meaningful and appropriate.

To foster greater understanding of children's learning and development during the first five years, this publication explains the connections among the *California Infant/Toddler Learning and Development Foundations, California Preschool Learning Foundations, California Common Core State Standards, California Content Standards for kindergarten, and Head Start Early Learning Outcomes Framework: Ages Birth to Five*. As this publication shows, the preschool foundations build on learning during the infant/toddler years, mirror the competencies that Head Start seeks to foster, and connect with the learning experiences children will encounter in kindergarten. Such learning will assist in closing the achievement gap and lead to children's wellbeing and success throughout life.



Tony Thurmond
State Superintendent of Public Instruction

Acknowledgments

The second edition of *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources* presents updated alignments that reflect current early education resources.

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Introduction

The second edition of *The Alignment of the California Preschool Foundations with Key Early Education Resources* revises the first edition published in 2012 and presents updated alignments that reflect current California kindergarten standards. This revised document also includes an alignment of the California early learning foundations with Head Start's new early learning framework, the *Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF)*.

As in the original document, the first section presents the alignment of the preschool learning foundations in each domain of learning with (a) the infant/toddler early learning and development foundations, and (b) the California kindergarten content standards. The second section of this document presents the alignment between the California early learning foundations and the *ELOF*.

In the first section, the alignments between the preschool learning foundations and the corresponding infant/toddler early learning and development foundations remain the same as in the original alignment work. However, some alignments of the preschool learning foundations with the California kindergarten content standards are revised, as many of these standards have changed since the development of the original document in 2012. The *California Common Core State Standards: English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (CA CCSS for ELA/Literacy)* and the *California Common Core State Standards: Mathematics (CA CCSSM)* were modified in 2013. A new set of standards, the *California English Language Development Standards: Kindergarten Through Grade 12 (CA ELD Standards)*, was adopted in 2012 and replaced the previous English Language Development Standards. Similarly, the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve (CA NGSS)* was adopted in 2013 and replaced the California Content Standards in Science. In this revised document, the alignments in the domains of Language and Literacy, Mathematics, English Language Development, and Science have been updated and reflect the current California kindergarten standards in these areas. Alignments between the preschool learning foundations and the kindergarten standards in all other domains (Social-Emotional Development, Visual and Performing Arts, Physical Development, Health, and History-Social-Science) remain the same as in the original alignment document.

In the second section of this document, the alignment between the California early learning foundations and the *ELOF* replaces the alignment with the previous Head Start outcomes framework (*The Head Start Child Development and Early Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old*). The alignment with the *ELOF* delineates how the California foundations for infants/toddlers correspond with the early learning goals for infants/toddlers and how the California preschool foundations correspond with the *ELOF* goals for preschool.

Key Resources in the Alignment:

Purpose, Organization, and Context of Development

The California Department of Education (CDE) has identified foundations to describe the learning and development of children from birth through kindergarten. The foundations focus on what young children know and are able to do during different age periods. The California infant/toddler learning and development foundations describe the learning and development of children during the years from birth to age three. The preschool learning foundations describe the learning and development of children at around the ages of both four and five. Experts recommended that the term *foundations* be used rather than *standards*, because early learning and development reflects

a developmental process that lays the foundation for academic learning at school age.

These resources share the purpose of promoting the intentional support of young children's learning and development. By focusing on the key knowledge and skills that children progressively acquire during the first years of life, early childhood educators can develop curriculum that is in tune with early learning. In particular, they can be attentive to significant learning, document it, and reflectively plan how to support it.

The following questions guided the alignment process:

- How do the preschool learning foundations align with the infant/toddler learning and development foundations?
- How do the preschool learning foundations align with California standards for kindergarten?
- How do the infant/toddler and preschool learning foundations in California align with the *ELOF*?

To address these questions, it is helpful to consider the purpose and organization of each resource and the context in which it was developed.

Infant/Toddler Learning and Development Foundations

The infant/toddler learning and development foundations were written by developmental experts, and the terminology used in formulating the foundations comes from developmental research literature. Development is described for three significant developmental transitions during infancy: (1) at around eight months of age; (2) at around 18 months of age; and (3) at around 36 months of age. Learning and development is specified in four domains:

- Social-Emotional Development
- Language Development
- Cognitive Development
- Perceptual and Motor Development

The research consortium for the infant/toddler foundations recommended these four domains for two reasons. First, college textbooks and courses on infant development present theory and research in these domains. Second, learning and development from birth to three years is holistic. Dividing early learning and development into a large number of domains and making fine distinctions between areas would have shed little or no light on how infants and toddlers actually learn and develop.

Preschool Learning Foundations

The preschool learning foundations describe typical learning and development, achieved with appropriate support, at around 48 months of age (approximately the end of the first year of preschool) and at around 60 months of age (approximately the end of the second year of preschool). Learning foundations are specified in nine domains: Social-Emotional Development, Language and Literacy, English Language Development, Mathematics, Visual and Performing Arts, Physical Development, Health, History-Social Science, and Science.

The preschool learning foundations represent a bridge between the infant/toddler years and kindergarten. The writers of the preschool learning foundations made a conscious effort to align the preschool foundations with the kindergarten content standards. At the same time, the writers considered links to the infant/toddler foundations—in particular, the prominence of Social-Emotional Development. This approach resulted in eight preschool learning domains that directly correspond to the kindergarten content domains—plus the Social-Emotional Development domain. The terminology in the preschool foundations represents an amalgam of developmental concepts that preschool educators use, concepts from the infant/toddler foundations that apply

to the entire birth-to-five age range, and concepts from the kindergarten content standards.

California Kindergarten Content Standards

The California kindergarten content standards fit within a broad approach to K–12 standards. The academic subjects or domains apply to all grade levels. As a result, the terminology is grounded in the K–12 system. The standards are considered educational goals at each grade level. The curriculum and instruction in a given grade support students’ learning of the knowledge and skills established for that grade level. A different group of content experts wrote each domain, and the organization and terminology they used varied depending on their focus and areas of expertise.

California K–12 education uses standards in the following learning areas: English Language Arts and Literacy, Mathematics, English Language Development, Health Education, Physical Education, Visual and Performing Arts, History-Social Science, Library, and Science.

The following K–12 standards were formally adopted by the State of California in place of the previous content standards for these subjects:

California Common Core State Standards

The *CA CCSS* is intended to establish clear and consistent educational goals so that California’s children can be successful in college and careers. The *CA CCSSM* and the *CA CCSS for ELA/Literacy* were formally adopted by California’s State Board of Education in 2010 and modified in 2013.

The *CA CCSS for ELA/Literacy* presents an integrated picture of English Language Arts and Literacy learning, rather than isolating English Language Arts as a discrete subject. The kindergarten *CA CCSS for ELA/Literacy* includes Reading Standards for Literature, Reading Standards for Informational Text, Reading Standards for Foundational Skills, Writing Standards, Speaking and Listening Standards, and Language Standards.

The *CA CCSSM* includes standards for mathematical practice and standards for mathematical content. The standards for mathematical practice include eight key processes and proficiencies that apply to all content areas for all grade levels. The standards for mathematical content are specific for each grade level. The *CA CCSSM* for kindergarten specifies expectations in Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.

Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve

The *CA NGSS* for kindergarten is part of the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve*, which describe standards in four content areas: Life Science, Earth and Space Science, Physical Science, and Engineering, Technology, and Applications of Science. Performance expectations for kindergarten are presented within a framework that includes Science and Engineering Practices (SEPs), Disciplinary Core Ideas (DCIs), and Crosscutting Concepts (CCCs) related to each performance expectation.

California English Language Development Standards: Kindergarten Through Grade 12

The kindergarten *CA ELD* standards are part of the *California English Language Development Standards: Kindergarten Through Grade 12*. The *CA ELD* standards focus on the development of academic English proficiency for children who are English learners. The *CA ELD* standards are organized into two main parts: Part I: Interacting in Meaningful Ways, and Part II: Learning About How English Works. A third section, Part III: Using Foundational Literacy Skills, does not include specific standards, but describes instructional strategies for supporting developing literacy skills.

The newly revised *ELOF* was adopted by the Office of Head Start in place of the previous framework:

Head Start Early Learning Outcomes Framework: Ages Birth to Five

The new *ELOF* of learning and development includes the key skills, behaviors, and knowledge that Head Start and Early Head Start programs should promote in children from birth to age five. Goals for children’s learning and development are organized in five central domains: Approaches to Learning; Social and Emotional Development; Language and Literacy; Cognition; and Perceptual, Motor, and Physical Development. The *ELOF* describes goals for two age groups in each domain: infant/toddler and preschool children.

Considerations for Alignment:

Characteristics of Early Development and Learning

In addition to recognizing differences in purpose, organization, and context of development among various early education resources and K–12 standards, consideration of some key characteristics of early development and learning aid understanding of the alignments.

Differences Among Age Periods

Each of the three age periods (infant/toddler, preschool, and kindergarten) is distinct. The infant/toddler period is marked by rapid developmental change. At birth, the brain is approximately 15 percent of its full size, and by 36 months of age, approximately 85 percent. Infants and toddlers are not ready to function in extended group learning situations or benefit from teacher-guided skill learning. In contrast, over the preschool years children are increasingly able to function in extended group learning situations and engage in skill learning with teacher support. Children continue to make progress in these areas during the kindergarten year. The foundations and standards for the different age groups reflect these developmental differences. As expected, the standards for kindergarten reflect more complex and higher-level skills than the preschool foundations and focus on skills and abilities required for learning grade-level academic content.

Differentiation of Competencies as Children Learn and Develop

In general, young children’s development is a dynamic, multifaceted process. Some developments reflect continuous growth, with quantitative change over time. For example, toddlers’ early vocabulary development correlates with an ever-increasing number of words they understand and use. Similarly, the two- and three-word utterances of toddlers precede the four- and five-word utterances of older children. Other developments result in qualitative changes and the emergence of new competencies. For example, as children grow older they develop social-emotional skills, such as group participation, cooperation, and responsibility.

Because of the nature of children’s development, a simple, straightforward one-to-one alignment of foundations across age periods is not feasible or realistic. Many of the competencies described at the infant/toddler level become differentiated and lead to more specific competencies at the preschool level. Consequently, some foundations at the infant/toddler level align with more than one foundation at the preschool level. For example, the foundation of Expressive Language at the infant/toddler level leads to the specialized development of Vocabulary, Grammar, and Understanding and Use of Language Conventions at the preschool level. Other foundations at the infant/toddler level may not map to a corresponding foundation at the preschool level, because the development described by the infant/toddler foundation is particularly important for that age period (for example, Expression of Emotions). Similarly, not every foundation at the preschool level aligns with a foundation at the earlier infant/toddler level. Some knowledge or skills emerge at the preschool age and, consequently, do not directly correspond to a foundation at the infant/toddler level. For example, knowledge and skills described in the preschool foundations Writing Strategies and Measurement emerge only during the preschool years.

Organization by Age Period or Grade

As previously stated, K–12 standards are thought of as educational goals for each grade. Curriculum and instruction support students’ learning of the knowledge and skills specified by the standards for each grade level. The organizational structure of California’s preschool learning foundations reflects that of the K–12 content standards. Foundations were written for the typical age of children at the end of the first year of preschool (at around 48 months of age) and at the end of the second year of preschool (at around 60 months of age). With descriptions of children’s learning and development at around the end of each preschool year, teachers can plan learning opportunities and environments over the course of the year to help children make progress in the different foundational areas. In contrast to the preschool foundations, the infant/toddler foundations do not reflect the grade-like organization of K–12 education. Rather, experts in child development identified meaningful transition points that occur during the infant/toddler years and created foundations that corresponded to those transitions. As a result, the infant/toddler foundations describe learning and development at around eight months of age, at around 18 months of age, and at around 36 months of age.

Development Is Integrated

It is also important to note that in the following alignments across the three different age periods, and between the California foundations and the *ELOF*, connections are made between foundations and standards that are conceptually related and focus on similar skills and abilities. Even though a one-to-one correspondence can be drawn in numerous instances, it is important to keep in mind that development is an integrated process. Various competencies within a domain are interwoven and develop together. Moreover, development and learning in different domains, such as in the Social-Emotional, Language, Cognition, and Physical Development domains, are interrelated. The development of language, for example, facilitates and nourishes children’s development in the Mathematics, Performing Arts, and Social-Emotional domains. Although the alignments focus on foundations and standards that are most closely related to the same core concept or skill, other foundations and standards within or outside the domain may also be related to the development of a particular skill or behavior.

Overview of the Alignment

The remainder of this document provides detailed analyses of the alignments between the California infant/toddler learning and development foundations, the preschool learning foundations, and the kindergarten content standards (section 1), and between the California foundations for infants/toddlers and preschool and the *ELOF* (section 2).

The following overview table presents the alignment of domains across the infant/toddler learning and development foundations, the preschool learning foundations, and the kindergarten content standards. Tables showing the alignment with the *ELOF* domains can be found in the introduction to section 2.

TABLE 1.0

Overview Alignment of the Domains in the California Infant/Toddler Learning and Development Foundations, the California Preschool Learning Foundations, and the California Kindergarten Content Standards

Infant/Toddler Learning and Development Foundations	Preschool Learning Foundations	Kindergarten Content Standards
Social-Emotional Development	Social-Emotional Development	Health Education Mental, Emotional, and Social Health
Language Development	Language and Literacy	CA CCSS for ELA/Literacy
Language Development	English-Language Development	CA ELD Standards
Cognitive Development	Mathematics	CA CCSSM
All domains in Infant/Toddler foundations	Visual and Performing Arts	Visual and Performing Arts
Perceptual and Motor Development Cognitive Development	Physical Development	Physical Education
All domains in Infant/Toddler foundations	Health	Health Education
Social-Emotional Development Cognitive Development	History-Social Science	History-Social Science
Cognitive Development Language Development	Science	CA NGSS

As the overview table indicates, the developmental domains at the infant/toddler level (Social-Emotional, Language, Cognitive, and Perceptual and Motor) align with corresponding preschool domains. The foundations in the Social-Emotional Development domain at the infant/toddler level are aligned with the Social-Emotional Development foundations at the preschool level. The Language Development domain at the infant/toddler level aligns with the Language and Literacy domain at the preschool level. The infant/toddler foundations for Language Development also align with foundations for English-Language Development at the preschool level. The domain of Cognitive Development covers a broad range of knowledge and skills at the infant/toddler level. Some of the cognitive competencies align with foundations in the Mathematics domain at the preschool level. Additionally, some cognitive competencies align with foundations in the preschool domains of Physical Development, History-Social Science, and Science. All infant/toddler domains have content that pertains, in one way or another, to the Visual and Performing Arts domain at the preschool level. The Perceptual and Motor Development domain and some components from Cognitive Development at the infant/toddler level align with the Physical Development domain at the preschool level. Finally, all domains of the infant/toddler foundations are related to the Health foundations for preschool children.

The domains of the preschool learning foundations directly correspond to the domains of California's kindergarten content standards. As the overview table shows, the content of the Social-Emotional Development domain at the preschool level overlaps with content in the Mental, Emotional, and Social Health strand of the Health domain at kindergarten age. The remaining domains line up in a straightforward manner across age levels: The preschool Language and Literacy domain aligns with the kindergarten CA CCSS for ELA/Literacy; the preschool Mathematics domain with the kindergarten CA CCSSM; the preschool Visual and Performing Arts domain with the kindergarten Visual and Performing Arts domain; the preschool Physical Development domain with the kindergarten Physical Education domain; the preschool Health domain with the kindergarten Health Education domain; the preschool History-Social Science domain with the kindergarten History-Social Science domain; and the preschool Science domain with the kindergarten CA NGSS.

The alignments in section 1 are organized according to the domains in the preschool learning foundations. For each domain in the preschool learning foundations, there is a summary describing the alignment, an overview table that shows correspondences of the main components in the foundations/standards document across the three age levels (infant/toddler, preschool, and kindergarten), and a table that delineates the specific alignment between the preschool learning foundations and the kindergarten content standards.

The various tables that depict the alignment among different age-level documents show how each covers similar content, appropriate for the age period. In addition to age-related differences, the terminology and organization of domains are distinct for each document. Although early learning and development is multifaceted and complex, the alignment clearly shows the progression from one age period to the next.

Section 1

Alignment of the California Infant/ Toddler Learning and Development Foundations, Preschool Learning Foundations, and Kindergarten Content Standards for Each Domain

Social-Emotional Development

This section describes the alignment of the preschool foundations in social–emotional development with the infant/toddler learning and development foundations in the social–emotional domain, and with the kindergarten content standards in the area of mental, emotional, and social health. The preschool learning foundations in social–emotional development are organized in three strands: **self**, **social interaction**, and **relationships**. The **self** strand includes the growth of *self-awareness, self-regulation, social and emotional understanding, empathy and caring, and initiative in learning*. The strand of **social interaction** involves the development of *interactions with familiar adults, interactions with peers, group participation, and cooperation and responsibility*. The third strand focuses on **relationships** and includes foundations related to *attachment to parents, close relationships with teachers and caregivers, and friendships*. Table 1.1 shows how the substrands of preschool learning foundations in social–emotional development align with the infant/toddler foundations in social–emotional development and with the kindergarten content standards in *mental, emotional, and social health*. A summary of the alignment of the infant/toddler learning and development foundations progressing to preschool learning foundations and then to kindergarten content standards follows.

The infant/toddler foundations in the social–emotional development domain include key aspects fundamental to the development of self, social interactions, and relationships during the preschool period. Table 1.1 displays how the infant/toddler foundations *identity of self in relation to others, recognition of ability, expression of emotion, empathy, emotion regulation, impulse control, and social understanding* provide the basis for the preschooler’s development of the **self**. The infant/toddler foundations *identity of self in relation to others* and *recognition of ability* are the basis for the development of self-awareness during the preschool period. Similarly, *emotion regulation, impulse control, and attention maintenance* during toddler years undergird children’s capacity for *self-regulation* in the preschool years. *Social understanding* at the infant/toddler age continues to develop and corresponds to the preschool substrand *social and emotional understanding*, and the capacity to express *empathy* is linked to the preschool substrand *empathy and caring*. The infant/toddler foundation *recognition of ability*, the ability to make things happen and persist in trying to make things, is aligned with the preschool substrand *initiative in learning*.

The foundations in social–emotional development at the infant/toddler years set the stage for healthy social–emotional competencies during the preschool years. The infant/toddler foundations also include the competencies involved in **social interaction** with peers and adults and in building positive relationships with others. The infant/toddler foundations *interactions with adults* and *interactions with peers* are aligned with the preschool substrands *interactions with familiar adults* and *interactions with peers*. The preschool foundations also include skills for *group participation* and *cooperation and responsibility*, but these emerge during the preschool years and therefore do not have corresponding infant/toddler foundations. The infant/toddler foundations *relationships with adults* and *relationships with peers* are linked to the preschool substrands under **relationships**: *attachment to parents, friendships, and close relationships with teachers and caregivers*.

The kindergarten content standards related to social–emotional development are included as part of the health education standards under the strand **mental, emotional, and social health** rather than as a separate domain. Table 1.1 shows the correspondence between the strand and substrands in the preschool foundations and the kindergarten standards under *mental, emotional, and social health: essential concepts, analyzing influences, accessing valid information, interpersonal communication, decision making, goal setting, practicing health-enhancing behaviors, and health promotion*. For example, the health standard *essential concepts*

includes components related to characteristics of self and family, and therefore is aligned with the preschool substrand *self-awareness*. In a similar way, the health standards *goal setting* and *practicing health-enhancing behaviors* focus on showing care, consideration, and concern for others and therefore align with the preschool substrand *empathy and caring*. The content in the preschool substrands *initiative in learning*, *interaction with familiar adults*, *group participation*, *cooperation and responsibility*, and *friendships* is not addressed in the kindergarten content standards: therefore those preschool substrands are not aligned with any kindergarten standards.

Table 1.2 delineates the alignment between specific preschool learning foundations for social–emotional development and specific health education content standards for kindergarten under *mental, emotional, and social health*. Inspection of the table reveals that the health standards under *mental, emotional, and social health* primarily align with the preschool foundations related to *self-regulation, empathy and caring, attachment to parents, and close relationships with teachers and caregivers*. A progression can be mapped in certain areas. For example, the development of *self-regulation* in preschool is related directly to the kindergarten standards *show how to express personal needs and wants appropriately* and *express emotions appropriately*. Overall, the preschool foundations in social–emotional development are comprehensive, while the health education content standards give limited coverage of social–emotional development. Still, there is some overlap in content and a progression across age levels in certain areas of social–emotional development.

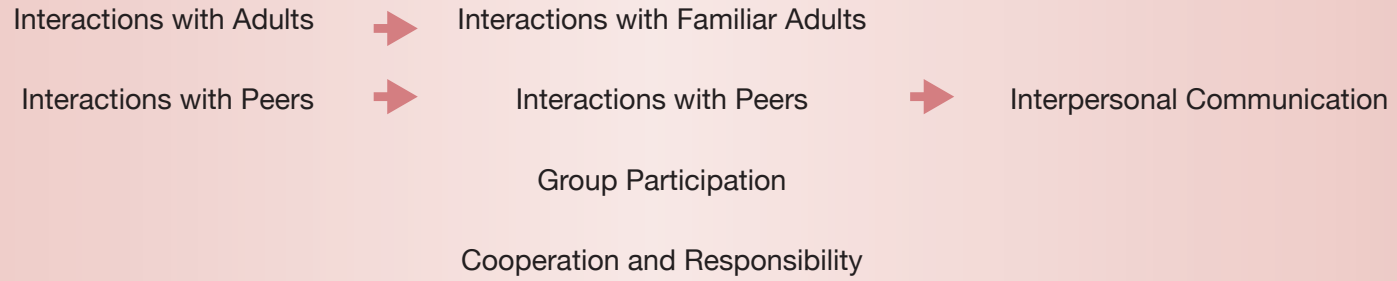
TABLE 1.1

Overview of the Alignment Between the Social-Emotional Domain and the California Content Standards

Social-Emotional Development		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
Social-Emotional Development	Social-Emotional Development	Health Education
	Self	Mental, Emotional, and Social Health
Identity of Self in Relation to Others Recognition of Ability	Self-Awareness	Essential Concepts
Emotion Regulation Impulse Control Attention Maintenance	Self-Regulation	Interpersonal Communication Practicing Health-Enhancing Behaviors
Social Understanding	Social and Emotional Understanding	Essential Concepts
Empathy	Empathy and Caring	Goal Setting Practicing Health-Enhancing Behaviors
Recognition of Ability	Initiative in Learning	

Social Interaction

Mental, Emotional, and Social Health



Relationships

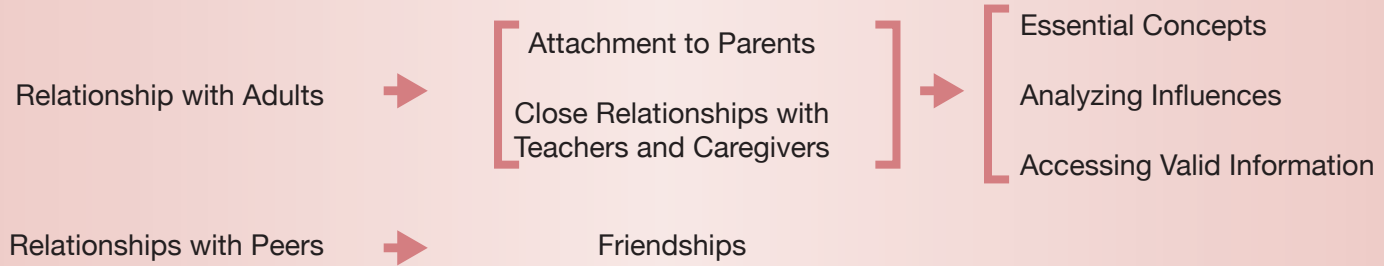


TABLE 1.2**Detailed View of the Alignment Between the Social-Emotional Domain and the California Content Standards**

California Preschool Learning Foundations		California Content Standards Kindergarten
Domain: Social-Emotional Development		Domain: Health Education • Mental, Emotional, and Social Health
Strand: Self		Content Area: Mental, Emotional, and Social Health
1.0 Self-Awareness		Standard 1: Essential Concepts
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Describe their physical characteristics, behavior, and abilities positively.	1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	1.4 Describe characteristics that make each individual unique.
		Other areas covered in the health education content standards under Mental, Emotional, and Social Health for kindergarten: Standard 1: Essential Concepts 1.2 Describe the characteristics of families. 1.5 Describe and practice situations when it is appropriate to use “Please,” “Thank you,” “Excuse me,” and “I’m sorry.”

2.0 Self-Regulation		Standard 4: Interpersonal Communication Standard 7: Practicing Health-Enhancing Behaviors
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	Standard 4: Interpersonal Communication 4.1 Show how to express personal needs and wants appropriately. Standard 7: Practicing Health-Enhancing Behaviors 7.1 Express emotions appropriately.
3.0 Social and Emotional Understanding		Standard 1: Essential Concepts
At around 48 months	At around 60 months	By the end of kindergarten
3.1 Seek to understand people’s feelings and behavior; notice diversity in human characteristics; and are interested in how people are similar and different.	3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	1.1 Identify a variety of emotions.
4.0 Empathy and Caring		Standard 6: Goal Setting Standard 7: Practicing Health-Enhancing Behaviors
At around 48 months	At around 60 months	By the end of kindergarten
4.1 Demonstrate concern for the needs of others and people in distress.	4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist.	Standard 6: Goal Setting 6.1 Make a plan to help family members at home. Standard 7: Practicing Health-Enhancing Behaviors 7.2 Describe positive ways to show care, consideration, and concern for others.

TABLE 1.2 *continued*

5.0 Initiative in Learning		
At around 48 months	At around 60 months	
5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	
Strand: Social Interaction		Content Area: Mental, Emotional, and Social Health
1.0 Interactions with Familiar Adults		
At around 48 months	At around 60 months	
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	
2.0 Interactions with Peers		Standard 4: Interpersonal Communication
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	2.1 More actively and intentionally cooperate with each other.	4.2 Cooperate and share with others.

2.2 Participate in simple sequences of pretend play.	2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	
2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.	
3.0 Group Participation		
At around 48 months	At around 60 months	
3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	3.1 Participate positively and cooperatively as group members.	
4.0 Cooperation and Responsibility		
At around 48 months	At around 60 months	
4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.	

TABLE 1.2 *continued*

Strand: Relationships		Content Area: Mental, Emotional, and Social Health
1.0 Attachment to Parents		Standard 1: Essential Concepts Standard 2: Analyzing Influences Standard 3: Accessing Valid Information
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Seek security and support from their primary family attachment figures.	1.1 Take greater initiative in seeking support from their primary family attachment figures.	Standard 1: Essential Concepts 1.2 Identify trusted adults at home and at school. Standard 2: Analyzing Influences 2.1 Identify ways family and friends help promote well-being. Standard 3: Accessing Valid Information 3.1 Identify trusted adults at home and at school who can help with mental and emotional health concerns.
1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	1.2 Contribute to positive mutual cooperation with their primary family attachment figures.	
1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.	

2.0 Close Relationships with Teachers and Caregivers		Standard 1: Essential Concepts Standard 3: Accessing Valid Information
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Seek security and support from their primary teachers and caregivers.	2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.	Standard 1: Essential Concepts 1.3 Identify trusted adults at home and at school. Standard 3: Accessing Valid Information 3.1 Identify trusted adults at home and at school who can help with mental and emotional health concerns.
2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.	2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.	
3.0 Friendships		
At around 48 months	At around 60 months	
3.1 Choose to play with one or two peers whom they identify as friends.	3.1 Friendships are more reciprocal, exclusive, and enduring.	
		Other areas covered in the health education content standards for kindergarten under Mental, Emotional, and Social Health: Standard 8: Health Promotion 8.1 Encourage others when they engage in safe and healthy behaviors.

Language and Literacy

This section summarizes the alignment of the preschool learning foundations with (a) the infant/toddler learning and development foundations, and (b) the Common Core State Standards (CCSS) for kindergarten in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (version adopted in 2013).¹

The preschool learning foundations in Language and Literacy are organized into three developmental strands: **listening and speaking**, **reading**, and **writing**. The **listening and speaking** strand focuses primarily on language development and includes foundations related to language use and conventions, vocabulary, and grammar. The other two strands relate to key competencies and concepts in literacy. Specific foundations are grouped into the following substrands: concepts about print, phonological awareness, alphabetic and word/print recognition, comprehension and analysis of age-appropriate text, literacy interest and response, and writing strategies. Table 1.3 shows how the substrands of the preschool learning foundations align with both the infant/toddler foundations in Language Development and the CCSS in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.

(a) Alignment of the Preschool Learning Foundations in Language and Literacy with the Infant/Toddler Learning and Development Foundations in Language Development

The infant/toddler foundations in the Language Development domain center on four key competencies: *receptive language* (the developing ability to understand language), *expressive language* (the developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances), *communication skills and knowledge* (the developing ability to communicate nonverbally and verbally), and *interest in print* (the developing interest in exploring print in books and the environment). These foundations in language development in the infant/toddler years set the stage for the development of language and literacy skills during the preschool years.

Table 1.3 presents an overview of the alignment between the preschool learning foundations and the infant/toddler foundations in language development. As table 1.3 indicates, the infant/toddler foundation *communication skills and knowledge* corresponds to the preschool substrand *language use and conventions*. *Receptive language* and *expressive language* skills at the infant/toddler age link to preschool children’s developing abilities in the substrands of *grammar*, *vocabulary*, *phonological awareness*, and *comprehension and analysis of age-appropriate text*. Children’s general *interest in print* in the infant/toddler years is the beginning of children’s later learning and development described by foundations in the preschool substrands of *concepts about print*, *alphabetic and word/print recognition*, *literacy interest and response*, and *writing strategies*.

(b) Alignment of the Preschool Learning Foundations in Language and Literacy with the CCSS in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects

The following analysis describes the alignment between the preschool learning foundations in Language and Literacy and the CCSS for kindergarten in English Language Arts and Literacy domain.

1 This newer version of the CCSS for ELA is very similar to the previous version from 2010, with the exception of a few phrases that have been added. The new additions are bolded and indicated with a “CA” next to them.

The development of concepts and skills in Language and Literacy during the preschool years set the foundation for children’s development of reading, writing, listening, and speaking skills while in kindergarten. The CCSS in English Language Arts and Literacy focus on the development of academic language skills, as these fit within a broad approach of K-12 standards and the *English Language Arts/English Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve*. However, there is a high level of correspondence between the preschool learning foundations in Language and Literacy and the CCSS in English Language Arts and Literacy. Both are organized according to the same basic categories (strands): **listening and speaking**, **reading**, and **writing**. The CCSS in English Language Arts and Literacy also include a strand called **language standards**. Each of the strands in the CCSS is organized according to broad, overarching College and Career Readiness (CCR) anchor standards. Table 1.3 shows the alignment between preschool substrands and key areas (CCR anchor standards) in the CCSS for English Language Arts and Literacy.

As indicated in table 1.3, the preschool strand **listening and speaking** is aligned with the CCSS strand **speaking and listening**. The strand **reading** in the preschool foundations is aligned with three sets of **reading** standards in the CCSS: *literature*, *informational text*, and *foundational skills*. The strand **reading** in the preschool foundations is also aligned with components of the standards for *speaking and listening*. The preschool strand **writing** is aligned with the CCSS strand **writing**. Components in the preschool strand **listening and speaking** are also aligned with the CCSS **language standards**.

Table 1.3 also displays the alignment of the substrands in the preschool foundations with corresponding key areas (CCR anchor standards) in the CCSS. In the strand **listening and speaking**, the substrand *language use and conventions* is aligned with the CCR anchor standards for speaking and listening: *comprehension and collaboration*, and *presentation of knowledge and ideas*. The preschool substrand *vocabulary* is aligned with the CCR anchor standard for language: *vocabulary acquisition and use*. The preschool substrand *grammar* is aligned with the CCR anchor standard for language: *conventions of standard English*. The **reading** substrands in the preschool foundations are aligned with CCR anchor standards for reading (*key ideas and details*, *craft and structure*, *integration of knowledge and ideas*, and *range of reading and level of text complexity*) and with the CCSS reading standards for foundational skills in the areas of *phonological awareness*, *print concepts*, and *phonics and word recognition*. The CCSS reading standards for kindergarten in *fluency* present skills that emerge in kindergarten and therefore have no corresponding foundations at the preschool level.

Finally, the substrand *writing strategies* is aligned with the CCR anchor standard *text types and purposes*. Additional CCSS writing standards for kindergarten exist in the areas of *production and distribution of writing and research to build and represent knowledge*, but these standards do not have corresponding foundations at the preschool level. All preschool substrands, except for *literacy interest and response*, are aligned with corresponding CCSS.

Table 1.4 displays the alignment between specific preschool learning foundations in Language and Literacy and specific CCSS for kindergarten in English Language Arts and Literacy (version adopted in 2013). As indicated by the table, there is substantial correspondence in content between the preschool foundations and the CCSS. The alignment illustrates a progression across age levels in all areas. For example, preschool children’s ability to use language to communicate with others in social situations for a variety of purposes (1.0, *language use and conventions*) developmentally relates to children’s ability to participate in collaborative discussions with diverse partners about kindergarten topics and texts, follow agreed-upon rules for discussion, and continue a conversation with peers and adults through multiple exchanges in small and large groups (CCSS in speaking and listening, *comprehension and collaboration*).

The progression of children's development from preschool to kindergarten is evident in their speaking, listening, reading, and writing skills. As specified in table 1.4, by the end of kindergarten, children speak audibly and express thoughts, feelings, and ideas (speaking and listening: *presentation of knowledge and ideas*); determine or clarify the meaning of unknown and multiple-meaning words and phrases (language standards: *vocabulary acquisition and use*; also in reading standards: *craft and structure*); and demonstrate command of the conventions of standard English grammar and usage when writing or speaking (language standards: *conventions of standard English*). They also understand the organization and basic features of print (reading standards: foundational skills, *print concepts*); know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text (reading standards: foundational skills *phonics and word recognition*); with prompting, ask and answer questions about key details in a text (reading; *key ideas and details*); and use a combination of drawing, dictating, and writing to compose opinion pieces or informative/explanatory texts (writing; *text types and purposes*).

TABLE 1.3

Overview of the Alignment Between the Language and Literacy Domain and the California Common Core State Standards

Language and Literacy		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Common Core State Standards for Kindergarten
Language Development	Language and Literacy	English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
	Listening and Speaking	Speaking and Listening Standards Language Standards
Communication Skills and Knowledge	→ Language Use and Conventions	→ [Comprehension and Collaboration Presentation of Knowledge and Ideas
Receptive Language]	→ [Vocabulary	→ Vocabulary Acquisition and Use
Expressive Language]	→ [Grammar	→ Conventions of Standard English

TABLE 1.3 *continued*

Language and Literacy		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Common Core State Standards for Kindergarten
Language Development	Language and Literacy	English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects
	Reading	Reading Standards (for Literature, Informational Text, and Foundational Skills) Speaking and Listening Standards
Receptive Language Expressive Language	Phonological Awareness Comprehension and Analysis of Age-Appropriate Text	Phonological Awareness Key Ideas and Details Integration of Knowledge and Ideas Range of Reading and Level of Text Complexity Craft and Structure Comprehension and Collaboration
Interest in Print	Concepts about Print Alphabets and Word/Print Recognition Literacy Interest and Response	Print Concepts Craft and Structure Print Concepts Phonics and Word Recognition

Writing

Writing Standards

Interest in Print



Writing Strategies



Text Types and Purposes

TABLE 1.4**Detailed View of the Alignment Between the Language and Literacy Domain and the California Common Core State Standards**

California Preschool Learning Foundations		California Common Core State Standards for Kindergarten
Domain: Language and Literacy		English Language Arts & Literacy in History/ Social Studies, Science, and Technical Subjects
Strand: Listening and Speaking		Speaking and Listening Standards Language Standards
1.0 Language Use and Conventions		Speaking and Listening Standards: <ul style="list-style-type: none"> • Comprehension and Collaboration • Presentation of Knowledge and Ideas
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	1.1 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.	Speaking and Listening Standards <ul style="list-style-type: none"> • Comprehension and Collaboration <ol style="list-style-type: none"> 1. Participate in collaborative conversations with diverse partners about <i>kindergarten topics and texts</i> with peers and adults in small and larger groups. <ol style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges. 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ol style="list-style-type: none"> a. Understand and follow one- and two-step oral directions. CA

		<p>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</p>
<p>1.2 Speak clearly enough to be understood by familiar adults and children.</p>	<p>1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.</p>	<p>Speaking and Listening Standards</p> <ul style="list-style-type: none"> • Presentation of Knowledge and Ideas <p>6. Speak audibly and express thoughts, feelings, and ideas clearly.</p>
<p>1.3 Use accepted language and style during communication with familiar adults and children.</p>	<p>1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.</p>	<p>Speaking and Listening Standards</p> <ul style="list-style-type: none"> • Comprehension and Collaboration <p>1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.</p> <ul style="list-style-type: none"> a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion). b. Continue a conversation through multiple exchanges.
<p>1.4 Use language to construct short narratives that are real or fictional.</p>	<p>1.4 Use language to construct extended narratives that are real or fictional.</p>	<p>Speaking and Listening Standards</p> <ul style="list-style-type: none"> • Presentation of Knowledge and Ideas <p>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</p> <p>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</p>

TABLE 1.4 *continued*

2.0 Vocabulary		Language Standards: • Vocabulary Acquisition and Use
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	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>Language Standards</p> <ul style="list-style-type: none"> • Vocabulary Acquisition and Use 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i>. <ul style="list-style-type: none"> a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i>, <i>-s</i>, <i>re-</i>, <i>un-</i>, <i>pre-</i>, <i>-ful</i>, <i>-less</i>) as a clue to the meaning of an unknown word. 5. With guidance and support from adults, explore word relationships and nuances in word meanings. <ul style="list-style-type: none"> a. Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent. b. Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms). c. Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>). d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i>, <i>march</i>, <i>strut</i>, <i>prance</i>) by acting out the meanings. 6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	2.2 Understand and use accepted words for categories of objects encountered in everyday life.	
2.3 Understand and use simple words that describe the relations between objects.	2.3 Understand and use both simple and complex words that describe the relations between objects.	

3.0 Grammar		Language Standards • Conventions of Standard English
At around 48 months	At around 60 months	By the end of kindergarten
<p>3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.</p>	<p>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.</p>	<p>Language Standards</p> <ul style="list-style-type: none"> • Conventions of Standard English <ol style="list-style-type: none"> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <ol style="list-style-type: none"> a. Print many upper- and lowercase letters. b. Use frequently occurring nouns and verbs. c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>). d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>). e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>). f. Produce and expand complete sentences in shared language activities. 2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> a. Capitalize the first word in a sentence and the pronoun <i>I</i>. b. Recognize and name end punctuation. c. Write a letter or letters for most consonant and short-vowel sounds (phonemes). d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.
<p>3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.</p>	<p>3.2 Understand and typically use age-appropriate grammar, including accepted word forms, such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.</p>	

TABLE 1.4 *continued*

Strand: Reading		Reading Standards for Literature Reading Standards for Informational Text Reading Standards for Foundational Skills Speaking and Listening Standards
1.0 Concepts about Print		Reading Standards for Foundational Skills <ul style="list-style-type: none"> • Print Concepts Reading Standards for Literature <ul style="list-style-type: none"> • Craft and Structure Reading Standards for Informational Text <ul style="list-style-type: none"> • Craft and Structure
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	1.1 Display appropriate book-handling behaviors and knowledge of print conventions.	Reading Standards for Foundational Skills <ul style="list-style-type: none"> • Print Concepts <ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> a. Follow words from left to right, top to bottom, and page by page. b. Recognize that spoken words are represented in written language by specific sequences of letters. c. Understand that words are separated by spaces in print. Reading Standards for Literature <ul style="list-style-type: none"> • Craft and Structure <ol style="list-style-type: none"> 5. Recognize common types of texts (e.g., storybooks, poems, fantasy, realistic text). CA 6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story. Reading Standards for Informational Text <ul style="list-style-type: none"> • Craft and Structure
1.2 Recognize print as something that can be read.	1.2 Understand that print is something that is read and has specific meaning	

		<ol style="list-style-type: none"> 5. Identify the front cover, back cover, and title page of a book. 6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
2.0 Phonological Awareness		Reading Standards for Foundational Skills <ul style="list-style-type: none"> • Phonological Awareness
At around 48 months	At around 60 months	By the end of kindergarten
<p>Note: The foundations for phonological awareness are written only for older four-year-olds because much of the initial development of phonological awareness occurs between 48 months and 60 months of age.</p>	<p>2.1 Orally blend and delete words and syllables without the support of pictures or objects.</p> <hr/> <p>2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with support of pictures or objects.</p>	Reading Standards for Foundational Skills <ul style="list-style-type: none"> • Phonological Awareness <ol style="list-style-type: none"> 2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes). <ol style="list-style-type: none"> a. Recognize and produce rhyming words. b. Count, pronounce, blend, and segment syllables in spoken words. c. Blend and segment onsets and rimes of single-syllable spoken words. d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words². (This does not include CVCs ending with /l/, /r/, or /x/.) e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words. f. Blend two to three phonemes into recognizable words. CA

² Words, syllables, or phonemes written in /slashes/ refer to their pronunciation or phonology. Thus, /CVC/ is a word with three phonemes regardless of the number of letters in the spelling of the word.

TABLE 1.4 *continued*

3.0 Alphabets and Word/Print Recognition		Reading Standards for Foundational Skills <ul style="list-style-type: none"> • Print Concepts • Phonics and Word Recognition
At around 48 months	At around 60 months	By the end of kindergarten
3.1 Recognize the first letter of own name.	3.1 Recognize own name or other common words in print.	Reading Standards for Foundational Skills <ul style="list-style-type: none"> • Print Concepts <ol style="list-style-type: none"> 1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> d. Recognize and name all upper- and lowercase letters of the alphabet. Reading Standards for Foundational Skills <ul style="list-style-type: none"> • Phonics and Word Recognition <ol style="list-style-type: none"> 3. Know and apply grade-level phonics and word analysis skills in decoding words both in isolation and in text. CA <ol style="list-style-type: none"> a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sounds for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. (Identify which letters represent the five major vowels (Aa, Ee, Ii, Oo, and Uu) and know the long and short sound of each vowel. More complex long vowel graphemes and spellings are targeted in the grade 1 phonics standards.) CA <ol style="list-style-type: none"> c. Read common high-frequency words by sight (e.g., <i>the, of, to, you, she, my, is, are, do, does</i>). d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
3.2 Match some letter names to their printed form.	3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	
	3.3 Begin to recognize that letters have sounds.	

		Other standards covered under “Reading Standards for Foundational Skills” for Kindergarten: Fluency 4. Read emergent-reader texts with purpose and understanding.
4.0 Comprehension and Analysis of Age-Appropriate Text		Reading Standards for Literature <ul style="list-style-type: none"> • Key Ideas and Details • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Craft and Structure Reading Standards for Informational Text <ul style="list-style-type: none"> • Key Ideas and Details • Integration of Knowledge and Ideas • Range of Reading and Level of Text Complexity • Craft and Structure Speaking and Listening Standards <ul style="list-style-type: none"> • Comprehension and Collaboration
At around 48 months	At around 60 months	By the end of kindergarten
4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.	Reading Standards for Literature <ul style="list-style-type: none"> • Key Ideas and Details <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, retell familiar stories, including key details. 3. With prompting and support, identify characters, settings, and major events in a story. Reading Standards for Literature <ul style="list-style-type: none"> • Craft and Structure <ol style="list-style-type: none"> 4. Ask and answer questions about unknown words in a text. (See grade K Language standards 4–6 for additional expectations). CA

TABLE 1.4 *continued*

		<p>Reading Standards for Literature</p> <ul style="list-style-type: none"> • Integration of Knowledge and Ideas <ol style="list-style-type: none"> 7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts). 8. (Not applicable to literature) 9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories. <p>Reading Standards for Literature</p> <ul style="list-style-type: none"> • Range of Reading and Level of Text Complexity <ol style="list-style-type: none"> 10. Actively engage in group reading activities with purpose and understanding. <ol style="list-style-type: none"> a. Activate prior knowledge related to information and events in text. CA b. Use illustrations and context to make predictions about text. CA <p>Speaking and Listening Standards</p> <ul style="list-style-type: none"> • Comprehension and Collaboration <ol style="list-style-type: none"> 2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood. <ol style="list-style-type: none"> a. Understand and follow one- and two-step oral directions. CA
<p>4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.</p>	<p>4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.</p>	<p>Reading Standards for Informational Text</p> <ul style="list-style-type: none"> • Key Ideas and Details <ol style="list-style-type: none"> 1. With prompting and support, ask and answer questions about key details in a text. 2. With prompting and support, identify the main topic to retell key details of a text.

3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

Reading Standards for Informational Text

- Craft and Structure

4. With prompting and support, ask and answer questions about unknown words in a text. **(See grade K Language standards 4–6 for additional expectations). CA**

Reading Standards for Informational Text

- Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
8. With prompting and support, identify the reasons an author gives to support points in a text.
9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Reading Standards for Informational Text

- Range of Reading and Level of Text Complexity

10. Actively engage in group reading activities with purpose and understanding.

c. Activate prior knowledge related to information and events in text. CA

d. Use illustrations and context to make predictions about text. CA

Speaking and Listening Standards

- Comprehension and Collaboration

2. Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

a. Understand and follow one- and two-step oral directions. CA

TABLE 1.4 *continued*

5.0 Literacy Interest and Response		
At around 48 months	At around 60 months	By the end of kindergarten
5.1 Demonstrate enjoyment of literacy and literacy-related activities.	5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.	
5.2 Engage in routines associated with literacy activities.	5.2 Engage in more complex routines associated with literacy activities.	
Strand: Writing		Writing Standards
1.0 Writing Strategies		Writing Standards • Text Types and Purposes
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	1.1 Adjust grasp and body position for increased control in drawing and writing.	
1.2 Write using scribbles that are different from pictures.	1.2 Write letters or letter-like shapes to represent words or ideas.	Writing Standards • Text Types and Purposes 1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., <i>My favorite book is. . .</i>).
1.3 Write marks to represent own name.	1.3 Write first name nearly correctly.	

		<ol style="list-style-type: none"> 2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic. 3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.
		<p>Additional standards under Writing Standards</p> <ul style="list-style-type: none"> • Production and Distribution of Writing • Research to Build and Present Knowledge • Range of Writing
		<p>Writing Standards</p> <ul style="list-style-type: none"> • Production and Distribution of Writing <ol style="list-style-type: none"> 4. (Begins in grade 2) CA 5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed. 6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.
		<p>Writing Standards</p> <ul style="list-style-type: none"> • Research to Build and Present Knowledge <ol style="list-style-type: none"> 7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them). 8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. 9. (Begins in grade 4)
		<p>Writing Standards</p> <ul style="list-style-type: none"> • Range of Writing <ol style="list-style-type: none"> 10. (Begins in grade 2) CA

English Language Development

This section describes the alignment of the preschool learning foundations in English Language Development (ELD) with (a) the infant/toddler foundations in Language Development, and (b) the California English Language Development Standards for kindergarten (version adopted in 2012).

The preschool learning foundations in ELD describe a typical developmental progression of English acquisition for children who primarily use a home language other than English. The foundations are organized into four strands: **listening**, **speaking**, **reading**, and **writing**. Each strand includes several substrands. Table 1.5 shows how the substrands of the preschool learning foundations in ELD align with the infant/toddler foundations in Language Development and with the California ELD Standards for kindergarten.

(a) Alignment of the Preschool Learning Foundations in English-Language Development with the Infant/Toddler Learning and Development Foundations in Language Development

Children’s language and literacy skills in their first language contribute to acquiring English. Children who are English-language learners transfer the skills of their home language to the process of learning English. The alignment draws the connection between the infant/toddler foundations in Language Development and the preschool foundations in ELD. As table 1.5 indicates, the development of children’s *receptive and expressive language skills*, *communication skills*, and *interest in print* in their home language provides the foundation for their development of listening, speaking, reading, and writing skills in English. The infant/toddler foundation *receptive language* is aligned with the preschool ELD strand **listening**; the infant/toddler foundation *expressive language* is aligned with the preschool ELD strand **speaking**. The foundation *communication skills* and knowledge corresponds to the preschool substrand of *understanding and using social conventions in English*, and the infant/toddler foundation *interest in print* is aligned with the ELD strands **reading** and **writing**.

(b) Alignment of the Preschool Learning Foundations in English Language Development with the Kindergarten English Language Development Standards

The preschool learning foundations in ELD and the kindergarten ELD standards both provide teachers with a progression of English acquisition for children who are not yet proficient in English. Each is also intended to be used in conjunction with their respective standards in Language and Literacy (preschool learning foundations) or ELA/Literacy (K–12 Common Core State Standards). While both resources describe a progression towards English language proficiency, the two resources were developed in different contexts, and each has its unique purpose and structure.

The preschool learning foundations in ELD describe a typical developmental progression of second-language development along a three-level continuum “Beginning,” “Middle,” and “Later.” The continuum begins with skills in the home language that set a foundation for children’s gradual development of receptive and expressive English abilities. The preschool learning foundations in ELD are designed to assist early childhood educators in their understanding of children’s progress toward English language proficiency and to help support children’s learning in all developmental domains and curricular areas.

The kindergarten ELD standards describe the key knowledge, skills, and abilities required to engage in rigorous age-level academic content. The kindergarten standards fit within a broad approach of the K–12 standards and the K–12 framework (the *English Language Arts/English*

Language Development Framework for California Public Schools: Kindergarten Through Grade Twelve), focusing on the development of academic English proficiency. The standards present a continuum of English learning with three levels of increasing proficiency: “Emerging,” “Expanding,” and “Bridging.” The continuum starts with students having basic English communication skills in social and academic contexts at the Emerging level and proceeds with higher levels of communication in English that pertain to a wide range of topics in ways appropriate to various tasks, purposes, and audiences (Expanding and Bridging levels). While the kindergarten ELD standards reflect more complex and higher-level language and literacy skills in English, the alignment demonstrates a significant correspondence in key English language development skills between the preschool learning foundations in ELD and the kindergarten ELD standards.

The kindergarten ELD standards are organized into two main parts. **Part I: Interacting in Meaningful Ways** includes three modes of communication: *A. Collaborative* (engagement in dialogue with others); *B. Interpretive* (comprehension and analysis of written and spoken texts); and *C. Productive* (creation of oral presentations and written texts). These modes of communication involve skills related to listening, speaking, reading and writing English. As table 1.5 shows, all strands in the preschool learning foundations are aligned with components in **Part I: Interacting in Meaningful Ways**.

Part II: Learning About How English Works includes three standards: *A. Structuring Cohesive Texts*, *B. Expanding and Enriching Ideas*, and *C. Connecting and Condensing Ideas*. Part II involves awareness of how English is structured and organized as well as the ability to use knowledge of grammar, syntax, and vocabulary to expand, enrich, and connect ideas. As illustrated in table 1.5, the **speaking** and **reading** strands of the preschool learning foundations in ELD are aligned with components in Part II.

Table 1.6 provides a more detailed view of how individual preschool learning foundations in ELD are aligned with kindergarten ELD standards. It demonstrates that most preschool learning foundations in ELD in the **listening** and **speaking** strands are aligned with kindergarten ELD standards that correspond in content. For example, children’s ability to *listen with understanding* (**listening**, 1.0), corresponds with the kindergarten standard, *listening actively to spoken English in a range of social and academic contexts* (Interacting in Meaningful Ways, Interpretive, 5). Similarly, preschoolers’ ability to *use language to create oral narratives about their personal experiences* (**speaking**, 3.0) is related to kindergartners’ skills in *expressing information and ideas in formal oral presentations on academic topics* (Interacting in Meaningful Ways, Productive, 9). The preschool foundation on *requests and directions* (**listening**, 1.2) does not have a kindergarten-level equivalent.

Table 1.6 also highlights the connections between the preschool ELD learning foundations in **reading** and the corresponding kindergarten ELD standards from Part I and Part II. The first two preschool learning foundations in the **reading** strand are aligned with at least one kindergarten ELD standard. For example, preschoolers *demonstrating an appreciation and enjoyment of reading and literature* by participating in read-aloud activities (**reading**, 1.0) is related to the kindergarten standard, *listening actively to spoken English in a range of social and academic contexts* (Interacting in Meaningful Ways, Interpretive, 5).

The **reading** strand in the preschool learning foundations also includes foundational literacy skills that are not represented in the kindergarten ELD standards. Instead, the kindergarten ELD standards include a separate section, **Part III: Using Foundational Literacy Skills**, that describes additional instructional strategies for foundational literacy skills (i.e., *phonological awareness, print concepts, phonics and word recognition, and fluency*) that can be used with children who are English language learners. This section does not include specific ELD standards, but does present the corresponding Common Core State Standards (CCSS) for ELA/ Literacy Reading Standards for Foundational Skills.

In the **writing** strand of the preschool learning foundations, the foundation on *writing as communication* (**writing** 1.1) is aligned with kindergartners' skills in *composing/writing literary and informational texts* (Interacting in Meaningful Ways, Productive, 10). The foundation on using *writing to represent words or ideas* (**writing** 1.2) is aligned with kindergartners' skills in *interacting with others in written English* (Interacting in Meaningful Ways, Collaborative, 2) and *composing/writing literary and informational texts* (Interacting in Meaningful Ways, Productive, 10). The other preschool learning foundation in the **writing** strand describes name writing, which does not have a kindergarten-level equivalent.

While the preschool learning foundations in ELD and the kindergarten ELD standards were developed in different contexts and for different purposes, they both describe paths towards English language acquisition. As one would expect, the kindergarten standards describe higher-level skills than the preschool learning foundations. Thus, some of the kindergarten ELD standards have no corresponding preschool learning foundations in ELD. Despite these differences, tables 1.5 and 1.6 demonstrate a significant correspondence between the two resources in content and skills.

TABLE 1.5

Overview of the Alignment Between the English Language Development Domain and the California English Language Development Standards

English Language Development		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California English Language Development Standards for Kindergarten (CCSS-CA)
Language Development	English Language Development	English Language Development
	Listening	Part I: Interacting in Meaningful Ways
Receptive Language →	Children listen with understanding. →	Interpretive (comprehension and analysis of written and spoken texts)
	Speaking	Part I: Interacting in Meaningful Ways Part II: Learning About How English Works
Expressive Language →	Children use nonverbal and verbal strategies to communicate with others.	Collaborative (engagement in dialogue with others) Interpretive (comprehension and analysis of written and spoken texts) Productive (creation of oral presentations and written texts) Expanding and Enriching Ideas Connecting and Condensing Ideas
	Children use language to create oral narratives about their personal experiences. →	Productive (creation of oral presentations and written texts)
Communication Skills and Knowledge →	Children begin to understand and use social conventions in English. →	Collaborative (engagement in dialogue with others)

TABLE 1.5 *continued*

English Language Development

California Infant/Toddler Learning and Development Foundations

California Preschool Learning Foundations

California English Language Development Standards for Kindergarten (CCSS-CA)

Language Development

English Language Development

English Language Development

Reading

Interest in Print



Children demonstrate an appreciation and enjoyment of reading and literature.



Children show an increasing understanding of book reading.¹



Children demonstrate an understanding of print conventions.
Children demonstrate awareness that print carries meaning.

Children demonstrate progress in their knowledge of the alphabet in English.

Part I: Interacting in Meaningful Ways
Part II: Learning About How English Works

Interpretive (comprehension and analysis of written and spoken texts)

Part III: Using Foundational Literacy Skills²

Productive (creation of oral presentations and written texts)

Structuring Cohesive Texts

Part III: Using Foundational Literacy Skills²

Expressive Language



Children demonstrate phonological awareness.



Part III: Using Foundational Literacy Skills²

Writing

Part I: Interacting in Meaningful Ways

Interest in Print

Children use writing to communicate their ideas.

Collaborative (engagement in dialogue with others)³

Productive (creation of oral presentations and written texts)

- 1 In the preschool learning foundations, children show understanding of book reading through retelling or reproducing content from books or stories that are read to them. Thus, this substrand corresponds to the Productive and Structuring Cohesive Texts kindergarten standards.
- 2 The California English Language Development Standards do not include standards for foundational literacy skills. Part III: Using Foundational Literacy Skills includes Considerations for Foundational Literacy Skills Instruction, as well as references to the CA CCSS for ELA/Literacy Reading Standards for Foundational Skills for Kindergarten.
- 3 “Collaborative (engagement in dialogue with others)” focuses on joint composing of projects of informational and literacy texts.

TABLE 1.6**Detailed View of the Alignment Between the English Language Development Domain and the California English Language Development Standards**

California Preschool Learning Foundations			California English Language Development Standards for Kindergarten (CCSS-CA)		
Domain: English Language Development			Domain: English Language Development Standards		
Strand: Listening			Part I: Interacting in Meaningful Ways		
Substrand: 1.0 Children listen with understanding.					
1.0 Children listen with understanding. Focus: Beginning words			Part I: Interacting in Meaningful Ways B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts		
Beginning	Middle	Later	Emerging	Expanding	Bridging
1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.	1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh-</i> questions with oral sentence frames and substantial prompting and support.	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.

1.0 Children listen with understanding. Focus: Requests and directions					
Beginning	Middle	Later			
1.2 Begin to follow simple directions in English, especially when there are contextual cues.	1.2 Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.	1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.	No corresponding standards.		
1.0 Children listen with understanding. Focus: Basic and advanced concepts			Part I: Interacting in Meaningful Ways B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts		
Beginning	Middle	Later	Emerging	Expanding	Bridging
1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the	1.3 Begin to demonstrate an understanding of words in English related to basic concepts.	1.3 Demonstrate an understanding of words in English related to more advanced concepts.	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering yes-no and wh-questions with oral sentence frames and substantial prompting and support.	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.

TABLE 1.6 *continued*

assistance of an interpreter if necessary).					
Strand: Speaking			Part I: Interacting in Meaningful Ways Part II: Learning About How English Works		
Substrand: 1.0 Children use nonverbal and verbal strategies to communicate with others.					
1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Communication of needs			Part I: Interacting in Meaningful Ways A. Collaborative 3. Offering and supporting opinions and negotiating with others in communicative exchanges		
Beginning	Middle	Later	Emerging	Expanding	Bridging
1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.	1.1 Combine nonverbal and some verbal communication to be understood by others (may code-switch—that is, use the home language and English—and use telegraphic and/or formulaic speech).	1.1 Show increasing reliance on verbal communication in English to be understood by others.	3. Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X</i>), as well as open responses.	3. Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/ don't think X. I agree with X</i>), as well as open responses, in order to gain and/or hold the floor.	3. Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/don't think X. I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea.

<p>1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Vocabulary production</p>			<p>Part I: Interacting in Meaningful Ways C. Productive 12. Selecting and applying varied and precise vocabulary and language structures to effectively convey ideas</p> <p>Part II: Learning About How English Works B. Expanding and Enriching Ideas 3. Using verbs and verb phrases 4. Using nouns and noun phrases 5. Modifying to add details</p>		
Beginning	Middle	Later	Emerging	Expanding	Bridging
<p>1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).</p>	<p>1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).</p>	<p>1.2 Use new English vocabulary to share knowledge of concepts.</p>	<p>12. a. Retell texts and recount experiences using a select set of key words.</p> <p>b. Use a select number of general academic and domain-specific words to add detail (e.g., adding the word <i>spicy</i> to describe a favorite food, using the word <i>larva</i> when explaining insect metamorphosis) while speaking and composing.</p>	<p>12. a. Retell texts and recount experiences using complete sentences and key words.</p> <p>b. Use a growing number of general academic and domain-specific words in order to add detail or to create shades of meaning (e.g., using the word <i>scurry</i> versus <i>run</i>) while speaking and composing.</p>	<p>12. a. Retell texts and recount experiences using increasingly detailed complete sentences and key words.</p> <p>b. Use a wide variety of general academic and domain-specific words, synonyms, antonyms, and non-literal language to create an effect (e.g., using the word <i>suddenly</i> to signal a change) or to create shades of meaning (e.g., The cat's</p>

TABLE 1.6 *continued*

			fur was as <i>white as snow</i>) while speaking and composing.
	<p>3. a. Use frequently used verbs (e.g., <i>go, eat, run</i>) and verb types (e.g., <i>doing, saying, being/having, thinking/feeling</i>) in shared language activities guided by the teacher and with increasing independence.</p> <p>b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.</p>	<p>3. a. Use a growing number of verbs and verb types (e.g., <i>doing, saying, being/having, thinking/feeling</i>) in shared language activities guided by the teacher and independently.</p> <p>b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.</p>	<p>3. a. Use a wide variety of verbs and verb types (e.g., <i>doing, saying, being/having, thinking/feeling</i>) in shared language activities guided by the teacher and independently.</p> <p>b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.</p>

4. Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and sometimes independently.

5. Expand sentences with frequently used prepositional phrases (such as *in the house*, *on the boat*) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in shared language activities guided by the teacher and sometimes independently.

4. Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and with increasing independence.

5. Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities guided by the teacher and with increasing independence.

4. Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and independently.

5. Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and independently.

TABLE 1.6 *continued*

1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Conversation			Part I: Interacting in Meaningful Ways A. Collaborative 1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics 3. Offering and supporting opinions and negotiating with others in communicative exchanges		
Beginning	Middle	Later	Emerging	Expanding	Bridging
1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).	1.3 Sustain a conversation in English about a variety of topics.	1. Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh</i> -questions and responding using gestures, words, and simple phrases.	1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
			3. Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X</i>), as well as open responses.	3. Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/ don't think X. I agree with X</i>), as well as open responses, in order to gain and/or hold the floor.	3. Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/ don't think X. I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor or add information to an idea.

1.0 Children use nonverbal and verbal strategies to communicate with others.

Focus: Utterance length and complexity

Part II: Learning About How English Works

B. Expanding and Enriching Ideas

3. Using verbs and verb phrases

4. Using noun and noun phrases

5. Modifying to add details

Beginning	Middle	Later	Emerging	Expanding	Bridging
<p>1.4 Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>1.4 Use two- and three-word utterances in English to communicate.</p>	<p>1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., <i>his, her</i>); conjunctions (e.g., <i>and, or</i>); or other elements (e.g., adjectives, adverbs).</p>	<p>3. a. Use frequently used verbs (e.g., <i>go, eat, run</i>) and verb types (e.g., <i>doing, saying, being/having, thinking/feeling</i>) in shared language activities guided by the teacher and with increasing independence.</p> <p>b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.</p>	<p>3. a. Use a growing number of verbs and verb types (e.g., <i>doing, saying, being/having, thinking/feeling</i>) in shared language activities guided by the teacher and independently.</p> <p>b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities</p>	<p>3. a. Use a wide variety of verbs and verb types (e.g., <i>doing, saying, being/having, thinking/feeling</i>) in shared language activities guided by the teacher and independently.</p> <p>b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities</p>

TABLE 1.6 *continued*

		guided by the teacher and independently.	guided by the teacher and independently.
	4. Expand noun phrases in simple ways (e.g., adding a familiar adjective to describe a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and sometimes independently.	4. Expand noun phrases in a growing number of ways (e.g., adding a newly learned adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and with increasing independence.	4. Expand noun phrases in a wide variety of ways (e.g., adding a variety of adjectives to noun phrases) in order to enrich the meaning of phrases/sentences and add details about ideas, people, things, and so on, in shared language activities guided by the teacher and independently.
	5. Expand sentences with frequently used prepositional phrases (such as <i>in the house</i> , <i>on the boat</i>) to provide details (e.g., time, manner, place, cause) about a familiar activity or process in	5. Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language activities	5. Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher and

			shared language activities guided by the teacher and sometimes independently.	guided by the teacher and with increasing independence.	independently.
<p>1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Grammar</p>			<p>Part I: Interacting in Meaningful Ways A. Collaborative 1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics Part II: Learning About How English Works B. Expanding and Enriching Ideas 3. Using verbs and verb phrases 5. Modifying to add details Part II: Learning About How English Works C. Connecting and Condensing Ideas 6. Connecting ideas</p>		
Beginning	Middle	Later	Emerging	Expanding	Bridging
<p>1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>1.5 Begin to use some English grammatical markers (e.g., <i>-ing</i> or plural <i>-s</i>) and, at times, apply the rules of grammar of the home language to English.</p>	<p>1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb, and object), sometimes with errors.</p>	<p>1. Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh</i>-questions and responding using gestures, words, and simple phrases.</p>	<p>1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>	<p>1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.</p>
			<p>3. a. Use frequently used verbs (e.g., <i>go</i>, <i>eat</i>, <i>run</i>) and verb types (e.g., <i>doing</i>, <i>saying</i>,</p>	<p>3. a. Use a growing number of verbs and verb types (e.g., <i>doing</i>, <i>saying</i>, <i>being/having</i>,</p>	<p>3. a. Use a wide variety of verbs and verb types (e.g., <i>doing</i>, <i>saying</i>, <i>being/having</i>, <i>thinking/</i></p>

TABLE 1.6 *continued*

			<p><i>being/having, thinking/feeling</i>) in shared language activities guided by the teacher and with increasing independence.</p> <p>b. Use simple verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience) in shared language activities guided by the teacher and with increasing independence.</p>	<p><i>thinking/feeling</i>) in shared language activities guided by the teacher and independently.</p> <p>b. Use a growing number of verb tenses appropriate for the text type and discipline to convey time (e.g., simple past tense for retelling, simple present for a science description) in shared language activities guided by the teacher and independently.</p>	<p><i>feeling</i>) in shared language activities guided by the teacher and independently.</p> <p>b. Use a wide variety of verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict) in shared language activities guided by the teacher and independently.</p>
			<p>5. Expand sentences with frequently used prepositional phrases (such as <i>in the house, on the boat</i>) to provide details (e.g., time, manner, place, cause) about a familiar activity</p>	<p>5. Expand sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) about a familiar or new activity or process in shared language</p>	<p>5. Expand simple and compound sentences with prepositional phrases to provide details (e.g., time, manner, place, cause) in shared language activities guided by the teacher</p>

			<p>or process in shared language activities guided by the teacher and sometimes independently.</p>	<p>activities guided by the teacher and with increasing independence.</p>	<p>and independently.</p>
			<p>6. Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using <i>and, but, so</i>) in shared language activities guided by the teacher and sometimes independently.</p>	<p>6. Combine clauses in an increasing variety of ways to make connections between and join ideas, for example, to express cause/effect (e.g., <i>She jumped because the dog barked</i>) in shared language activities guided by the teacher and with increasing independence.</p>	<p>6. Combine clauses in a wide variety of ways (e.g., rearranging complete simple sentences to form compound sentences) to make connections between and join ideas (e.g., <i>The boy was hungry. The boy ate a sandwich. → The boy was hungry so he ate a sandwich</i>) in shared language activities guided by the teacher and independently.</p>

TABLE 1.6 *continued*

1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Inquiry			Part I: Interacting in Meaningful Ways A. Collaborative 1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics Part I: Interacting in Meaningful Ways B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts		
Beginning	Middle	Later	Emerging	Expanding	Bridging
1.6 Ask a variety of types of questions (e.g., <i>what, why, how, when, and where</i>) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	1.6 Begin to use <i>what</i> and <i>why</i> questions in English, sometimes with errors.	1.6 Begin to use <i>what, why, how, when, and where</i> questions in more complete forms in English, sometimes with errors.	1. Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh</i> -questions and responding using gestures, words, and simple phrases.	1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
			5. Demonstrate active listening to read-alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh</i> -questions with oral sentence frames and substantial prompting and support.	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.

Substrand: 2.0 Children begin to understand and use social conventions in English.					
2.0 Children begin to understand and use social conventions in English. Focus: Social conventions			Part I: Interacting in Meaningful Ways A. Collaborative 1. Exchanging information and ideas with others through oral collaborative conversations on a range of social and academic topics 3. Offering and supporting opinions and negotiating with others in communicative exchanges		
Beginning	Middle	Later	Emerging	Expanding	Bridging
2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).	2.1 Demonstrate a beginning understanding of English social conventions.	2.1 Appropriately use words and tone of voice associated with social conventions in English.	1. Contribute to conversations and express ideas by asking and answering <i>yes-no</i> and <i>wh-</i> questions and responding using gestures, words, and simple phrases.	1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.	1. Contribute to class, group, and partner discussions by listening attentively, following turn-taking rules, and asking and answering questions.
			3. Offer opinions and ideas in conversations using a small set of learned phrases (e.g., <i>I think X</i>), as well as open responses.	3. Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/ don't think X. I agree with X</i>), as well as open responses, in order to gain and/or hold the floor.	3. Offer opinions in conversations using an expanded set of learned phrases (e.g., <i>I think/ don't think X. I agree with X, but . . .</i>), as well as open responses, in order to gain and/or hold the floor or add

TABLE 1.6 *continued*

					information to an idea.
Substrand: 3.0 Children use language to create oral narratives about their personal experiences.					
3.0 Children use language to create oral narratives about their personal experiences. Focus: Narrative development			Part I: Interacting in Meaningful Ways C. Productive 9. Expressing information and ideas in formal oral presentations on academic topics		
Beginning	Middle	Later	Emerging	Expanding	Bridging
3.1 Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	3.1 Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).	3.1 Produce simple narratives in English that are real or fictional.	9. Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	9. Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).	9. Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).

Strand: Reading			Part I: Interacting in Meaningful Ways Part II: Learning About How English Works Part III: Using Foundational Literacy Skills⁴		
Substrand: 1.0 Children demonstrate an appreciation and enjoyment of reading and literature.					
1.0 Children demonstrate an appreciation and enjoyment of reading and literature. Focus: Participate in read-aloud activity			Part I: Interacting in Meaningful Ways B. Interpretive 5. Listening actively to spoken English in a range of social and academic contexts 6. Reading closely literary and informational texts and viewing multimedia to determine how meaning is conveyed explicitly and implicitly through language		
Beginning	Middle	Later	Emerging	Expanding	Bridging
1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.	1.1 Begin to participate in reading activities, using books written in English when the language is predictable.	1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering <i>yes-no</i> and <i>wh</i> -questions with oral sentence frames and substantial prompting and support.	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering questions with oral sentence frames and occasional prompting and support.	5. Demonstrate active listening to read-alouds and oral presentations by asking and answering detailed questions, with minimal prompting and light support.

4 The California English Language Development Standards do not include standards for foundational literacy skills. Part III: Using Foundational Literacy Skills includes Considerations for Foundational Literacy Skills Instruction, as well as references to the CA CCSS for ELA/Literacy Reading Standards for Foundational Skills for Kindergarten.

TABLE 1.6 *continued*

			6. Describe ideas, phenomena (e.g., parts of a plant), and text elements (e.g., characters) based on understanding of a select set of grade-level texts and viewing of multimedia, with substantial support.	6. Describe ideas, phenomena (e.g., how butterflies eat), and text elements (e.g., setting, characters) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia, with moderate support.	6. Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., major events, characters, setting) using key details based on understanding of a variety of grade-level texts and viewing of multimedia, with light support.
1.0 Children demonstrate an appreciation and enjoyment of reading and literature. Focus: Interest in books and reading			Part III: Using Foundational Literacy Skills ⁵		
Beginning	Middle	Later			
1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.	1.2 Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.	1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English.	Part III: Using Foundational Literacy Skills provides Considerations for Foundational Literacy Skills Instruction in Fluency based on English proficiency and a reference to the CA CCSS ELA/Literacy Reading Standards for Foundational Skills in Fluency (RF.K.4).		

Substrand: 2.0 Children show an increasing understanding of book reading.					
2.0 Children show an increasing understanding of book reading. Focus: Personal connections to the story			Part I: Interacting in Meaningful Ways C. Productive 11. Supporting own opinions and evaluating others' opinions in speaking and writing		
Beginning	Middle	Later	Emerging	Expanding	Bridging
2.1 Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	2.1 Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.	2.1 Begin to engage in extended conversations in English about stories.	11. Offer opinions and provide good reasons (e.g., <i>My favorite book is X because X.</i>) referring to the text or to relevant background knowledge.	11. Offer opinions and provide good reasons and some textual evidence or relevant background knowledge (e.g., paraphrased examples from text or knowledge of content).	11. Offer opinions and provide good reasons with detailed textual evidence or relevant background knowledge (e.g., specific examples from text or knowledge of content).

5 The California English Language Development Standards do not include standards for foundational literacy skills. Part III: Using Foundational Literacy Skills, includes Considerations for Foundational Literacy Skills Instruction, as well as references to the CA CCSS for ELA/Literacy Reading Standards for Foundational Skills for Kindergarten.

TABLE 1.6 *continued*

2.0 Children show an increasing understanding of book reading. Focus: Story structure			Part I: Interacting in Meaningful Ways C. Productive 9. Expressing information and ideas in formal oral presentations on academic topics Part II: Learning About How English Works A. Structuring Cohesive Texts 1. Understanding text structure		
Beginning	Middle	Later	Emerging	Expanding	Bridging
2.2 Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	2.2 Retell a story using the home language and some English when read or told a story in English.	2.2 Retell in English the majority of a story read or told in English.	9. Plan and deliver very brief oral presentations (e.g., show and tell, describing a picture).	9. Plan and deliver brief oral presentations on a variety of topics (e.g., show and tell, author's chair, recounting an experience, describing an animal).	9. Plan and deliver longer oral presentations on a variety of topics in a variety of content areas (e.g., retelling a story, describing a science experiment).
			1. Apply understanding of how text types are organized (e.g., how a story is organized by a sequence of events) to comprehending and composing texts in shared language activities guided by the teacher, with peers,	1. Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how an informative text is organized by topic and	1. Apply understanding of how different text types are organized predictably (e.g., a narrative text versus an informative text versus an opinion text) to comprehending texts and composing texts in shared language

			and sometimes independently.	details) to comprehending texts and composing texts in shared language activities guided by the teacher, collaboratively with peers, and with increasing independence.	activities guided by the teacher, with peers, and independently.
Strand: 3.0 Children demonstrate an understanding of print conventions.					
3.0 Children demonstrate an understanding of print conventions. Focus: Book handling			Part III: Using Foundational Literacy Skills ⁶		
Beginning	Middle	Later			
3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).	3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.	3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.	Part III: Using Foundational Literacy Skills provides Considerations for Foundational Literacy Skills Instruction in Print Concepts based on English proficiency and a reference to the CA CCSS ELA/Literacy Reading Standards for Foundational Skills in Print Concepts (RF.K.1).		

⁶ The California English Language Development Standards do not include standards for foundational literacy skills. Part III: Using Foundational Literacy Skills includes Considerations for Foundational Literacy Skills Instruction, as well as references to the CA CCSS for ELA/Literacy Reading Standards for Foundational Skills for Kindergarten.

TABLE 1.6 *continued*

Strand: 4.0 Children demonstrate awareness that print carries meaning.			
4.0 Children demonstrate awareness that print carries meaning. Focus: Environmental print			Part III: Using Foundational Literacy Skills ⁶
Beginning	Middle	Later	
4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.	4.1 Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.	4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.	Part III: Using Foundational Literacy Skills provides Considerations for Foundational Literacy Skills Instruction in Print Concepts based on English proficiency and a reference to the CA CCSS ELA/Literacy Reading Standards for Foundational Skills in Print Concepts (RF.K.1).
Strand: 5.0 Children demonstrate progress in their knowledge of the alphabet in English.			
5.0 Children demonstrate progress in their knowledge of the alphabet in English. Focus: Letter awareness			Part III: Using Foundational Literacy Skills ⁷
Beginning	Middle	Beginning	
5.1 Interact with material representing the letters of the English alphabet.	5.1 Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch	5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.	Part III: Using Foundational Literacy Skills provides Considerations for Foundational Literacy Skills Instruction in Print Concepts based on English proficiency and a reference to the CA CCSS ELA/Literacy Reading Standards for Foundational Skills in Print Concepts (RF.K.1).

	(use the home language and English).		
5.0 Children demonstrate progress in their knowledge of the alphabet in English. Focus: Letter recognition			Part III: Using Foundational Literacy Skills ⁷
Beginning	Middle	Later	
5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.	5.2 Identify some letters of the alphabet in English.	5.2 Identify ten or more letters of the alphabet in English.	Part III: Using Foundational Literacy Skills provides Considerations for Foundational Literacy Skills Instruction in Print Concepts based on English proficiency and a reference to the CA CCSS ELA/Literacy Reading Standards for Foundational Skills in Print Concepts (RF.K.1).

⁷ The California English Language Development Standards do not include standards for foundational literacy skills. Part III: Using Foundational Literacy Skills includes Considerations for Foundational Literacy Skills Instruction, as well as references to the CA CCSS for ELA/Literacy Reading Standards for Foundational Skills for Kindergarten.

TABLE 1.6 *continued*

Strand: 6.0 Children demonstrate phonological awareness.			
6.0 Children demonstrate phonological awareness. Focus: Rhyming			Part III: Using Foundational Literacy Skills ⁸
Beginning	Middle	Later	
6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.	Part III: Using Foundational Literacy Skills provides Considerations for Foundational Literacy Skills Instruction in Phonological Awareness based on English proficiency and a reference to the CA CCSS ELA/Literacy Reading Standards for Foundational Skills in Phonological Awareness (RF.K.2).
6.0 Children demonstrate phonological awareness. Focus: Onset (initial sound)			Part III: Using Foundational Literacy Skills ⁸
Beginning	Middle	Later	
6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.	6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.	6.2 Recognize and produce words that have a similar onset (initial sound) in English.	Part III: Using Foundational Literacy Skills provides Considerations for Foundational Literacy Skills Instruction in Phonological Awareness based on English proficiency and a reference to the CA CCSS ELA/Literacy Reading Standards for Foundational Skills in Phonological Awareness (RF.K.2).

6.0 Children demonstrate phonological awareness. Focus: Sound differences in the home language and English			Part III: Using Foundational Literacy Skills ⁸
Beginning	Middle	Later	
6.3 Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	6.3 Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.	6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.	Part III: Using Foundational Literacy Skills provides Considerations for Foundational Literacy Skills Instruction in Phonological Awareness based on English proficiency and a reference to the CA CCSS ELA/Literacy Reading Standards for Foundational Skills in Phonological Awareness (RF.K.2).

⁸ The California English Language Development Standards do not include standards for foundational literacy skills. Part III: Using Foundational Literacy Skills includes Considerations for Foundational Literacy Skills Instruction, as well as references to the CA CCSS for ELA/Literacy Reading Standards for Foundational Skills for Kindergarten.

TABLE 1.6 *continued*

Strand: Writing			Part I: Interacting in Meaningful Ways		
Substrand: 1.0 Children use writing to communicate their ideas.					
1.0 Children use writing to communicate their ideas. Focus: Writing as communication			Part I: Interacting in Meaningful Ways C. Productive 10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology		
Beginning	Middle	Later	Emerging	Expanding	Bridging
1.1 Begin to understand that writing can be used to communicate.	1.1 Begin to understand that what is said in the home language or in English can be written down and read by others.	1.1 Develop an increasing understanding that what is said in English can be written down and read by others.	10. Draw, dictate, and write to compose very short literary texts (e.g., story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently.	10. Draw, dictate, and write to compose short literary texts (e.g., story) and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	10. Draw, dictate, and write to compose longer literary texts (e.g., story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.

<p>1.0 Children use writing to communicate their ideas. Focus: Writing to represent words or ideas</p>			<p>Part I: Interacting in Meaningful Ways A. Collaborative 2. Interacting with others in written English in various communicative forms (print, communicative technology, and multimedia) Part I: Interacting in Meaningful Ways C. Productive 10. Composing/writing literary and informational texts to present, describe, and explain ideas and information, using appropriate technology</p>		
Beginning	Middle	Later	Emerging	Expanding	Bridging
<p>1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.</p>	<p>1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.</p>	<p>1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</p>	<p>2. Collaborate with the teacher and peers on joint composing projects of short informational and literary texts that include minimal writing (labeling with a few words), using technology, where appropriate, for publishing, graphics, and the like.</p>	<p>2. Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include some writing (e.g., short sentences), using technology, where appropriate, for publishing, graphics, and the like.</p>	<p>2. Collaborate with the teacher and peers on joint composing projects of informational and literary texts that include a greater amount of writing (e.g., a very short story), using technology, where appropriate, for publishing, graphics, and the like.</p>
			<p>10. Draw, dictate, and write to compose very short literary texts (e.g., .</p>	<p>10. Draw, dictate, and write to compose short literary texts (e.g., story)</p>	<p>10. Draw, dictate, and write to compose longer literary texts (e.g.,</p>

TABLE 1.6 *continued*

			story) and informational texts (e.g., a description of a dog), using familiar vocabulary collaboratively in shared language activities with an adult (e.g., joint construction of texts), with peers, and sometimes independently	and informational texts (e.g., a description of dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and with increasing independence.	story) and informational texts (e.g., an information report on dogs), collaboratively with an adult (e.g., joint construction of texts), with peers, and independently using appropriate text organization.
1.0 Children use writing to communicate their ideas. Focus: Writing their name					
Beginning	Middle	Later			
1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.	1.3 Attempt to copy their own name in English or in the writing system of their home language.	1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.	No corresponding standards.		

Mathematics

This section summarizes the alignment of the preschool learning foundations in Mathematics with (a) the infant/toddler learning and development foundations in Cognitive Development, and (b) the CCSS for kindergarten in mathematics (version adopted in 2013¹).

The preschool learning foundations in Mathematics identify a set of mathematical skills and concepts that preschool children develop. There are five strands: **number sense, algebra and functions (classification and patterning), measurement, geometry, and mathematical reasoning**. Specific foundations within the strands are grouped into substrands. The **number sense** strand is divided into *children’s understanding of numbers and quantities* and *children’s understanding of number relationships and operations*. The **algebra and functions** strand includes key competencies related to two areas: *classification* and *patterning*. The foundations in the **measurement** strand are about children’s ability to *compare, order, and begin to measure*. The **geometry** strand includes the ability to *identify and use shapes* and the *understanding of positions in space*. The strand on **mathematical reasoning** is about applying mathematical strategies to solve problems that arise in the everyday environment. Table 1.7 displays how the strands and substrands of the preschool learning foundations align with the infant/toddler foundations in the Cognitive-Development domain and with the kindergarten CCSS for Mathematics.

(a) Alignment of the Preschool Learning Foundations in Mathematics with the Infant/Toddler Learning and Development Foundations in Cognitive Development

A range of core mathematical abilities identified in the preschool learning foundations in Mathematics emerge and begin to develop during the infant/toddler years. Five of the infant/toddler foundations in Cognitive Development center on key mathematical concepts and skills: *number sense, classification, understanding of personal care routines, spatial relationships, and problem-solving*. These foundations in Cognitive Development during the infant/toddler years set the stage for the development of mathematical skills during the preschool years.

Table 1.7 shows how the infant/toddler foundation number sense corresponds to the preschool substrands related to **number sense**, which focuses on children’s *understanding of quantity, number relationships, and operations (addition and subtraction)*. Similarly, the infant/toddler foundation *classification* corresponds to the preschool substrand *classification*, which focuses on children’s continuous development of the ability to sort and classify objects in their everyday environment. The infant/toddler foundation *understanding of personal care routines* is linked to children’s ability to *identify simple repeating patterns*. The daily routines follow a pattern, and children are able to anticipate and or predict what comes next. *Spatial relationships*, the developing understanding in the infant/toddler years of *how things move and fit in space*, set the stage for children’s learning about *shapes and positions in space* and about *comparing, ordering, and measuring objects*. The development of *problem-solving* skills in the infant/toddler years is linked to children’s *mathematical reasoning*, the ability to use *mathematical thinking to solve problems that arise in their everyday environment*.

1 The CCSS for Kindergarten in Mathematics, adopted in 2013, are very similar to the ones in the previous version adopted in 2010. The only difference between the two versions is the removal of the CA standards related to understanding concepts of time.

(b) Alignment of the Preschool Learning Foundations in Mathematics with the Common Core State Standards in Mathematics

The preschool learning foundations describe a typical developmental progression of children’s mathematical learning in preschool. The CCSS in Mathematics focus on the development of academic mathematics skills and fit within a broad approach of K-12 standards and the *Mathematics Framework for California Public Schools: Kindergarten Through Grade Twelve*. While the preschool learning foundations and the CCSS in Mathematics were developed in different contexts, the two resources cover the same key areas of learning. In general, the first four strands in the preschool foundations in Mathematics are aligned with the CCSS for mathematical content and the last preschool strand **mathematical reasoning** is aligned with the CCSS for *mathematical practices*.

The preschool strand **number sense** is aligned with three CCSS categories: *counting and cardinality*, *operations and algebraic thinking*, and *number and operations in base ten*. The preschool strand **algebra and functions** includes foundations related to *classification and patterning*. The foundations related to *classification* are aligned with the CCSS under *measurement and data*. Foundations related to *patterning* are aligned with content in the CCSS for *mathematical practices*. The preschool strand **measurement** is aligned with the CCSS of *measurement and data*, and the strand **geometry** is directly aligned with the CCSS cluster of standards in *geometry*. The last preschool strand **mathematical reasoning** is aligned with the CCSS for *mathematical practices*.

Table 1.7 shows the alignment between strands and substrands in the preschool foundations and the content categories in the CCSS for Mathematics. For every substrand of the preschool learning foundations, there is a category in the CCSS with corresponding content. The substrands under **number sense**—*understanding numbers and quantities* and *understanding number relationships and operations*—correspond directly to the CCSS in the categories *counting and cardinality* and *operations and algebraic thinking*, respectively. Content in *number and operations in base ten* of the CCSS is too advanced for there to be corresponding content in the preschool foundations. The substrand on *sorting and classifying objects* in the strand **algebra and functions**, aligns with the CCSS of *classify objects and count the number of objects in each category*. The content related to *patterning* in the strand **algebra and functions** aligns with the CCSS for *mathematical practices 7 and 8 (look for and make use of structure and look for and express regularity in repeated reasoning)*. The preschool strand on **measurement**, about *comparing, ordering, and measuring objects*, is aligned with the kindergarten CCSS for *describe and compare measurable attributes*. The preschool substrand under **geometry** (*children identify and use a variety of shapes in their environment*) is aligned with the CCSS in **geometry** for *identify and describe shapes*, and *analyze, compare, create, and compose shapes*. Finally, the preschool substrand *children use mathematical thinking to solve problems*, under the strand **mathematical reasoning**, is aligned with the CCSS for *mathematical practices*. These include processes that involve mathematical problem-solving such as *make sense of problems and persevere in solving them* and *reason abstractly and quantitatively*.

Table 1.8 delineates the alignment between specific preschool learning foundations and specific CCSS in the Mathematics domain. Close inspection of this table reveals substantial similarities in content between the preschool foundations and the CCSS in Mathematics. All preschool foundations have corresponding content except for the ones in the areas of subitizing (**number sense**, 1.3) and measuring length (**measurement**, 1.3). The CCSS for Mathematics mainly emphasize two content areas in kindergarten: (1) representing, relating, and operating on whole numbers, initially with sets of objects, and (2) describing shapes and space. The preschool foundations in **number sense** and **geometry** correspond to these two CCSS content areas, respectively.

The alignment illustrates a progression in learning and development of mathematical concepts and skills across age levels. For example, while preschool children gradually learn to *count up to 20 with increasing accuracy*, by the end of kindergarten, as specified in the CCSS, they can *count up to 100 by ones and tens and can count forward beginning from a given number within the known sequence (instead of having to begin at 1)*.

Similarly, in the area of **geometry**, preschool children's ability to *identify, describe, and construct a variety of shapes*, as described by the preschool foundations in **geometry**, continues to develop. By the end of kindergarten, as described in the CCSS, they *correctly name shapes regardless of their orientation or overall size and analyze and compare two- and three-dimensional shapes in different sizes and orientations*. The CCSS also include differentiated standards in **mathematical reasoning**.

TABLE 1.7**Overview of the Alignment Between the Mathematics Domain and the California Common Core State Standards**

Mathematics		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Common Core State Standards for Kindergarten
Cognitive Development	Mathematics	Mathematics
	Number Sense	Counting and Cardinality
Number Sense →	<p>Children understand numbers and quantities in their everyday environment.</p> <p>Children understand number relationships and operations in their everyday environment.</p>	<p>Know number names and the count sequence.</p> <p>Count to tell the number of objects.</p> <p>Compare numbers.</p> <p>Operations and Algebraic Thinking</p> <p>Understand addition as putting together and adding to, and subtraction as taking apart and taking from.</p> <p>Number and Operations in Base Ten</p> <p>Work with numbers 11–19 to gain foundations for place value.</p>
	Algebra and Functions (Classification and Patterning)	Measurement and Data
Classification →	Children sort and classify objects in their everyday environment.	Classify objects and count the number of objects in categories.
Understanding of Personal Care Routines →	Children recognize/expand understanding of simple repeating patterns.	<p>Mathematical Practices</p> <p>Look for and make use of structure.</p> <p>Look for and express regularity in repeated reasoning.</p>

Measurement

Measurement and Data

Spatial Relationships →

Children compare, order, and measure objects.



Describe and compare measurable attributes.

Geometry

Geometry

Spatial Relationships →

Children identify and use shapes.



Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
Analyze, compare, create, and compose shapes.

Children understand positions in space.



Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).

Problem Solving →

Children use mathematical thinking to solve problems in their everyday environment.



Make sense of problems and persevere in solving them.
Reason abstractly and quantitatively.
Construct viable arguments and critique the reasoning of others.
Model with mathematics.
Use appropriate tools strategically.
Attend to precision.
Look for and make use of structure.
Look for and express regularity in repeated reasoning.

TABLE 1.8**Detailed View of the Alignment Between the Mathematics Domain and the California Common Core State Standards**

California Preschool Learning Foundations		California Common Core State Standards for Kindergarten
Domain: Mathematics		Mathematics
Strand: Number Sense		Counting and Cardinality Operations and Algebraic Thinking Number and Operations in Base Ten
At around 48 months of age	At around 60 months of age	By the end of kindergarten
1.0 Children begin to understand numbers and quantities in their everyday environment.	1.0 Children expand their understanding of numbers and quantities in their everyday environment.	Counting and Cardinality <ul style="list-style-type: none"> • Know number names and the count sequence. • Count to tell the number of objects.
1.1 Recite numbers in order to ten with increasing accuracy.	1.1 Recite numbers in order to twenty with increasing accuracy.	Counting and Cardinality <ul style="list-style-type: none"> • Know number names and the count sequence. <ol style="list-style-type: none"> 1. Count to 100 by ones and by tens. 2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).
1.2 Begin to recognize and name a few written numerals.	1.2 Recognize and know the name of some written numerals.	Counting and Cardinality <ul style="list-style-type: none"> • Know number names and the count sequence. <ol style="list-style-type: none"> 3. Write numbers from 0 to 20. Represent a number of objects with a written numeral 0–20 (with 0 representing a count of no objects).
1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	

<p>1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p>	<p>1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p>	<p>Counting and Cardinality</p> <ul style="list-style-type: none"> • Count to tell the number of objects. 4. Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> a. When counting objects, say the number names in the standard order, pairing each object with one and only one number name and each name with one and only one object. 5. Count to answer “how many?” questions about as many as 20 things arranged in a line, a rectangular array, or a circle, or as many as 10 things in a scattered configuration; given a number from 1–20, count out that many objects.
<p>1.5 Use the number name of the last object counted to answer the question, “How many...?”</p>	<p>1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).</p>	<p>Counting and Cardinality</p> <ul style="list-style-type: none"> • Count to tell the number of objects. 4. Understand the relationship between numbers and quantities; connect counting to cardinality. <ul style="list-style-type: none"> b. Understand that the last number name said tells the number of objects counted. The number of objects is the same regardless of their arrangement or the order in which they were counted. c. Understand that each successive number name refers to a quantity that is one larger.

TABLE 1.8 *continued*

At around 48 months of age	At around 60 months of age	By the end of kindergarten
<p>2.0 Children begin to understand number relationships and operations in their everyday environment.</p>	<p>2.0 Children expand their understanding of number relationships and operations in their everyday environment.</p>	<p>Counting and Cardinality</p> <ul style="list-style-type: none"> Compare numbers. <p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> Understand addition as putting and adding to, and understand subtraction as taking apart and taking from.
<p>2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same.”</p>	<p>2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).</p>	<p>Counting and Cardinality</p> <ul style="list-style-type: none"> Compare numbers. <p>6. Identify whether the number of objects in one group is greater than, less than, or equal to the number of objects in another group, e.g., by using matching and counting strategies.</p> <p>7. Compare two numbers between 1 and 10 presented as written numerals.</p>
<p>2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.</p>	<p>2.2 Understands that adding one or taking away one changes the number in a small group of objects by exactly one.</p>	<p>Operations and Algebraic Thinking</p> <ul style="list-style-type: none"> Understand addition as putting and adding to, and understand subtraction as taking apart and taking from. <p>1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations.</p>
<p>2.3 Understand that putting two groups of objects together will make a bigger group.</p>	<p>2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.</p>	<p>2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problem.</p> <p>3. Decompose numbers less than or equal to 10 into pairs in more than one way, e.g., by using objects or drawings, and record each decomposition by a drawing or equation (e.g., $5 = 2 + 3$ and $5 = 4 + 1$).</p>

<p>2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).</p>	<p>2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.</p>	<p>4. For any number from 1 to 9, find the number that makes 10 when added to the given number, e.g., by using objects or drawings, and record the answer with a drawing or equation.</p> <p>5. Fluently add and subtract within 5.</p>
		<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Work with numbers 11–19 to gain foundations for place value.
		<p>Number and Operations in Base Ten</p> <ul style="list-style-type: none"> • Work with numbers 11–19 to gain foundations for place value. <ol style="list-style-type: none"> 1. Compose and decompose numbers from 11 to 19 into ten ones and some further ones, e.g., by using objects or drawings, and record each composition or decomposition by a drawing or equation (such as $18 = 10 + 8$); understand that these numbers are composed by ten ones and one, two, three, four, five, six, seven, eight, or nine ones.

TABLE 1.8 *continued*

Strand: Algebra and Functions (Classification and Patterning)		Measurement and Data
At around 48 months of age	At around 60 months of age	By the end of kindergarten
1.0 Children begin to sort and classify objects in their everyday environment.	1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.	Measurement and Data <ul style="list-style-type: none"> Classify objects and count the number of objects in each category.
1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy.	1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute). ²	Measurement and Data <ul style="list-style-type: none"> Classify objects and count the number of objects in each category. 3. Classify objects into given categories; count the numbers of objects in each category and sort the categories by count.
2.0 Children begin to recognize simple, repeating patterns.	2.0 Children expand their understanding of simple, repeating patterns.	Mathematical Practices
2.1 Begin to identify or recognize a simple, repeating pattern.	2.1 Recognize and duplicate simple, repeating patterns.	Mathematical Practices <ul style="list-style-type: none"> 7. Look for and make use of structure. 8. Look for and express regularity in repeated reasoning.
2.2 Attempt to create a simple, repeating pattern or participate in making one.	2.2 Begin to extend and create simple, repeating patterns.	

Strand: Measurement		Measurement and Data
At around 48 months of age	At around 60 months of age	By the end of kindergarten
1.0 Children begin to compare and order objects.	1.0 Children expand their understanding of comparing, ordering, and measuring objects.	Measurement and Data <ul style="list-style-type: none"> Describe and compare measurable attributes.
1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as <i>bigger, longer, heavier, or taller</i> , or by placing objects side by side to compare length.	1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	Measurement and Data <ul style="list-style-type: none"> Describe and compare measureable attributes. <ol style="list-style-type: none"> Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object. Directly compare two objects with a measurable attribute in common, to see which object has “more of”/“less of” the attribute, and describe the difference. <i>For example, directly compare the heights of two children and describe one child as taller/shorter.</i>
1.2 Order three objects by size.	1.2 Order four or more objects by size.	
	1.3 Measure length using multiple duplicates of the same-size concrete units laid end to end. ³	

2 The footnote that appears in the published version of this foundation has been omitted so that the alignment can be highlighted.
3 The footnote that appears in the published version of this foundation has been omitted so that the alignment can be highlighted.

TABLE 1.8 *continued*

Strand: Geometry		Geometry
At around 48 months of age	At around 60 months of age	By the end of kindergarten
1.0 Children begin to identify and use common shapes in their everyday environment.	1.0 Children identify and use a variety of shapes in their everyday environment.	Geometry <ul style="list-style-type: none"> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). Analyze, compare, create, and compose shapes.
1.1 Identify simple two-dimensional shapes, such as a circle and square.	1.1 Identify, describe, and construct a variety of different shapes, including variations of circle, triangle, rectangle, square, and other shapes.	Geometry <ul style="list-style-type: none"> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). <ol style="list-style-type: none"> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above</i>, <i>below</i>, <i>beside</i>, <i>in front of</i>, <i>behind</i>, and <i>next to</i>. Correctly name shapes regardless of their orientations or overall size. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”). Geometry <ul style="list-style-type: none"> Analyze, compare, create, and compose shapes. Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/“corners”) and other attributes (e.g., having sides of equal length).
1.2 Use individual shapes to represent different elements of a picture or design.	1.2 Combine different shapes to create a picture design.	Geometry <ul style="list-style-type: none"> Analyze, compare, create, and compose shapes. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.

		6. Compose simple shapes to form larger shapes. For example, <i>“Can you join these triangles with full sides touching to make a rectangle?”</i>
2.0 Children begin to understand positions in space.	2.0 Children expand their understanding of positions in space.	Geometry <ul style="list-style-type: none"> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).
2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	Geometry <ul style="list-style-type: none"> Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres). <ol style="list-style-type: none"> Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as <i>above, below, beside, in front of, behind, and next to.</i>
Strand: Mathematical Reasoning		Mathematical Practices
At around 48 months of age	At around 60 months of age	By the end of kindergarten
1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.	1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.	Mathematical Practices
1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	Mathematical Practices <ol style="list-style-type: none"> Make sense of problems and persevere in solving them. Reason abstractly and quantitatively. Construct viable arguments and critique the reasoning of others. Model with mathematics. Use appropriate tools strategically. Attend to precision. Look for and make use of structure. Look for and express regularity in repeated reasoning.

Visual and Performing Arts

This section describes the alignment of the preschool foundations in the Visual and Performing Arts with the infant/toddler learning and development foundations and the California content standards for kindergarten in the Visual and Performing Arts (visual arts, music, theatre, and dance). The preschool learning foundations in the Visual and Performing Arts are organized in four strands (each representing an art discipline): **visual art, music, drama, and dance**. The substrands center on key competencies related to the arts. *Notice, respond, and engage* relates to the interest, enjoyment, and interaction of children with materials and methods of an art form. *Develop skills* refers to the basic skills of performing, inventing, and creating through the arts, while *create, invent, and express* describes the ways children use their skills to invent and express through the arts.

The skills and knowledge in the Visual and Performing Arts are built on ones that children develop in the Language, Perceptual, Motor, Cognitive, and Social-Emotional Development domains. Whether children improvise vocally and instrumentally or act out with others through music and movement, the visual arts, music, drama, and dance tap children’s intellectual, social, and physical competencies. Children’s developing capacity to communicate, express themselves verbally, move their bodies with competence, engage in symbolic play, interact with peers and adults cooperatively, along with other skills, form the foundation of their development in the Visual and Performing Arts. For this reason, as table 1.9 indicates, the Visual and Performing Arts domain is aligned with all four developmental domains in the infant/toddler foundations: Social-Emotional Development, Language Development, Cognitive Development, and Perceptual and Motor Development. Each domain plays a role in children’s development in the Visual and Performing Arts.

The preschool learning foundations in visual art, music, drama, and dance are also aligned with the kindergarten content standards in the corresponding domains: **Visual Arts, Music, Theatre, and Dance**. The kindergarten content standards in each artistic domain are organized by the following main categories (strands): **artistic perception, creative expression, historical and cultural context, aesthetic valuing, and connections, relationships, applications**. Table 1.9 shows the alignment between preschool substrands and kindergarten strands in Visual Arts, Music, Theatre, and Dance. Table 1.10 details the alignment between specific preschool foundations and kindergarten content standards in the Visual and Performing Arts domains.

In general, the preschool substrand *notice, respond, and engage*, in each artistic discipline, is aligned with the kindergarten strands *artistic perception* and *aesthetic valuing*. In some strands, the preschool substrand *notice, respond, and engage* is also aligned with components of the kindergarten strand *historical and cultural context*. The other two preschool substrands—*develop skills* and *create, invent, and express*—are aligned with the kindergarten strand **creative expression**. As table 1.9 indicates, for every substrand of the preschool learning foundations in the Visual and Performing Arts, there is at least one substrand of the kindergarten content standards that reflects the content of the corresponding preschool foundations.

Table 1.10 details the alignment between specific preschool foundations and kindergarten content standards in each of the areas in the Visual and Performing Arts. Close inspection of this table reveals a noteworthy amount of direct correspondence between preschool foundations and kindergarten content standards in the Visual and Performing Arts. In some cases, there is a direct link between a preschool foundation and one or more related kindergarten standards. For example, preschool foundation 2.5 (“Recognize and name materials and tools used for visual arts”) is aligned with kindergarten standard 1.2 (“Name

art materials [e.g., clay, paint, crayons] introduced in lessons”). In other cases, there is a conceptual link between a collection of preschool foundations and a collection of kindergarten content standards. For example, the preschool foundations (2.1–2.4) under 2.0—*Develop skills in visual arts*—are aligned with a group of kindergarten standards related to *creative expression* in visual arts; *skills, processes, materials, and tools*; and *communication and expression through original works of art*. Table 1.10 also includes kindergarten standards in the Visual and Performing Arts that do not have corresponding preschool foundations with a similar content. They are primarily content standards in the kindergarten strands under **historical and cultural context** and **connections, relationships, applications**.

TABLE 1.9

Overview of the Alignment Between the Visual and Performing Arts Domain and the California Content Standards

Visual and Performing Arts		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
	Visual and Performing Arts	Visual and Performing Arts: Visual Arts, Music, Theatre, and Dance
	Visual Art	Visual Arts
<ul style="list-style-type: none"> Social-Emotional Development Language Development Cognitive Development Perceptual and Motor Development 	<ul style="list-style-type: none"> Notice, Respond, and Engage Develop Skills in Visual Art Create, Invent, and Express Through Visual Art 	<ul style="list-style-type: none"> Artistic Perception: <i>Develop Perceptual Skills and Visual Arts Vocabulary; Analyze Art Elements and Principles of Design</i> Historical and Cultural Context: <i>Diversity of the Visual Arts</i> Aesthetic Valuing: <i>Derive Meaning; Make Informed Judgments</i> Creative Expression: <i>Skills, Processes, Materials, and Tools; Communication and Expression Through Original Works of Art</i> Artistic Perception: <i>Develop Perceptual Skills and Visual Arts Vocabulary</i> Creative Expression: <i>Communication and Expression Through Original Works of Art</i>

Music

Music

Social-Emotional Development
Language Development
Cognitive Development
Perceptual and Motor Development



Notice, Respond, and Engage



Artistic Perception: *Listen to, Analyze, and Describe Music*
Historical and Cultural Context: *Diversity of Music*
Aesthetic Valuing: *Derive Meaning*

Develop Skills in Music



Creative Expression: *Apply Vocal and Instrumental Skills*

Create, Invent, and Express Through Music



Creative Expression: *Compose, Arrange, and Improvise*
Aesthetic Valuing: *Derive Meaning*

Drama

Theatre

Social-Emotional Development
Language Development
Cognitive Development
Perceptual and Motor Development



Notice, Respond, and Engage



Artistic Perception: *Development of the Vocabulary of Theatre; Comprehension and Analysis of the Elements of Theatre*
Aesthetic Valuing: *Critical Assessment of Theatre; Derivation of Meaning from Works of Theatre*

Develop Skill Used to Create, Invent, and Express Through Drama



Creative Expression: *Development of Theatrical Skills; Creation/Invention in Theatre*

Historical and Cultural Context: *Role and Cultural Significance of Theatre*

TABLE 1.9 *continued*

	Dance	Dance
Social-Emotional Development Language Development Cognitive Development Perceptual and Motor Development	Notice, Respond, and Engage	Artistic Perception: <i>Development of Motor Skills and Technical Expertise; Comprehension and Analysis of Dance Elements; Development of Dance Vocabulary</i> Aesthetic Valuing: <i>Description, Analysis, and Criticism of Dance</i>
	Develop Skills in Dance	Artistic Perception: <i>Development of Motor Skill and Technical Expertise</i> Domain: Physical Education Standard 1 Movement Concepts; Rhythmic Skills Standard 2 Movement Concepts
	Create, Invent, and Express Through Dance	Creative Expression: <i>Creation/Invention of Dance Movements</i>

TABLE 1.10**Detailed View of the Alignment Between the Visual and Performing Arts Domain and the California Content Standards**

California Preschool Learning Foundations		California Content Standards Kindergarten
Domain: Visual and Performing Arts		Domains: <ul style="list-style-type: none"> • Visual and Performing Arts • Visual Arts • Music • Theatre • Dance
Strand: Visual Art		Visual Arts
1.0 Notice, Respond, and Engage		<p>1.0 Artistic Perception: <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</i> Develop Perceptual Skills and Visual Arts Vocabulary; Analyze Art Elements and Principles of Design</p> <p>3.0 Historical and Cultural Context: <i>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</i> Diversity of the Visual Arts</p> <p>4.0 Aesthetic Valuing: <i>Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</i> Derive Meaning; Make Informed Judgments</p>
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Notice and communicate about objects or forms that appear in art.	1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	<p><i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>1.1 Recognize and describe simple patterns found in the environment and works of art.</p>

TABLE 1.10 *continued*

		<p>Analyze Art Elements and Principles of Design</p> <p>1.3 Identify the elements of art (line, color, shape/form, texture, value, space) in the environment and in works of art, emphasizing line, color, and shape/form.</p>
1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	1.2 Begin to plan art and show increasing care and persistence in completing it.	<p>Derive Meaning</p> <p>4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).</p>
1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	<p>Derive Meaning</p> <p>4.2 Describe what is seen (including both literal and expressive content) in selected works of art.</p> <p>Diversity of the Visual Arts</p> <p>3.3 Look and discuss works of art from a variety of times and places.</p>
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book, and explain their ideas in some detail.	<p>Make Informed Judgments</p> <p>4.3 Discuss how and why they make a specific work of art.</p> <p>4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary.</p>
2.0 Develop Skills in Visual Art		<p>2.0 Creative Expression: Creating, Performing, and Participating in the Visual Arts Skills, Processes, Materials, and Tools; Communication and Expression Through Original Works of Art</p> <p>Also aligned with an element from:</p> <p>1.0 Artistic Perception: Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts Develop Perceptual Skills and Visual Arts Vocabulary</p>

At around 48 months	At around 60 months	By the end of kindergarten
2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	2.1 Draw single circle and add lines to create representations of people and things.	<p>Skills, Processes, Materials, and Tools</p> <p>2.1 Use lines, shapes/forms, and colors to make patterns.</p> <p>2.3 Make a collage with cut or torn paper shapes/forms.</p> <p>Communication and Expression Through Original Works of Art</p> <p>2.4 Paint pictures expressing ideas about family and neighborhood.</p> <p>2.5 Use lines in drawings and paintings to express feelings.</p> <p>2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.</p> <p>2.7 Create a three-dimensional form, such as a real or imaginary animal.</p>
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	
2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	
2.4 Begin to use paper and other materials to assemble simple collages.	2.4 Use paper and other materials to make two- and three-dimensional assembled works.	
2.5 Begin to recognize and name materials and tools used for visual arts.*	2.5 Recognize and name materials and tools used for visual arts.*	
2.6 Demonstrate some motor control when working with visual arts tools.*	2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.*	<p>Develop Perceptual Skills and Visual Arts Vocabulary</p> <p>1.2 Name art materials (e.g., clay, paint, crayons) introduced in lessons.</p> <p>Skills, Processes, Materials, and Tools</p> <p>2.2 Demonstrate beginning skill in the use of tools and processes, such as the use of scissors, glue, and paper in creating a three-dimensional construction.</p>

* The footnote that appears in the published version of this foundation has been omitted so that the alignment may be highlighted.

TABLE 1.10 *continued*

3.0 Create, Invent, and Express Through Visual Art		2.0 Creative Expression: Creating, Performing, and Participating in the Visual Arts Communication and Expression Through Original Works of Art
At around 48 months	At around 60 months	By the end of kindergarten
3.1 Create art and sometimes name the work.	3.1 Intentionally create content in a work of art.	<p><i>Communication and Expression Through Original Works of Art</i></p> <p>2.4 Paint pictures expressing ideas about family and neighborhood.</p> <p>2.5 Use lines in drawings and paintings to express feelings.</p> <p>2.7 Create a three-dimensional form, such as a real or imaginary animal.</p>
3.2 Begin to draw figures or objects.*	3.2 Draw more detailed figures or objects with more control of line and shape.*	
3.3 Begin to use intensity of marks and color to express a feeling or mood.	3.3 Use intensity of marks and color more frequently to express a feeling or mood.	
		<p>Other areas covered under the visual arts content standards for kindergarten:</p> <p>3.0 Historical and Cultural Context: <i>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</i> Role and Development of the Visual Arts <i>Role and Development of the Visual Arts</i></p> <p>3.1 Describe functional and nonutilitarian art seen in daily life; that is, works of art that are used versus those that are only viewed.</p> <p>3.2 Identify and describe works of art that show people doing things together.</p> <p>5.0 Connections, Relationships, Applications: <i>Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers</i> Connections and Applications; Visual Literacy; Careers and Career-Related Skills</p>

Connections and Applications

- 5.1 Draw geometric shapes/forms (e.g., circles, squares, triangles) and repeat them in dance/movement sequences.
- 5.2 Look at and draw something used every day (e.g., scissors, toothbrush, fork) and describe how the object is used.

Visual Literacy

- 5.3 Point out images (e.g., photographs, paintings, murals, ceramic, sculptures) and symbols found at home, in school, and in the community, including national and state symbols and icons.

Careers and Career-Related Skills

- 5.4 Discuss the various works of art (e.g., ceramics, paintings, sculpture) that artists create and the type of media used.

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TABLE 1.10 *continued*

Strand: Music		Music
1.0 Notice, Respond, and Engage		<p>1.0 Artistic Perception: <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music</i> Listen to, Analyze, and Describe Music; Read and Notate Music</p> <p>3.0 Historical and Cultural Context: <i>Understanding the Historical Contributions and Cultural Dimensions of Music</i> Diversity of Music</p> <p>4.0 Aesthetic Valuing: <i>Derive Meaning</i> Responding to, Analyzing, and Making Judgments About Works of Music</p>
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	1.1 Verbally reflect on music and describe music by using an expanded vocabulary.	<p><i>Listen to, Analyze, and Describe Music</i></p> <p>1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat).</p> <p><i>Derive Meaning</i></p> <p>4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).</p> <p><i>Diversity of Music</i></p> <p>3.3 Use a personal vocabulary to describe voices and instruments from diverse cultures.</p>
1.2 Recognize simple repeating melody and rhythm patterns.*	1.2 Demonstrate more complex repeating melody and rhythm patterns.*	
1.3 Identify the sources of a limited variety of musical sounds.	1.3 Identify the sources of a wider variety of music and music-like sounds.	
1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.*	1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.*	
		<p><i>Derive Meaning</i></p> <p>4.1 Create movements that correspond to specific music.</p>

		Other areas covered under the kindergarten content standards in Music: <i>Read and Notate Music</i> 1.1 Use icons or invented symbols to represent beat.
2.0 Develop Skills In Music		2.0 Creative Expression: Creating, Performing, and Participating in Music
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.	<i>Apply Vocal and Instrumental Skills</i> 2.1 Use the singing voice to echo short melodic patterns. 2.2 Sing age-appropriate songs from memory. 2.3 Play instruments and move or verbalize to demonstrate awareness of beat, tempo, dynamic, and melodic direction.
2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	2.2 Extend vocal exploration; sing repetitive patterns and whole songs alone and with others in wider ranges of pitch.	

* The footnote that appears in the published version of this foundation has been omitted so that the alignment may be highlighted.

TABLE 1.10 *continued*

3.0 Create, Invent, and Express Through Music		2.0 Creative Expression: <i>Compose, Arrange, and Improvise</i> Creating, Performing, and Participating in Music 4.0 Aesthetic Valuing: <i>Responding to, Analyzing, and Making Judgments About Works of Music</i> Derive Meaning
At around 48 months	At around 60 months	By the end of kindergarten
3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.	<i>Compose, Arrange, and Improvise</i> 2.4 Create accompaniments, using the voice or a variety of classroom instruments. <i>Derive Meaning</i> 4.1 Create movements that correspond to specific music.
3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	
3.3 Improvise vocally and instrumentally.	3.3 Explore, improvise, and create brief melodies with voice or instrument.	
		Other areas covered under the music content standards in kindergarten: 3.0 Historical and Cultural Context: <i>Understanding the Historical Contributions and Cultural Dimensions of Music</i> Role of Music; Diversity of Music <i>Role of Music</i> 3.1 Identify the various uses of music in daily experiences. <i>Diversity of Music</i> 3.2 Sing and play simple singing games from various cultures.

		<p>3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).</p> <p>5.0 Connections, Relationships, Applications: <i>Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers</i> Connections and Applications; Careers and Career-Related Skills</p> <p><i>Connections and Applications</i></p> <p>5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.</p> <p><i>Careers and Career-Related Skills</i></p> <p>5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.</p>
Strand: Drama		Theatre
1.0 Notice, Respond, and Engage		<p>1.0 Artistic Perception: <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</i> Development of the Vocabulary of Theatre; Comprehension and Analysis of the Elements of Theatre</p> <p>2.0 Aesthetic Valuing: <i>Responding to, Analyzing, and Critiquing Theatrical Experiences</i> Critical Assessment of Theatre; Derivation of Meaning from Works of Theatre</p>
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Demonstrate an understanding of simple drama vocabulary.*	1.1 Demonstrate a broader understanding of drama vocabulary.*	<p><i>Development of the Vocabulary of Theatre</i></p> <p>1.1 Use the vocabulary of theatre, such as actor, character, cooperation, setting, the five senses, and audience, to describe theatrical experiences.</p>

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TABLE 1.10 *continued*

<p>1.2 Identify preferences and interests related to participating in drama.</p>	<p>1.2 Explain preferences and interests related to participating in drama.</p>	<p>Critical Assessment of Theatre 4.1 Respond appropriately to a theatrical experience as an audience member.</p>
<p>1.3 Demonstrate knowledge of simple plot of a participatory drama.</p>	<p>1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.</p>	<p>Comprehension and Analysis of the Elements of Theatre 1.2 Identify differences between real people and imaginary characters. Derivation of Meaning from Works of Theatre 4.2 Compare a real story with a fantasy story.</p>
<p>2.0 Develop Skills to Create, Invent, and Express Through Drama</p>		<p>2.0 Creative Expression: Creating, Performing, and Participating in Theatre Development of Theatrical Skills; Creation/Invention in Theatre 3.0 Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Theatre Role and Cultural Significance of Theatre</p>
<p>At around 48 months</p>	<p>At around 60 months</p>	<p>By the end of kindergarten</p>
<p>2.1 Demonstrate basic role-play skills with imagination and creativity.</p>	<p>2.1 Demonstrate extended role play skills with increased imagination and creativity.</p>	<p>Development of Theatrical Skills 2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors). Creation/Invention in Theatre 2.2 Perform group pantomimes and improvisations to retell familiar stories. Role and Cultural Significance of Theatre 3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times. 3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.</p>

2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.	Creation/Invention in Theatre 2.3 Use costumes and props in role playing.
2.0 Develop Skills to Create, Invent, and Express Through Drama		2.0 Creative Expression: Creating, Performing, and Participating in Theatre Development of Theatrical Skills; Creation/Invention in Theatre 3.0 Historical and Cultural Context: Understanding the Historical Contributions and Cultural Dimensions of Theatre Role and Cultural Significance of Theatre
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Demonstrate basic role-play skills with imagination and creativity.	2.1 Demonstrate extended role play skills with increased imagination and creativity.	Development of Theatrical Skills 2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors). Creation/Invention in Theatre 2.2 Perform group pantomimes and improvisations to retell familiar stories. Role and Cultural Significance of Theatre 3.1 Retell or dramatize stories, myths, fables, and fairy tales from various cultures and times. 3.2 Portray different community members, such as firefighters, family, teachers, and clerks, through role-playing activities.
2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	2.2 Create and use an increasing variety of props, costumes, and scenery to enhance dramatization of familiar stories and fantasy play with peers.	Creation/Invention in Theatre 2.3 Use costumes and props in role playing.

TABLE 1.10 *continued*

		<p>Other areas covered under the theatre content standards for kindergarten:</p> <p>5.0 Connections, Relationships, Applications: <i>Connecting and Applying What Is Learned in Theatre, Film/Video, and Electronic Media to Other Art Forms and Subject Areas and to Careers</i> Connections and Applications; Career and Career-Related Skills</p> <p><i>Connections and Applications</i> 5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as fast, slow, in, on, through, over, under.</p> <p><i>Career and Career-Related Skills</i> 5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.</p>
Strand: Dance		Dance Also aligned with elements from: Physical Education
1.0 Notice, Respond, and Engage		<p>1.0 Artistic Perception: <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance</i> Development of Motor Skills and Technical Expertise; Comprehension and Analysis of Dance Elements; Development of Dance Vocabulary</p> <p>4.0 Aesthetic Valuing: <i>Responding to, Analyzing, and Making Judgment About Works of Dance</i> Description, Analysis, and Criticism of Dance</p>
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Engage in dance movements.	1.1 Further engage and participate in dance movements.	<i>Development of Motor Skills and Technical Expertise</i> 1.1 Build the range and capacity to move in a variety of ways.

		1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).
1.2 Begin to understand and use vocabulary related to dance.	1.2 Connect dance terminology with demonstrated steps.	<p>Comprehension and Analysis of Dance Elements</p> <p>1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).</p> <p>Development of Dance Vocabulary</p> <p>1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).</p> <p>Description, Analysis, and Criticism of Dance</p> <p>4.1 Explain basic features that distinguish one kind of dance from another (e.g., speed, force/energy use, costume, setting, music).</p>
1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	1.3 Respond to more than one skill instruction at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.	<p>Development of Motor Skills and Technical Expertise</p> <p>1.1 Build the range and capacity to move in a variety of ways.</p> <p>Comprehension and Analysis of Dance Elements</p> <p>1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).</p> <p>Development of Dance Vocabulary</p>
1.4 Explore and use different steps and movements to create or form a dance.	1.4 Use understanding of different steps and movements to create or form a dance.	1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).

TABLE 1.10 *continued*

<p>2.0 Develop Skills in Dance</p>		<p>1.0 Artistic Perception: <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance</i> Development of Motor Skills and Technical Expertise</p> <p>Domain: Physical Education</p> <p>Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities: <i>Movement Concepts; Rhythmic Skills.</i></p> <p>Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities: <i>Movement Concepts.</i></p>
<p>At around 48 months</p>	<p>At around 60 months</p>	<p>By the end of kindergarten</p>
<p>2.1 Begin to be aware of own body in space.</p>	<p>2.1 Continue to develop awareness of body in space.</p>	<p><i>Development of Motor Skills and Technical Expertise</i></p> <p>1.1 Build the range and capacity to move in a variety of ways.</p> <p>1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).</p> <p><i>Movement Concepts (Standard 1, Physical Education)</i></p> <p>1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.</p> <p><i>Movement Concepts (Standard 2, Physical Education)</i></p> <p>2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.</p>
<p>2.2 Begin to be aware of other people in dance or when moving in space.</p>	<p>2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.</p>	
<p>2.3 Begin to respond to tempo and timing through movement.</p>	<p>2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.</p>	<p><i>Rhythmic Skills (Standard 1, Physical Education)</i></p> <p>1.16 Perform locomotor and nonlocomotor movements to a steady beat.</p> <p>1.17 Clap in time to a simple, rhythmic beat.</p>

3.0 Create, Invent, and Express Through Dance		2.0 Creative Expression: <i>Creating, Performing, and Participating in Dance</i> Creation/Invention of Dance Movements
At around 48 months	At around 60 months	By the end of kindergarten
3.1 Begin to act out and dramatize through music and movement patterns.	3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.	<p><i>Creation/Invention of Dance Movements</i></p> <p>2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).</p> <p>2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.</p> <p>2.3 Respond spontaneously to different types of music, rhythms, and sounds.</p>
3.2 Invent dance movements.	3.2 Invent and recreate dance movements.	
3.3 Improvise simple dances that have a beginning and an end.	3.3 Improvise more complex dances that have a beginning, middle, and an end.	
3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	3.4 Communicate and express feelings intentionally through dance.	

Physical Development

This section describes the alignment of the preschool foundations in Physical Development with the infant/toddler learning and development foundations in the domains of Perceptual–Motor Development and Cognitive Development, and with the physical education content standards in kindergarten. The preschool learning foundations in Physical Development describe the concepts, skills, and behaviors that children typically exhibit in the domain of Physical Development during the preschool period. The foundations are organized in three strands: **fundamental movement skills, perceptual–motor skills and movement concepts, and active physical play**. Specific foundations within the strands are grouped into substrands. **Fundamental movement skills** are broken down into the substrands *balance, locomotor skills, and manipulative skills*. The strand **perceptual–motor skills and movement concepts** consists of the substrands *body awareness, spatial awareness, and directional awareness*. The strand **active physical play** consists of the substrands *active participation; cardiovascular endurance; and muscular strength, muscular endurance, and flexibility*. Table 1.11 shows how the strands and substrands of the preschool learning foundations in Physical Development align with infant/toddler foundations in the Perceptual and Motor and the Cognitive Development domains and with the physical education content standards for kindergarten.

Core concepts and a range of skills identified in the preschool learning foundations in Physical Development emerge and develop during the infant/toddler years. The infant/toddler foundations in Perceptual and Motor Development (gross motor, fine motor, and perceptual development) and the Cognitive Development foundation (spatial relationships) set the stage for the development of key skills and concepts in Physical Development during the preschool years. Gross motor development involves the ability to move the large muscles, as children develop the ability to roll over, sit up, walk, and run. Fine motor skills such as touching, grasping, and manipulating objects involve the ability to move the small muscles. Perceptual development involves children’s ability to become aware of the social and physical environment through the senses and integrate information from the senses to inform the way they interact with the environment. The foundation spatial relationships is about the developing understanding of how things move and fit in space.

Table 1.11 displays the alignment between the infant/toddler foundations in Perceptual and Motor Development and spatial relationships, and the strands and substrands covered in the preschool learning foundations in Physical Development. As table 1.11 indicates, the infant/toddler foundation *gross motor* is aligned with the substrands *balance* and *locomotor skills*, and the foundation *fine motor* corresponds to the preschool substrand *manipulative skills*. Perceptual development and spatial relationships set the stage for children’s development of spatial awareness and directional awareness.

The preschool learning foundations in Physical Development are also aligned with the physical education content standards in kindergarten. The kindergarten standards consist of five main standards in the following areas:

- K.1 — motor skills and movement patterns
- K.2 — knowledge of movement concepts, principles, and strategies
- K.3 — level of physical fitness
- K.4 — knowledge of physical fitness concepts, principles, and strategies
- K.5 — knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity

The standards cover a broad range of concepts and skills organized by categories such as *movement concepts*, *body management*, *locomotor movement*, *manipulative skills*, *rhythmic skills*, *fitness concepts*, and *aerobic capacity*. The kindergarten standards K.1–K.4 in physical education are aligned with the preschool foundations in Physical Development. Kindergarten standard K.5 involves knowledge and skills that are not reflected in the preschool foundations in Physical Development and therefore is not included in this alignment. Table 1.11 shows the alignment between strands and substrands in the domain of Physical Development with key content standards for kindergarten in physical education.

As table 1.11 indicates, for every strand and substrand in the preschool learning foundations in Physical Development, there are kindergarten content standards that reflect the content of those preschool foundations. The strands **fundamental movement skills** and **perceptual–motor skills and movement concepts** are aligned with the kindergarten physical education standards focusing on skills and knowledge of movement (standards K.1 and K.2). The strand **active physical play** is aligned with the kindergarten standards focusing on skills and knowledge of physical fitness (standards K.3 and K.4). Table 1.11 also displays the correspondence between the preschool substrands and the categories of concepts and skills covered in each of the kindergarten standards in physical education. The substrand *balance* corresponds to skills in the category of *body management*; the substrand *locomotor skills* is aligned with kindergarten category *locomotor movement*; and the substrand *manipulative skills* corresponds directly to the kindergarten category *manipulative skills*. Similarly, in the second strand of the preschool foundations, the substrand *body awareness* is aligned with *body management*; the substrand *spatial awareness* is aligned with the kindergarten category *movement concepts*; and the concepts and skills in the substrand *directional awareness* correspond to skills and concepts in two categories of kindergarten standards: *body management* and *movement concepts*. Finally, in the strand of active physical play, the substrand *active participation* is aligned with *fitness concepts*; *cardiovascular endurance* is aligned with *aerobic capacity*; and the substrand *muscular strength, muscular endurance, and flexibility* is directly aligned with the kindergarten categories *muscular strength/endurance* and *flexibility*.

Table 1.12 shows the alignment between specific preschool learning foundations in Physical Development and specific kindergarten content standards in physical education. As indicated by the table, there is a substantial correspondence in content between the preschool foundations and the kindergarten standards. In some cases, a preschool foundation is aligned with one content standard; in others, it is aligned with a group of standards with corresponding content. The alignment illustrates a progression in physical skills and knowledge across age levels. For example, the preschool substrand *locomotor skills*—walk with balance, run with a longer stride length, and jump for height and distance with greater competence (2.1–2.3)—progresses in kindergarten. The kindergarten content standards in locomotor movement involve balancing while walking forward and sideways (1.7); traveling in straight, curved, and zigzag pathways (1.10); and jumping over a stationary rope using forward-and-back and side-to-side movement patterns (1.11). Though the content of specific foundations and standards at the preschool and kindergarten levels may be organized somewhat differently and may not always correspond one to one, there is overall correspondence in all content areas, with the exception of the preschool foundations related to fine motor manipulative skills (3.2) and the ability to perform two-handed fine motor activities (3.4). Those foundations are not addressed in the physical education standards for kindergarten.

TABLE 1.11

Overview of the Alignment of the Physical Development Domain with the California Content Standards

Physical Development		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
<p>Perceptual and Motor Development Also aligned with elements from: Cognitive Development</p>	<p>Physical Development</p>	<p>Physical Education</p>
	<p>Fundamental Movement Skills</p>	<p>Standard 1: Motor Skills and Movement Patterns Standard 2: Knowledge of Movement Concepts</p>
<p>Gross Motor →</p>	<p>Balance</p>	<p>→ Body Management (Standard 1)</p>
	<p>Locomotor Skills</p>	<p>→ Locomotor Movement (Standards 1 and 2)</p>
<p>Fine Motor →</p>	<p>Manipulative Skills</p>	<p>→ Manipulative Skills (Standard 1)</p>
	<p>Perceptual Motor Skills and Movement Concepts</p>	<p>Standard 1: Motor Skills and Movement Patterns Standard 2: Knowledge of Movement Concepts</p>
	<p>Body Awareness</p>	<p>→ Body Management (Standard 2)</p>
<p>Spatial Relationships (Cognitive Development) →</p>	<p>Spatial Awareness</p>	<p>→ Movement Concepts (Standards 1 and 2)</p>
<p>Perceptual Development (Cognitive Development) →</p>	<p>Directional Awareness</p>	<p>→ Body Management (Standard 1) → Movement Concepts (Standards 1 and 2)</p>

Active Physical Play

Standard 3: Level of Physical Fitness
Standard 4: Knowledge of Physical Fitness Concepts

- Active Participation → Fitness Concepts (Standards 3 and 4)
- Cardiovascular Endurance → Aerobic Capacity (Standards 3 and 4)
- Muscular Strength, Muscular Endurance, and Flexibility → [Muscular Strength/Endurance (Standards 3 and 4)
Flexibility (Standards 3 and 4)

TABLE 1.12

Detailed View of the Alignment Between the Physical Development Domain Alignment and the California Content Standards

California Preschool Learning Foundations		California Content Standards Kindergarten
Domain: Physical Development		Domain: Physical Education
Strand: Fundamental Movement Skills		<p>Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p>
1.0 Balance		Standard 1: <i>Movement Concepts; Body Management</i>
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Maintain balance while holding still; sometimes may need assistance.	1.1 Show increasing balance and control when holding still.	<p>Standard 1: <i>Movement Concepts</i> 1.4 Create shapes at high, medium, and low levels by using hands, arms, torso, feet, and legs in a variety of combinations.</p> <p>Standard 1: <i>Body Management</i> 1.5 Create shapes by using nonlocomotor movements. 1.6 Balance on one, two, three, four, and five body parts.</p>
1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.	1.7 Balance while walking forward and sideways on a narrow, elevated surface.

2.0 Locomotor Skills		Standard 1: <i>Locomotor Movement</i> Standard 2: <i>Locomotor Movement</i>
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).	2.1 Walk with balance, oppositional arm movements, and relatively narrow base of support (space between feet).	Standard 1: <i>Body Management</i> 1.7 Balance while walking forward and sideways on a narrow, elevated surface. Standard 2: <i>Locomotor Movement</i> 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.
2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.	2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.	Standard 1: <i>Locomotor Movement</i> 1.10 Travel in straight, curved, and zigzag pathways. Standard 2: <i>Locomotor Movement</i> 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.
2.3 Jump for height (up or down) and for distance with beginning competence.	2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.	Standard 1: <i>Locomotor Movement</i> 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns. Standard 2: <i>Locomotor Movement</i> 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.
2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	Standard 2: <i>Locomotor Movement</i> 2.5 Identify the locomotor skills of walk, jog, run, hop, jump, slide, and gallop.
		Other areas covered under the physical education content standards for kindergarten: Standard 1: <i>Locomotor Movement</i> 1.9 Perform a continuous log roll.

TABLE 1.12 *continued*

3.0 Manipulative Skills		Standard 1: Manipulative Skills
At around 48 months	At around 60 months	By the end of kindergarten
<p>3.1 Begin to show gross motor manipulative skills by using arms, hands, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.</p>	<p>3.1 Show gross motor manipulative skills using arms, hands, and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.</p>	<p>1.12 Strike a stationary ball or balloon with the hands, arms, and feet.</p> <p>1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.</p> <p>1.14 Kick a stationary object, using a simple kicking pattern.</p> <p>1.15 Bounce a ball continuously, using two hands.</p>
<p>3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.</p>	<p>3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.</p>	

Strand: Perceptual–Motor Skills and Movement Concepts		<p>Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p> <p>Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p>
1.0 Body Awareness		Standard 2: <i>Body Management</i>
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Demonstrate knowledge of the names of body parts.	1.1 Demonstrate knowledge of an increasing number of body parts.	<p>2.3 Identify and describe parts of the body: the head, shoulders, neck, back, chest, waist, hips, arms, elbows, wrists, hands, fingers, legs, knees, ankles, feet, and toes.</p> <p>2.4 Explain base of support.</p>
2.0 Spatial Awareness		<p>Standard 1: <i>Movement Concepts</i></p> <p>Standard 2: <i>Movement Concepts</i></p>
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Use own body as reference point when locating or relating to other people or objects in space.	2.1 Use own body, general space, and other people’s space when locating or relating to other people or objects in space.	<p>Standard 1: <i>Movement Concepts</i></p> <p>1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.</p> <p>Standard 2: <i>Movement Concepts</i></p> <p>2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.</p>

TABLE 1.12 *continued*

3.0 Directional Awareness		Standard 1: <i>Body Management; Movement Concepts</i> Standard 2: <i>Movement Concepts</i>
At around 48 months	At around 60 months	By the end of kindergarten
3.1 Distinguish movements that are up and down and to the side of the body (for example, understands “use that side, now the other side”).	3.1 Begin to understand and distinguish between the sides of the body.	Standard 1: <i>Body Management</i> 1.8 Demonstrate the relationship of under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of by using the body and an object.
3.2 Move forward and backward or up and down easily.	3.2 Can change directions quickly and accurately.	Standard 1: <i>Movement Concepts</i> 1.2 Travel forward and sideways while changing direction quickly and in response to a signal.
3.3 Can place an object on top of or under something with some accuracy.	3.3. Can place an object or own body in front of, to the side, or behind something else with greater accuracy.	Standard 2: <i>Movement Concepts</i> 2.1 Explain the difference between under and over, behind and in front of, next to and through, up and down, forward and backward, and sideways.
3.4 Use any two body parts together.	3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.	
		Other areas covered under the physical education content standards for kindergarten: Standard 2: <i>Manipulative Skills</i> 2.6 Explain the role of the eyes when striking objects with the hands, arms, and feet. 2.7 Identify the point of contact for kicking a ball in a straight line. 2.8 Describe the position of the fingers in the follow-through phase of bouncing a ball continuously.

		<p>Standard 1: <i>Movement Concepts</i></p> <p>1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.</p>
<p>Strand: Active Physical Play</p>		<p>Standard 3: Students assess and maintain a level of physical fitness to improve health and performance.</p> <p>Standard 4: Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>
<p>1.0 Active Participation</p>		<p>Standard 3: <i>Fitness Concepts</i> Standard 4: <i>Fitness Concepts</i></p>
<p>At around 48 months</p>	<p>At around 60 months</p>	<p>By the end of kindergarten</p>
<p>1.1 Initiate or engage in simple physical activities for a short to moderate period of time.</p>	<p>1.1 Initiate more complex physical activities for a sustained period of time.</p>	<p>Standard 3: <i>Fitness Concepts</i></p> <p>3.1 Participate in physical activities that are enjoyable and challenging.</p> <p>Standard 4: <i>Fitness Concepts</i></p> <p>4.1 Identify physical activities that are enjoyable and challenging.</p>
		<p>Standard 4: <i>Fitness Concepts</i></p> <p>4.2 Describe the role of water as an essential nutrient for the body.</p> <p>4.3 Explain that nutritious food provides energy for physical activity.</p>

TABLE 1.12 *continued*

2.0 Cardiovascular Endurance		Standard 3: <i>Aerobic Capacity</i> Standard 4: <i>Aerobic Capacity</i>
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.	2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.	Standard 3: <i>Aerobic Capacity</i> 3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate. Standard 4: <i>Aerobic Capacity</i> 4.4 Identify the location of the heart and explain that it is a muscle. 4.5 Explain that physical activity increases the heart rate. 4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.
3.0 Muscular Strength, Muscular Endurance, and Flexibility		Standard 3: <i>Muscular Strength/Endurance; Flexibility</i> Standard 4: <i>Muscular Strength/Endurance; Flexibility</i>
At around 48 months	At around 60 months	By the end of kindergarten
3.1 Engages in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	Standard 3: <i>Muscular Strength/Endurance</i> 3.3 Hang from overhead bars for increasing periods of time. 3.4 Climb a ladder, jungle gym, or apparatus. Standard 3: <i>Flexibility</i> 3.5 Stretch shoulders, legs, arms, and back without bouncing. Standard 4: <i>Muscular Strength/Endurance</i> 4.9 Explain that strong muscles help the body to climb, hang, push, and pull. 4.8 Describe the role of muscles in moving the bones. Standard 4: <i>Flexibility</i> 4.9 Identify the body part involved when stretching.

Other areas covered under the physical education content standards for kindergarten:

Standard 3: *Body Composition*

3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.

Standard 3: *Assessment*

3.7 Identify indicators of increased capacity to participate in vigorous physical activity.

Standard 4: *Body Composition*

4.10 Explain that the body is composed of bones, organs, fat, and other tissues.

Standard 5:

Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.

Self-Responsibility

5.1 Identify the feelings that result from participation in physical activity.

5.2 Participate willingly in physical activities.

Social Interaction

5.3 Demonstrate the characteristics of sharing in a physical activity.

5.4 Describe how positive social interaction can make physical activity with others more fun.

Group Dynamics

5.5 Participate as a leader and a follower during physical activities.

Health

This section describes the alignment of the preschool foundations in health science with the infant/toddler learning and development foundations and the California health education content standards for kindergarten. The preschool foundations in Health describe developmentally appropriate health concepts, skills, and behaviors young children master during the preschool period. The foundations in this domain are organized in three strands: **health habits, safety, and nutrition**. Specific foundations within the strands are grouped into substrands. The **health habits** strand consists of the substrands *basic hygiene, oral health, knowledge of wellness, and sun safety*. The **safety** strand consists of key competencies related to *injury prevention*, and the **nutrition** strand comprises the substrands *nutrition knowledge, nutrition choices, and self-regulation of eating*.

The basic skills and concepts acquired during the infant/toddler years set the stage for the development of health behaviors and concepts during the preschool years. Whether washing hands, communicating to an adult about not feeling well, following emergency routines, or demonstrating knowledge of body parts, children practice health habits and understand concepts that draw on cognitive, language, social, and physical competencies. Children's developing capacity to communicate, establish relationships with adults in the environment, understand and participate in personal care routines, reason about cause and effect, perform fine-motor manipulative activities, and acquire other skills forms the foundation of health concepts, skills, and behaviors. For this reason, as shown in table 1.13, the preschool health domain is aligned with all four developmental domains in the infant/toddler foundations: Social-Emotional Development, Language Development, Cognitive Development, and Perceptual and Motor Development. Each domain plays a role in children's development of health practices, knowledge, and skills.

As children grow, they develop a deeper understanding of the concepts related to health and illness; have a greater ability to practice health-enhancing behaviors; and communicate and reason about health concepts.

The kindergarten standards in health education cover a broader range of content areas, and include more aspects of health concepts, behaviors, and skills. The health education standards in kindergarten are organized according to the following categories (strands): **nutrition and physical activity; growth and development; injury prevention and safety, alcohol, tobacco, and other drugs; mental, emotional and social health; and personal and community health**. Table 1.13 shows the alignment of the kindergarten strands in health education with the strands in the preschool foundations. The first preschool strand, **health habits**, is aligned with two of the kindergarten strands (**personal and community health** and **growth and development**). The preschool strand, **safety**, is aligned with the kindergarten strand **injury prevention and safety**, and **nutrition** is aligned with the kindergarten strand **nutrition and physical activity**. The content in the kindergarten strand **alcohol, tobacco, and other drugs** is not addressed in the preschool foundations; therefore that strand is not part of the alignment. The content in the kindergarten strand **mental, emotional, and social health** maps to the content in the preschool foundations in Social-Emotional Development; therefore, it is aligned with the preschool foundations in Social-Emotional Development rather than with the Health foundations.

Each strand in the kindergarten standards in health education includes standards related to key areas in health: *essential concepts, analyzing influences, accessing valid information, interpersonal communication, decision making, goal setting, practicing health-enhancing behaviors, and health promotion*. Table 1.13 also displays the alignment between the substrands

in the preschool foundations in Health and the kindergarten standards in health education. For example, the preschool substrands *basic hygiene* and *oral health* are aligned with two kindergarten standards in personal and community health: *essential concepts* and *practicing health-enhancing behaviors*. As table 1.13 indicates, for every strand and substrand in the preschool learning foundations in health there is a corresponding category of kindergarten content standards, with the exception of the preschool substrand *self-regulation of eating*.

Table 1.14 delineates the alignment between specific preschool learning foundations in Health and specific kindergarten content standards in health education. Overall, there is a substantial correspondence in content between the preschool foundations and the kindergarten standards. In some cases, a preschool foundation is aligned with one content standard, and in others, it is aligned with a group of standards corresponding in content. The table illustrates a progression in health knowledge and skills across age levels. For example, while children at around 60 months identify a large variety of foods, and demonstrate understanding that eating a variety of foods helps the body grow and be healthy (2.0 nutrition choices), children in kindergarten learn to name and select a variety of healthy foods and snacks, explain why they are necessary for good health, recognize the importance of a healthy breakfast, and discern that not all products advertised or sold are good for them (kindergarten strand: nutrition and physical activity). The table also lists health education standards in kindergarten with no corresponding content in the preschool foundations. The kindergarten standards related to injury prevention and safety, about weapons and encounters with strangers, are not addressed in the preschool foundations in health.

TABLE 1.13

Overview of the Alignment Between the Health Domain Alignment and the California Content Standards

Health		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
	Health	Health Education
	Health Habits	Personal and Community Health Growth and Development
<ul style="list-style-type: none"> Social-Emotional Development Language Development Cognitive Development Perceptual and Motor Development 	<ul style="list-style-type: none"> Basic Hygiene Oral Health Knowledge of Wellness Sun Safety 	<ul style="list-style-type: none"> Personal and Community Health Essential Concepts Practicing Health-Enhancing Behaviors Personal and Community Health Essential Concepts Practicing Health-Enhancing Behavior Growth and Development Essential Concepts Personal and Community Health Accessing Valid Information Interpersonal Communication Personal and Community Health Essential Concepts

Safety

Injury Prevention and Safety

Social-Emotional Development
Language Development
Cognitive Development
Perceptual and Motor Development



Injury Prevention



Essential Concepts
Accessing Valid Information
Interpersonal Communication
Decision Making
Practicing Health-Enhancing Behaviors

Nutrition

Nutrition and Physical Activity

Social-Emotional Development
Language Development
Cognitive Development
Perceptual and Motor Development



Nutrition Knowledge



Essential Concepts

Nutrition Choices



Essential Concepts
Analyzing Influences
Interpersonal Communication
Practicing Health-Enhancing Behaviors

Self-Regulation of Eating

TABLE 1.14**Detailed View of the Alignment Between the Health Domain and the California Content Standards**

California Preschool Learning Foundations		California Content Standards Kindergarten
Domain: Health		Domain: Health Education
Strand: Health Habits		Personal and Community Health Growth and Development
1.0 Basic Hygiene		Personal and Community Health <ul style="list-style-type: none"> • Standard 1: Essential Concepts • Standard 7: Practicing Health-Enhancing Behaviors
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Demonstrate knowledge of some steps in the handwashing routine.	1.1 Demonstrate knowledge of more steps in the handwashing routine.	Standard 1: Essential Concepts <ul style="list-style-type: none"> 1.2 Identify effective dental and personal hygiene practices. 1.3 Define “germs.” 1.4 Explain why the transmission of germs may be harmful to health.
1.2 Practice health habits that prevent infectious diseases and infestations (such as lice) when appropriate, with adult support, instruction, and modeling.	1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when appropriate, with less adult support, instruction, and modeling.	Standard 7: Practicing Health-Enhancing Behaviors <ul style="list-style-type: none"> 7.1 Show effective dental and personal hygiene practices. 7.2 Demonstrate ways to prevent the transmission of germs (e.g., washing hands, using tissues).

2.0 Oral Health		Personal and Community Health <ul style="list-style-type: none"> • Standard 1: Essential Concepts • Standard 7: Practicing Health-Enhancing Behaviors
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.	Standard 1: Essential Concepts 1.1.P Identify effective dental and personal hygiene practices. Standard 7: Practicing Health-Enhancing Behaviors 7.1.P Show effective dental and personal hygiene practices.
3.0 Knowledge of Wellness		Growth and Development <ul style="list-style-type: none"> • Standard 1: Essential Concepts Personal and Community Health <ul style="list-style-type: none"> • Standard 3: Accessing Valid Information • Standard 4: Interpersonal Communication
At around 48 months	At around 60 months	By the end of kindergarten
3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.	Standard 1: Essential Concepts (Growth and Development) 1.2.G Describe their own physical characteristics. 1.5.G Name body parts and their functions. 1.6.G Name and describe the five senses.
3.2 Begin to understand that health-care providers try to keep people well and help them when they are not well.	3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.	Standard 1: Essential Concepts (Growth and Development) 1.4.G Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists). Standard 3: Accessing Valid Information (Personal and Community Health) 3.1.P Identify health care workers who can help promote healthy practices.

TABLE 1.14 *continued*

3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.	Standard 4: Interpersonal Communication (Personal and Community Health) 4.1.P Demonstrate how to ask for assistance with a health-related problem.
4.0 Sun Safety		Personal and Community Health • Standard 1: Essential Concepts
At around 48 months	At around 60 months	By the end of kindergarten
4.1 Begin to practice sun-safe actions, with adult support and guidance.	4.1 Practice sun-safe actions with decreasing adult support and guidance.	Standard 1: Essential Concepts 1.2 Describe sun-safety practices.
Strand: Safety		Injury Prevention and Safety
1.0 Injury Prevention		Injury Prevention and Safety • Standard 1: Essential Concepts • Standard 3: Accessing Valid Information • Standard 4: Interpersonal Communication • Standard 5: Decision Making • Standard 7: Practicing Health-Enhancing Behaviors
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Follow safety rules with adult support and prompting.	1.1 Follow safety rules more independently though may still need adult support and prompting.	Standard 1: Essential Concepts 1.1 Identify safety rules for the home, the school, and the community. Standard 7: Practicing Health-Enhancing Behaviors 7.1 Follow rules for safe play and safety routines.

<p>1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).</p>	<p>1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.</p>	<p>Standard 1: Essential Concepts 1.2 Identify emergency situations.</p> <p>Standard 3: Accessing Valid Information 3.1 Identify trusted adults who can help in emergency situations.</p> <p>Standard 4: Interpersonal Communication 4.1 Demonstrate how to ask a trusted adult for help or call 9-1-1.</p> <p>Standard 5: Decision Making 5.1 Identify situations when it is necessary to seek adult help or call 9-1-1.</p>
<p>1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.</p>	<p>1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.</p>	<p>Standard 1: Essential Concepts 1.3.S Explain ways to stay safe when riding in a bus or other vehicle. 1.8.S Identify ways to stay safe when crossing streets, riding a bicycle, or playing.</p> <p>Standard 7: Practicing Health-Enhancing Behaviors 7.2.S Show how to cross the street safely.</p>
		<p>Other areas covered under the health education content standards for kindergarten in Injury Prevention and Safety:</p> <p>Standard 1: Essential Concepts 1.4.S Distinguish between appropriate and inappropriate touching. 1.5.S Explain that everyone has the right to tell others not to touch his or her body. 1.6.S Describe school rules about getting along with others. 1.7.S Recognize the characteristics of bullying. 1.9.S Recognize that anything may be poisonous or cause harm if used unsafely. 1.10.S Identify people who are strangers and how to avoid contact with strangers. 1.11.S Demonstrate how to ask trusted adults for help. 1.12.S Define and explain the dangers of weapons. 1.13.S Explain the importance of telling a trusted adult if you see or hear about someone having a weapon.</p>

TABLE 1.14 *continued*

		<p>Standard 4: Interpersonal Communication 4.2.S Show how to answer the phone in a safe way.</p> <p>Standard 5: Decision Making 5.2.S Role-play what to do if a stranger at home, in a car, or on the street approaches you.</p> <p>Standard 8: Health Promotion 8.1.S Show how to tell a trusted adult when you or a friend find a weapon.*</p>
Strand: Nutrition		Nutrition and Physical Activity
1.0 Nutrition Knowledge		Nutrition and Physical Activity <ul style="list-style-type: none"> • Standard 1: Essential Concepts
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Identify different kinds of foods.	1.1 Identify a larger variety of foods and may know some of the related food groups.	Standard 1: Essential Concepts 1.1.N Name a variety of healthy foods and explain why they are necessary for good health.
2.0 Nutrition Choices		Nutrition and Physical Activity <ul style="list-style-type: none"> • Standard 1: Essential Concepts • Standard 2: Analyzing Influences • Standard 4: Interpersonal Communication • Standard 7: Practicing Health-Enhancing Behaviors
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and chooses from a variety of foods at mealtimes.	2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and chooses from a greater variety of foods at mealtimes.	Standard 1: Essential Concepts 1.1.N Name a variety of healthy foods and explain why they are necessary for good health. 1.2.N Identify a variety of healthy snacks. 1.4.N Recognize the importance of a healthy breakfast.

<p>2.2 Indicate food preferences that reflect familial and cultural practices.</p>	<p>2.2 Indicate food preferences based on familial and cultural practices, as well as some knowledge of healthy choices.</p>	<p>Standard 2: Analyzing Influences 2.1.N Recognize that not all products advertised or sold are good for them.</p> <p>Standard 4: Interpersonal Communication 4.1.N Explain how to ask family members for healthy food options.</p> <p>Standard 7: Practicing Health-Enhancing Behaviors 7.1.N Select nutritious snacks. 7.2.N Plan a nutritious breakfast. 7.3.N Choose healthy foods in a variety of settings.</p>
<p>3.0 Self-Regulation of Eating</p>		
<p>At around 48 months</p>	<p>At around 60 months</p>	
<p>3.1 Indicate awareness of own hunger and fullness.</p>	<p>3.1 Indicate greater awareness of own hunger and fullness.</p>	
		<p>Other areas covered under the health education content standards for kindergarten:</p> <p>Alcohol, Tobacco, and Other Drugs</p> <ul style="list-style-type: none"> • Standard 1: Essential Concepts <p>Mental, Emotional, and Social Health (See the alignment for Social-Emotional Development)</p> <ul style="list-style-type: none"> • Standard 1: Essential Concepts • Standard 2: Analyzing Influences • Standard 3: Accessing Valid Information • Standard 4: Interpersonal Communication • Standard 5: Decision Making • Standard 6: Goal Setting • Standard 7: Practicing Health-Enhancing Behaviors • Standard 8: Health Promotion

* The footnote that appears in the published version of this standard has been omitted so that the alignment can be highlighted.

History-Social Science

This section describes the alignment of the preschool foundations in History-Social Science with the infant/toddler learning and development foundations and with the California content standards in history–social science for kindergarten. The preschool foundations in History-Social Science describe fundamental skills and competencies that set the stage for learning history and disciplines such as geography, ecology, economics, civics, and culture. The foundations are organized in five strands: **self and society, becoming a preschool community member (civics), sense of time (history), sense of place (geography and ecology), and marketplace (economics)**. Specific foundations within the strands are grouped into substrands. Table 1.15 shows how the strands and substrands of the preschool learning foundations in History-Social Science align with the infant/toddler foundations and with the kindergarten content standards in history–social science.

As table 1.15 indicates, the preschool foundations in History-Social Science, particularly the strands **self and society** and **becoming a preschool community member**, are aligned with infant/toddler foundations in the domains of social–emotional development and cognitive development. The preschool substrand *culture and diversity* is aligned with the infant/toddler foundation *identity of self in relation to others*. In preschool, children’s sense of self develops and encompasses their cultural, ethnic, and racial identity. The substrand *relationships*, which focuses on children’s ability to create and maintain relationships with adults and friends, is aligned with the infant/toddler foundations *relationships with adults* and *relationships with peers*.

The range of competencies under the strand **becoming a preschool community member (civics)**, including *skills for democratic participation, responsible conduct, fairness and respect for other people, and conflict resolution*, are aligned with the following infant/toddler foundations: *interactions with adults, interactions with peers, empathy, impulse control, and problem solving*. These social and cognitive competencies set the stage for preschoolers to become responsible and cooperative group members, be attentive to others’ feelings and needs, and be capable of negotiation and compromise while resolving conflicts. Finally, the substrands under **sense of place**—*navigating familiar locations* and *understanding the physical world through drawings and maps*—are aligned with the infant/toddler foundation *spatial relationships*, the early understanding of the location of objects in space.

The kindergarten content standards in history–social science consist of six key standards (K.1–K.6). Table 1.15 shows the alignment between preschool substrands/foundations and the kindergarten substrands, and table 1.16 delineates the alignment between specific preschool learning foundations and specific kindergarten content standards in history–social science. As table 1.15 indicates, the first three content standards are aligned with substrands under the strand *self and society*. The substrand *culture and diversity* is aligned with standard K.2, recognition of national and state symbols. The substrand *relationships*, and all substrands under the strand *becoming a preschool community member (civics)*, are aligned with kindergarten standard K.1, which focuses on *students’ understanding that being a good citizen involves acting in a certain way*. The substrand *social roles and occupations* is directly related to standard K.3, which focuses on children’s knowledge of people’s occupations at school and in the local community.

The preschool substrand related to sense of time—*understanding past events*—is aligned with standard K.5, which describes students’ ability to put events in temporal order; the substrand *historical changes in people and the world* is aligned with kindergarten standard K.6, the understanding that history relates to events, people, and places.

Finally, the preschool substrands related to sense of place—*navigating familiar locations* and *understanding the physical world through drawing and maps*—are aligned with kindergarten standard K.4, the ability to compare and contrast the locations of people, places, and environments and describe their characteristics.

As indicated by table 1.16, there is correspondence between specific preschool foundations and specific kindergarten content standards in certain key areas. This is particularly evident in the foundations related to roles and occupations, historical changes of people and the world, sense of time and sense of place. The alignment illustrates a progression in skills and knowledge across age levels—for example, the development of the ability to relate past events to other past events and current experiences. By the end of kindergarten, students put events in temporal order using a calendar, placing days, weeks, and months in proper order (K.5). Similarly, understanding the physical world through drawings and maps evolves into children’s ability in kindergarten to read simple maps, identify traffic and map symbols, and construct maps and models of neighborhoods. Overall, although some foundations and standards at the preschool and kindergarten levels may be organized somewhat differently and the content does not always align one to one, there is a general correspondence in content between the preschool foundations and the kindergarten standards in history–social science.

TABLE 1.15

Overview of the Alignment Between the History-Social Science Domain and the California Content Standards

History-Social Science		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
Social-Emotional Development Cognitive Development	History-Social Science	History-Social Science
Self and Society		
Identity of Self in Relation to Others →	Culture and Diversity →	K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
Relationships with Adults Relationships with Peers] →	Relationships →	K.1 Students understand that being a good citizen involves acting in certain ways.
	Social Roles and Occupations →	K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the community, and from historical accounts.
Becoming a Preschool Community Member (Civics)		
Impulse Control Interactions with Adults Interactions with Peers Empathy Cause and Effect (Cognitive Development)] →	Skills for Democratic Participation Responsible Conduct Fairness and Respect for Other People Conflict Resolution] →	K.1 Students understand that being a good citizen involves acting in certain ways.

Problem Solving
(Cognitive Development)

Sense of Time (History)

Understanding Past Events



K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.

Anticipating and Planning
Future Events
Personal History

Historical Changes in People
and the World



K.6 Students understand that history relates to events, people, and places of other times.

K.1 Students understand that being a good citizen involves acting in certain ways.

Sense of Place (Geography and Ecology)

Spatial Relationships
(Cognitive Development)



Navigating Familiar Locations
Understanding the
Physical World Through
Drawings and Maps



K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

Caring for the Natural World

Marketplace (Economics)

Exchange

TABLE 1.16

Detailed View of the Alignment Between the History-Social Science Domain and the California Content Standards

California Preschool Learning Foundations		California Content Standards Kindergarten
Domain: History-Social Science		Domain: History-Social Science
Strand: Self and Society		<p>K.1 Students understand that being a good citizen involves acting in certain ways.</p> <p>K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.</p> <p>K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.</p>
1.0 Culture and Diversity		K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.	K.2 Students recognize national and state symbols and icons such as the national and state flags, the bald eagle, and the Statue of Liberty.

2.0 Relationships		K.1 Students understand that being a good citizen involves acting in certain ways.
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.	K.1 Students understand that being a good citizen involves acting in certain ways. 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
3.0 Social Roles and Occupations		K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.
At around 48 months	At around 60 months	By the end of kindergarten
3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.	K.3 Students match simple descriptions of work that people do and the names of related jobs at the school, in the local community, and from historical accounts.

TABLE 1.16 *continued*

Strand: Becoming a Preschool Community Member (Civics)		K.1 Students understand that being a good citizen involves acting in certain ways.
1.0 Skills for Democratic Participation		K.1 Students understand that being a good citizen involves acting in certain ways.
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although assistance is required in coordinating personal interests with those of others.	1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision making, and respect for majority rules and the views of group members who disagree with the majority.	K.1 Students understand that being a good citizen involves acting in certain ways. <ol style="list-style-type: none"> 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
2.0 Responsible Conduct		K.1 Students understand that being a good citizen involves acting in certain ways.
At around 48 months	At around 60 months	By the end of kindergarten
2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.	2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.	K.1 Students understand that being a good citizen involves acting in certain ways. <ol style="list-style-type: none"> 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

3.0 Fairness and Respect for Other People		K.1 Students understand that being a good citizen involves acting in certain ways.
At around 48 months	At around 60 months	By the end of kindergarten
3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.	3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.	K.1 Students understand that being a good citizen involves acting in certain ways. <ol style="list-style-type: none"> 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
4.0 Conflict Resolution		K.1 Students understand that being a good citizen involves acting in certain ways.
At around 48 months	At around 60 months	By the end of kindergarten
4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.	4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.	K.1 Students understand that being a good citizen involves acting in certain ways. <ol style="list-style-type: none"> 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them. 2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.

TABLE 1.16 *continued*

Strand: Sense of Time (History)		<p>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</p> <p>K.6 Students understand that history relates to events, people, and places of other times.</p>
1.0 Understanding Past Events		K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.	1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.	K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.
2.0 Anticipating and Planning Future Events		
At around 48 months	At around 60 months	
2.1 Anticipate events in familiar situations in the near future, with adult assistance.	2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.	

3.0 Personal History		
At around 48 months	At around 60 months	
3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.	
4.0 Historical Changes in People and the World		K.1 Students understand that being a good citizen involves acting in certain ways. K.6 Students understand that history relates to events, people, and places of other times.
At around 48 months	At around 60 months	By the end of kindergarten
4.1 Easily distinguish older family members from younger ones (and other people) and events in the recent past from those that happened “long ago,” although do not readily sequence historical events on a timeline.	4.1 Develop an interest in family history (e.g., when family members were children) as well as events of “long ago,” and begin to understand when these events occurred in relation to each other.	K.6 Students understand that history relates to events, people, and places of other times. <ol style="list-style-type: none"> 1. Identify the purposes of, and the people and events honored in, commemorative holidays, including the human struggles that were the basis of the events (e.g., Thanksgiving, Independence Day, Washington’s and Lincoln’s Birthdays, Martin Luther King Jr. Day, Memorial Day, Labor Day, Columbus Day, Veterans Day). 2. Know the triumphs in American legends and historical accounts through the stories of such people as Pocahontas, George Washington, Booker T. Washington, Daniel Boone, and Benjamin Franklin. 3. Understand how people lived in earlier times and how their lives would be different today (e.g., getting water from a well, growing food, making clothing, having fun, forming organizations, living by rules and laws). K.1 Students understand that being a good citizen involves acting in certain ways. <ol style="list-style-type: none"> 3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters’ actions.

TABLE 1.16 *continued*

Strand: Sense of Place (Geography and Ecology)		K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.
1.0 Navigating Familiar Locations		K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.
At around 48 months	At around 60 months	By the end of kindergarten
1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).	1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities), the distances between familiar locations (such as between home and school); and compare their home community with those of others.	K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. <ol style="list-style-type: none"> Determine the relative locations of objects using the terms near/far, left/right, and behind/in front. Demonstrate familiarity with the school’s layout, environs, and the jobs people do there.
2.0 Caring for the Natural World		
At around 48 months	At around 60 months	
2.1 Show an interest in nature (including animals, plants, and weather) because of direct experience. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the	2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the natural world and the positive and	

importance of taking care of plants and animals.	negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).	
3.0 Understanding the Physical World Through Drawings and Maps		K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.
At around 48 months	At around 60 months	By the end of kindergarten
3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.	3.1 Create their own drawings, maps and models; are more skilled at using globes, maps and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.	K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics. <ol style="list-style-type: none"> 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and stories. 3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities). 4. Construct maps and models of neighborhoods, incorporating such structures as police and fire stations, airports, banks, hospitals, supermarkets, harbors, schools, homes, places of worship, and transportation lines.
Strand: Marketplace (Economics)		
1.0 Exchange		
At around 48 months	At around 60 months	
1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.	1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).	

Science

This section describes the alignment of the preschool learning foundations in science with (a) the infant/toddler learning and development foundations, and (b) the Next Generation Science Standards for California Public Schools for kindergarten (CA NGSS) (adopted in 2013).

The preschool science foundations describe the skills, behaviors, and concepts that children typically develop in the Science domain during the preschool period. The foundations are organized in four strands: **scientific inquiry, physical sciences, life sciences, and earth sciences**. The first strand, **scientific inquiry**, includes basic skills and language fundamental to the process of scientific inquiry (e.g., observing, investigating, documenting) organized into two substrands: 1) *observation and investigation*, and 2) *documentation and communication*. The other three strands focus on scientific content—developmentally appropriate core ideas and concepts in the areas of **physical sciences, life sciences, and earth sciences**. The foundations in each content strand are organized into two substrands: *properties and characteristics of objects and materials* and *change in objects and materials*. Table 1.17 shows how the substrands of the preschool learning foundations in science align with the infant/toddler foundations and with the CA NGSS for kindergarten.

(a) Alignment of the Preschool Learning Foundations in Science with the Infant/Toddler Learning and Development Foundations

Core concepts and a range of skills identified in the preschool learning foundations in science emerge and begin to develop during the infant/toddler years. Children’s emerging cognitive, language, social, and physical competencies contribute to the development of the practice of scientific inquiry. Certain cognitive and language abilities are fundamental in the development of scientific concepts and skills. Children’s developing abilities to *group and sort objects, identify the cause of events and anticipate the effect, engage in a purposeful effort to reach a goal, and explore how things work as well as move and fit in space* provide the mental tools for investigating and learning about the characteristics of objects and events in the environment. As table 1.17 indicates, the infant/toddler foundations in Cognitive Development—*classification, cause-and-effect, problem solving, and spatial relationships*—set the stage for the development of inquiry skills and the learning of concepts in **physical sciences, life sciences, and earth sciences**.

Through the process of science, children record observations and communicate about ideas and explanations with others. Language and communication skills are essential in the development of scientific concepts and skills. Preschool children learn to use language and specific terminology to describe their observations, to plan explorations, and to communicate their findings, explanations, and ideas with others. They also use different forms of communication to record and document information (e.g., oral, written, drawings, photos, graphs, charts). Scientifically relevant language and literacy skills emerge at a young age, including children’s ability to *understand others, to engage in back-and-forth conversations, and to use expanded vocabulary to express themselves through words*. As table 1.17 indicates, the infant/toddler foundations in *receptive language, expressive language, and interest in print* are aligned with the preschool science substrand *documentation and communication*.

(b) Alignment of the Preschool Learning Foundations in Science with the Next Generation Science Standards for Kindergarten

Both the preschool learning foundations in science and the California Next Generation Science Standards for kindergarten focus on key age-appropriate scientific skills and concepts that children can acquire through rich, authentic learning experiences in science. While the CA

NGSS for kindergarten reflect more complex and higher-level skills than the preschool science foundations, the alignment demonstrates general correspondence in developmentally appropriate scientific content and skills.

The CA NGSS for kindergarten are part of the *Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve*, which describe standards in four content areas: Life Science, Earth and Space Science, Physical Science, and Engineering, Technology, and Applications of Science. The standards are presented within a “three dimensional” framework that includes: 1) Science and Engineering Practices (SEPs)—practices scientists engage in as they investigate phenomena; 2) Disciplinary Core Ideas (DCIs)—fundamental ideas within physical science, life science, earth and space science, and engineering, and 3) Crosscutting Concepts (CCCs)—underlying themes connecting across the four content areas of science. The *2016 California Science Framework* describes the standards and instructional considerations for each grade level. It includes a chapter for transitional kindergarten that presents an alignment between the preschool science foundations and the CA NGSS for kindergarten, along with instructional adaptations for transitional kindergarten. The following alignment addresses additional considerations, as it includes the associated SEPs, DCIs, and CCCs with each of the performance expectations.

As indicated in table 1.17, the preschool strand, **scientific inquiry**, corresponds with the SEPs in the CA NGSS, as both focus on skills for carrying out investigations within each scientific content area. For example, the first preschool substrand of **scientific inquiry**, *observation and investigation*, includes scientific skills such as *asking questions, observing phenomena, comparing and contrasting objects, and making predictions and inferences*. These skills correspond with SEPs in the CA NGSS such as *asking questions and defining problems, planning and carrying out investigations, and analyzing and interpreting data*. Similarly, the preschool substrand *documentation and communication* includes scientific skills that pertain to *documenting observations and sharing findings and explanations*. These skills correspond with kindergarten SEPs such as *developing and using models; analyzing and interpreting data; constructing explanations and designing solutions; and obtaining, evaluating, and communicating information*.

As shown in table 1.17, there is also a correspondence between the preschool content strands and the CA NGSS content areas. The preschool strand, **physical sciences**, corresponds with content in the CA NGSS domain of Physical Science as well as with aspects of the domain of Engineering, Technology, and Applications of Science. The preschool strand, **life sciences**, corresponds with content from the CA NGSS domains of Life Science and Physical Science. The preschool strand, **earth science**, corresponds to the CA NGSS Earth and Space Science domain as well as with content from the Physical Science domain.

Table 1.18 provides a more detailed view of how individual preschool learning foundations are aligned with the CA NGSS. The table shows the correspondence between the preschool science foundations with the related CA NGSS performance expectations for kindergarten, along with the SEPs, DCIs, and CCCs related to this performance expectation. Aligning the preschool science foundations with all three dimensions in the CA NGSS captures in greater depth the conceptual connection between the preschool foundations and the CA NGSS performance expectations for kindergarten.

Table 1.18 demonstrates that all of the preschool learning foundations in the **physical sciences** strand are aligned with the CA NGSS corresponding in content. For example, children’s ability to *observe and describe the motion of objects* (2.2, **physical sciences**) corresponds with two kindergarten standards: *plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object* (Physical Science, K-PS2-1) and *analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull* (Physical Science, K-PS2-2).

Table 1.18 also highlights the connections between the preschool science foundations in **life sciences** and the corresponding CA NGSS content areas of Life Science and Earth and Space Science. For example, preschoolers' ability to *recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants* (2.2, **life sciences**) corresponds with the CA NGSS, *use observations to describe patterns of what plants and animals (including humans) need to survive* (Life Science, K-LS1-1).

The preschool **earth sciences** strand is related to the CA NGSS content areas of Earth and Space Science and Physical Science. For example, both the preschool science foundations and the CA NGSS highlight observations of changes in weather as a key concept. In preschool, *notice and describe changes in weather* (2.2, **earth sciences**) corresponds with the kindergarten CA NGSS, *Use and share observations of local weather conditions to describe patterns over time* (Earth and Space Science, K-ESS2-1).

In some cases, the preschool science foundations do not directly correspond with the specific content in the performance expectations of the CA NGSS, but are more conceptually related to the SEPs, DCIs, and/or CCCs linked to the performance expectations. For example, the first preschool foundation of the **life sciences** strand, *identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them* (1.1, **life sciences**) does not directly correspond with the NGSS expectation K-LS1-1. However, making observations and categorizing plants and animals corresponds with the SEP, *use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions*, and the CCC, *patterns in the natural and human designed world can be observed and used as evidence*. Both generally describe the skills and behaviors involved in using observations to categorize and identify patterns. For foundations that are conceptually aligned with some parts of the expectations in the CA NGSS such as this one, Table 1.18 includes a footnote to indicate the partial alignment.

While the preschool learning foundations in science and the CA NGSS for kindergarten were created in different contexts, both resources describe key scientific skills and concepts children develop in the early years. All the preschool learning foundations in science correspond to at least one part of the CA NGSS. Tables 1.17 and 1.18 show the correspondence between the two resources.

TABLE 1.17

Overview of the Alignment Between the Science Domain and the California Next Generation Science Standards

Science		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Next Generation Science Standards for Kindergarten
Cognitive Development Language Development	Science	Science
	Scientific Inquiry	Science and Engineering Practices
Problem Solving → Receptive Language (Language Development) Expressive Language (Language Development) Interest in Print (Language Development) →	Observation and Investigation → Documentation and Communication →	Science and Engineering Practices Science and Engineering Practices
	Physical Sciences	Physical Science Engineering, Technology, and Applications of Science
Cause-and-Effect Spatial Relationships Problem Solving Classification →	Properties and Characteristics of Nonliving Objects and Materials → Changes in Nonliving Objects and Materials →	Engineering Design Energy Motion and Stability: Forces and Interactions

TABLE 1.17 *continued*

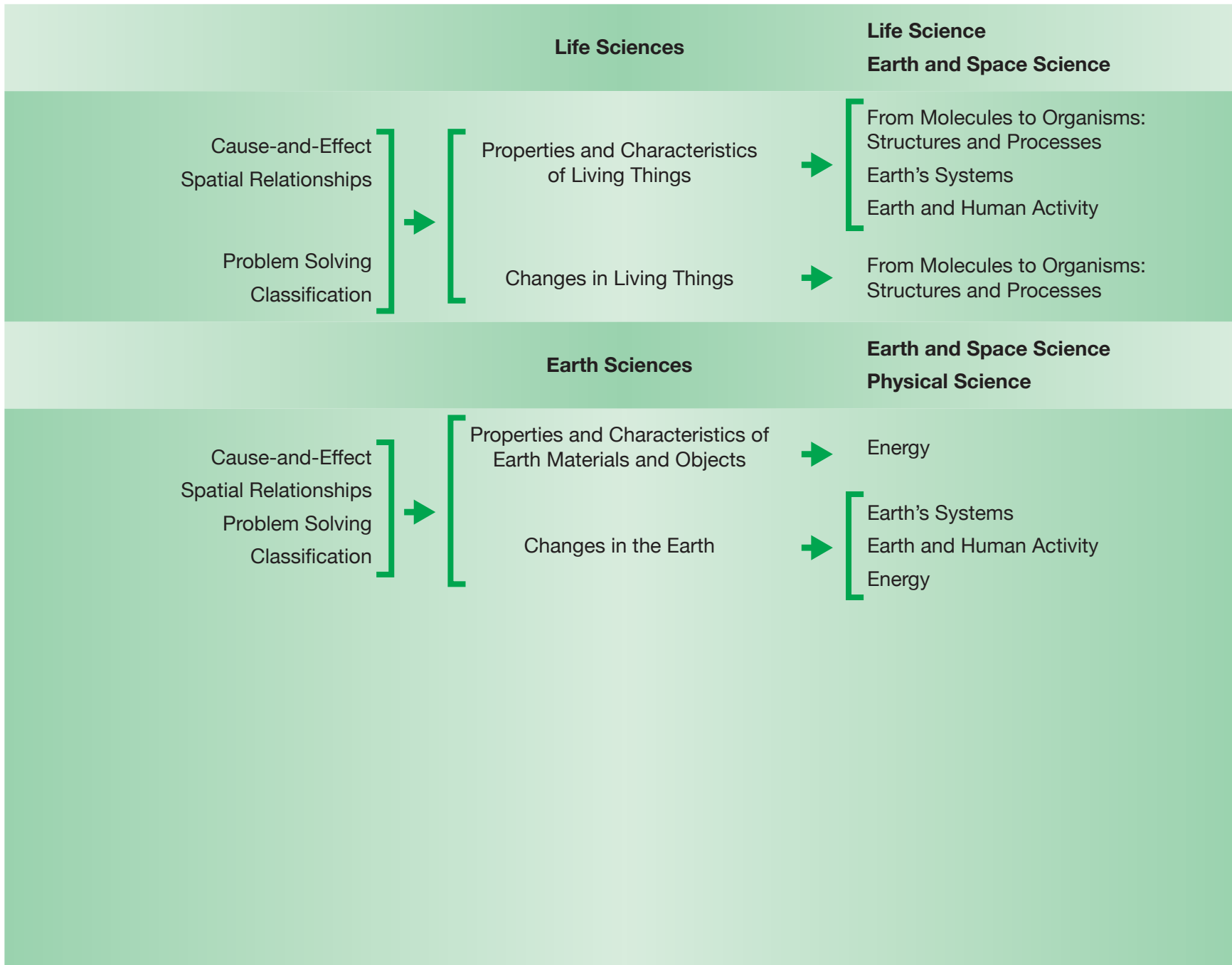


TABLE 1.18**Detailed View of the Alignment Between the Science Domain and the California Next Generation Science Standards**

California Preschool Learning Foundations		Next Generation Science Standards for California Public Schools: Kindergarten
Domain: Science		Domain: Science
Strand: Scientific Inquiry		Science and Engineering Practices
1.0 Observation and Investigation		Science and Engineering Practices
At around 48 months	At around 60 months	By the end of Kindergarten
1.1 Demonstrate curiosity and raise simple questions about objects and events in their environment.	1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.	<p>SEP 1: Asking Questions and Defining Problems</p> <ul style="list-style-type: none"> Ask questions based on observations to find more information about the natural and/or designed world(s). (K-ESS3-2, K-2-ETS1-1) Define a simple problem that can be solved through the development of a new or improved object or tool. (K-2-ETS1-1) <p>SEP 3: Planning and Carrying Out Investigations</p> <ul style="list-style-type: none"> With guidance, plan and conduct an investigation in collaboration with peers (for K). (K-PS2-1) Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1) <p>SEP 4: Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1, K-ESS2-1) Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2, K-2-ETS1-3)
1.2 Observe objects and events in the environment and describe them.	1.2 Observe objects and events in the environment and describe them in greater detail.	
1.3 Begin to identify and use, with adult support, some observation and measuring tools.	1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.	

TABLE 1.18 *continued*

1.4 Compare and contrast objects and events and begin to describe similarities and differences.	1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.	
1.5 Make predictions and check them, with adult support, through concrete experiences.	1.5 Demonstrate an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).	
1.6 Make inferences and form generalizations based on evidence.	1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.	
2.0 Documentation and Communication		Science and Engineering Practices
At around 48 months	At around 60 months	By the end of Kindergarten
2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.	2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, photos, or by tallying and graphing information.	<p>SEP 2: Developing and Using Models</p> <ul style="list-style-type: none"> Use a model to represent relationships, in the natural world. (K-ESS3-1) Develop a simple model based on evidence to represent a proposed object or tool. (K-2-ETS1-2) <p>SEP 4: Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1, K-ESS2-1) Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2, K-2-ETS1-3)

		SEP 6: Constructing Explanations and Designing Solutions		
2.2 Share findings and explanations, which may be correct or incorrect, with or without adult prompting.	2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.	<ul style="list-style-type: none"> Use tools and materials to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2) 		
		SEP 7: Engaging in Argument from Evidence		
		<ul style="list-style-type: none"> Construct an argument with evidence to support a claim. (K-ESS2-2) 		
		SEP 8: Obtaining, Evaluating, and Communicating Information		
		<ul style="list-style-type: none"> Read grade-appropriate texts and/or use media to obtain scientific information to determine patterns in the natural world. (K-ESS3-2) Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3) 		
Strand: Physical Sciences		Physical Science		
1.0 Properties and Characteristics of Nonliving Objects and Materials		Engineering, Technology, and Applications of Science		
1.0 Properties and Characteristics of Nonliving Objects and Materials		Engineering Design		
At around 48 months	At around 60 months	By the end of Kindergarten		
1.1 Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound). ¹	K–2-ETS1-1. Ask questions, make observations, and gather information about a situation people want to change to define a simple problem that can be solved through the development of a new or improved object or tool.		
		Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
		Asking Questions and Defining Problems	ETS1.A: Defining and Delimiting Engineering Problems	

1 There is not a direct correspondence between this preschool learning foundation in the Physical Sciences and these kindergarten standards in Engineering, Technology, and Applications of Science. However, both address observations and investigations of physical objects.

TABLE 1.18 *continued*

<ul style="list-style-type: none"> • Ask questions based on observations to find more information about the natural and/ or designed world(s). (K–2-ETS1-1) • Define a simple problem that can be solved through the development of a new or improved object or tool. (K–2-ETS1-1) 	<ul style="list-style-type: none"> • A situation that people want to change or create can be approached as a problem to be solved through engineering. (K–2-ETS1-1) • Asking questions, making observations, and gathering information are helpful in thinking about problems. (K–2-ETS1-1) • Before beginning to design a solution, it is important to clearly understand the problem. (K–2-ETS1-1) 	
<p>K–2-ETS1-2. Develop a simple sketch, drawing, or physical model to illustrate how the shape of an object helps it function as needed to solve a given problem.</p>		
<p>Science and Engineering Practices</p>	<p>Disciplinary Core Ideas</p>	<p>Crosscutting Concepts</p>
<p>Developing and Using Models</p> <ul style="list-style-type: none"> • Develop a simple model based on evidence to 	<p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> • Designs can be conveyed 	<p>Structure and Function</p> <ul style="list-style-type: none"> • The shape and stability of structures of

		represent a proposed object or tool. (K–2-ETS1-2)	sketches, drawings, or physical models. These representations are useful in communicating ideas for a problem’s solutions to other people. (K–2-ETS1-2)	natural and designed objects are related to their function(s). (K–2-ETS1-2)
2.0 Changes in Nonliving Objects and Materials		Energy Motion and Stability: Forces and Interactions		
At around 48 months	At around 60 months	By the end of Kindergarten		
2.1 Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).	2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).	K-PS3-1. Make observations to determine the effect of sunlight on Earth’s surface. <i>[Clarification Statement: Examples of Earth’s surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]</i>		
		Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
		Planning and Carrying Out Investigations <ul style="list-style-type: none"> Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1) 	PS3.B: Conservation of Energy and Energy Transfer <ul style="list-style-type: none"> Sunlight warms Earth’s surface. (K-PS3-1), (K-PS3-2) 	Cause and Effect <ul style="list-style-type: none"> Events have causes that generate observable patterns. (K-PS3-1), (K-PS3-2)

TABLE 1.18 *continued*

<p>2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing, pulling, rolling, dropping) on making objects move.</p>	<p>2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.</p>	<p>K-PS2-1. Plan and conduct an investigation to compare the effects of different strengths or different directions of pushes and pulls on the motion of an object. <i>[Clarification Statement: Examples of pushes or pulls could include a string attached to an object being pulled, a person pushing an object, a person stopping a rolling ball, and two objects colliding and pushing on each other.]</i> <i>[Assessment Boundary: Assessment is limited to different relative strengths or different directions, but not both at the same time. Assessment does not include non-contact pushes or pulls such as those produced by magnets.]</i></p>		
		<p>Science and Engineering Practices</p>	<p>Disciplinary Core Ideas</p>	<p>Crosscutting Concepts</p>
		<p>Planning and Carrying Out Investigations</p> <ul style="list-style-type: none"> With guidance, plan and conduct an investigation in collaboration with peers. (K-PS2-1) 	<p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> Pushes and pulls can have different strengths and directions. (K-PS2-1), (K-PS2-2) Pushing or pulling on an object can change the speed or direction of its motion and can start or stop it. (K-PS2-1), (K-PS2-2) <p>PS2.B: Types of Interactions</p> <ul style="list-style-type: none"> When objects touch or collide, they push on one another and can change motion. (K-PS2-1) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1), (K-PS2-2)

	<p>PS3.C: Relationship Between Energy and Forces</p> <ul style="list-style-type: none"> • A bigger push or pull makes things speed up or slow down more quickly. (secondary to K-PS2-1) 	
<p>K-PS2-2. Analyze data to determine if a design solution works as intended to change the speed or direction of an object with a push or a pull. <i>[Clarification Statement: Examples of problems requiring a solution could include having a marble or other object move a certain distance, follow a particular path, and knock down other objects. Examples of solutions could include tools such as a ramp to increase the speed of the object and a structure that would cause an object such as a marble or ball to turn.] [Assessment Boundary: Assessment does not include friction as a mechanism for change in speed.]</i></p>		
<p>Science and Engineering Practices</p>	<p>Disciplinary Core Ideas</p>	<p>Crosscutting Concepts</p>
<p>Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> • Analyze data from tests of an object or tool to determine if it works as intended. (K-PS2-2) 	<p>PS2.A: Forces and Motion</p> <ul style="list-style-type: none"> • Pushes and pulls can have different strengths and directions. (K-PS2-1), (K-PS2-2) • Pushing or pulling on an object can change the speed or direction of its 	<p>Cause and Effect</p> <ul style="list-style-type: none"> • Simple tests can be designed to gather evidence to support or refute student ideas about causes. (K-PS2-1), (K-PS2-2)

TABLE 1.18 *continued*

			<p>motion and can start or stop it. (K-PS2-1), (K-PS2-2)</p> <p>ETS1.A: Defining Engineering Problems A situation that people want to change or create can be approached as a problem to be solved through engineering. Such problems may have many acceptable solutions. (secondary to K-PS2-2)</p>	
Strand: Life Sciences		Life Science Earth and Space Science		
1.0 Properties and Characteristics of Living Things		From Molecules to Organisms: Structures and Processes Earth's Systems Earth and Human Activity		
At around 48 months	At around 60 months	By the end of Kindergarten		
1.1 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.	1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.	K-LS1-1.² Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]		

		Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
		Analyzing and Interpreting Data <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1) 	LS1.C: Organization for Matter and Energy Flow in Organisms <ul style="list-style-type: none"> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1) 	Patterns <ul style="list-style-type: none"> Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)
1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	K-LS1-1. ³ Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]		

- There is not a direct correspondence between this preschool learning foundation and this kindergarten standard. However, the ideas in the Science and Engineering Practices and Crosscutting Concepts of the kindergarten standard around observing and describing patterns in the natural world correspond to concepts in the preschool learning foundation.
- There is not a direct correspondence between this preschool learning foundation and this kindergarten standard. However, the ideas in the Science and Engineering Practices and Crosscutting Concepts of the kindergarten standard around observing and describing patterns in the natural world correspond to concepts in the preschool learning foundation.

TABLE 1.18 *continued*

		Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
		Analyzing and Interpreting Data <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1) 	LS1.C: Organization for Matter and Energy Flow in Organisms <ul style="list-style-type: none"> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1) 	Patterns <ul style="list-style-type: none"> Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)
1.3 Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.	1.3 Recognize that living things have habitats in different environments suited to their unique needs.	K-ESS2-2. Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs. [Clarification Statement: Examples of plants and animals changing their environment could include a squirrel digs in the ground to hide its food and tree roots can break concrete.]		
		Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
		Engaging in Argument from Evidence <ul style="list-style-type: none"> Construct an argument with evidence to support a claim. (K-ESS2-2) 	ESS2.E: Biogeology <ul style="list-style-type: none"> Plants and animals can change their environment. (K-ESS2-2) ESS3.C: Human Impacts on Earth Systems 	Systems and System Models <ul style="list-style-type: none"> Systems in the natural and designed world have parts that work together. (K-ESS2-2)

- Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (secondary to K-ESS2-2)

K-ESS3-1. Use a model to represent the relationship between the needs of different plants or animals (including humans) and the places they live. [Clarification Statement: Examples of relationships could include that deer eat buds and leaves, therefore, they usually live in forested areas; and, grasses need sunlight so they often grow in meadows. Plants, animals, and their surroundings make up a system.]

Science and Engineering Practices

Disciplinary Core Ideas

Crosscutting Concepts

Developing and Using Models

- Use a model to represent relationships in the natural world. (K-ESS3-1)

ESS3.A: Natural Resources

- Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. (K-ESS3-1)

Systems and System Models

- Systems in the natural and designed world have parts that work together. (K-ESS3-1)

TABLE 1.18 *continued*

<p>1.4 Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.</p>	<p>1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that only animals and plants undergo biological processes such as growth, illness, healing, and dying.</p>	<p>K-LS1-1.⁴ Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]</p>		
		<p>Science and Engineering Practices</p>	<p>Disciplinary Core Ideas</p>	<p>Crosscutting Concepts</p>
		<p>Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1) 	<p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)
<p>2.0 Changes in Living Things</p>		<p>From Molecules to Organisms: Structures and Processes</p>		
<p>At around 48 months</p>	<p>At around 60 months</p>	<p>By the end of Kindergarten</p>		
<p>2.1 Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and</p>	<p>2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go</p>	<p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]</p>		

<p>in other capacities as they grow.</p>	<p>through transformations related to the life cycle (for example, from a caterpillar to butterfly).</p>	<p>Science and Engineering Practices</p>	<p>Disciplinary Core Ideas</p>	<p>Crosscutting Concepts</p>
		<p>Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-LS1-1) 	<p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> All animals need food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural and human designed world can be observed and used as evidence. (K-LS1-1)
<p>2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.</p>	<p>2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).</p>	<p>K-LS1-1. Use observations to describe patterns of what plants and animals (including humans) need to survive. [Clarification Statement: Examples of patterns could include that animals need to take in food but plants do not; the different kinds of food needed by different types of animals; the requirement of plants to have light; and, that all living things need water.]</p>		
		<p>Science and Engineering Practices</p>	<p>Disciplinary Core Ideas</p>	<p>Crosscutting Concepts</p>
		<p>Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> Use observations (firsthand or from media) to 	<p>LS1.C: Organization for Matter and Energy Flow in Organisms</p> <ul style="list-style-type: none"> All animals need 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural and human designed world can

4 There is not a direct correspondence between this preschool learning foundation and this kindergarten standard. However, the ideas in the Science and Engineering Practices and Crosscutting Concepts of the kindergarten standard around observing and describing patterns in the natural world correspond to concepts in the preschool learning foundation.

TABLE 1.18 *continued*

		describe patterns in the natural world in order to answer scientific questions. (K-LS1-1)	food in order to live and grow. They obtain their food from plants or from other animals. Plants need water and light to live and grow. (K-LS1-1)	be observed and used as evidence. (K-LS1-1)								
Strand: Earth Sciences		Earth and Space Science Physical Sciences										
1.0 Properties and Characteristics of Earth Materials and Objects		Energy										
At around 48 months	At around 60 months	By the end of Kindergarten										
1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water and air.	1.1 Demonstrate an increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	<p>K-PS3-1. Make observations to determine the effect of sunlight on Earth’s surface. <i>[Clarification Statement: Examples of Earth’s surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]</i></p> <table border="1"> <tr> <td>Science and Engineering Practices</td> <td>Disciplinary Core Ideas</td> <td colspan="2">Crosscutting Concepts</td> </tr> <tr> <td> <p>Planning and Carrying Out Investigations</p> <ul style="list-style-type: none"> Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1) </td> <td> <p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> Sunlight warms Earth’s surface. (K-PS3-1), (K-PS3-2) </td> <td colspan="2"> <p>Cause and Effect</p> <ul style="list-style-type: none"> Events have causes that generate observable patterns. (K-PS3-1), (K-PS3-2) </td> </tr> </table>			Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts		<p>Planning and Carrying Out Investigations</p> <ul style="list-style-type: none"> Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1) 	<p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> Sunlight warms Earth’s surface. (K-PS3-1), (K-PS3-2) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Events have causes that generate observable patterns. (K-PS3-1), (K-PS3-2) 	
Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts										
<p>Planning and Carrying Out Investigations</p> <ul style="list-style-type: none"> Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1) 	<p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> Sunlight warms Earth’s surface. (K-PS3-1), (K-PS3-2) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Events have causes that generate observable patterns. (K-PS3-1), (K-PS3-2) 										

		<p>Constructing Explanations and Designing Solutions</p> <ul style="list-style-type: none"> Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2) 		
2.0 Changes in the Earth		<p>Earth's Systems Earth and Human Activity Energy</p>		
At around 48 months	At around 60 months	By the end of Kindergarten		
<p>2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.</p>	<p>2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.</p>	<p>K-ESS2-1.⁵ Use and share observations of local weather conditions to describe patterns over time. <i>[Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.]</i> <i>[Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]</i></p>		

5 There is not a direct correspondence between this preschool learning foundation and this kindergarten standard. However, the ideas in the Science and Engineering Practices and Crosscutting Concepts of the kindergarten standard around observing and describing patterns in the natural world correspond to concepts in the preschool learning foundation.

TABLE 1.18 *continued*

		Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
		<p>Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1) <p>Engaging in Argument from Evidence</p> <ul style="list-style-type: none"> Construct an argument with evidence to support a claim. (K-ESS2-2) 	<p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1)
2.2 Notice and describe changes in weather.	2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.	<p>K-ESS2-1. Use and share observations of local weather conditions to describe patterns over time. <i>[Clarification Statement: Examples of qualitative observations could include descriptions of the weather (such as sunny, cloudy, rainy, and warm); examples of quantitative observations could include numbers of sunny, windy, and rainy days in a month. Examples of patterns could include that it is usually cooler in the morning than in the afternoon and the number of sunny days versus cloudy days in different months.]</i> <i>[Assessment Boundary: Assessment of quantitative observations limited to whole numbers and relative measures such as warmer/cooler.]</i></p>		

		Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.</p>	<p>2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.</p>	<p>Analyzing and Interpreting Data</p> <ul style="list-style-type: none"> Use observations (firsthand or from media) to describe patterns in the natural world in order to answer scientific questions. (K-ESS2-1) <p>Engaging in Argument from Evidence</p> <ul style="list-style-type: none"> Construct an argument with evidence to support a claim. (K-ESS2-2) 	<p>ESS2.D: Weather and Climate</p> <ul style="list-style-type: none"> Weather is the combination of sunlight, wind, snow or rain, and temperature in a particular region at a particular time. People measure these conditions to describe and record the weather and to notice patterns over time. (K-ESS2-1) 	<p>Patterns</p> <ul style="list-style-type: none"> Patterns in the natural world can be observed, used to describe phenomena, and used as evidence. (K-ESS2-1)
		<p>K-ESS3-2. Ask questions to obtain information about the purpose of weather forecasting to prepare for, and respond to, severe weather. [Clarification Statement: Emphasis is on local forms of severe weather.]</p>		

TABLE 1.18 *continued*

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Asking Questions and Defining Problems</p> <ul style="list-style-type: none"> Ask questions based on observations to find more information about the designed world. (K-ESS3-2) <p>Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> Read grade-appropriate texts and/or use media to obtain scientific information to describe patterns in the natural world. (K-ESS3-2) 	<p>ESS3.B: Natural Hazards</p> <ul style="list-style-type: none"> Some kinds of severe weather are more likely than others in a given region. Weather scientists forecast severe weather so that the communities can prepare for and respond to these events. (K-ESS3-2) <p>ETS1.A: Defining and Delimiting an Engineering Problem</p> <ul style="list-style-type: none"> Asking questions, making observations, and gathering information are helpful in thinking about problems. (secondary to K-ESS3-2) 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Events have causes that generate observable patterns. (K-ESS3-2), (K-ESS3-3) <p><i>Connections to Engineering, Technology, and Applications of Science</i></p> <p>Interdependence of Science, Engineering, and Technology</p> <ul style="list-style-type: none"> People encounter questions about the natural world every day. (K-ESS3-2) <p>Influence of Engineering, Technology, and Science on Society and the Natural World</p> <ul style="list-style-type: none"> People depend on various technologies in their lives; human life would be very

different without technology.
(K-ESS3-2)

K-PS3-1. Make observations to determine the effect of sunlight on Earth’s surface. *[Clarification Statement: Examples of Earth’s surface could include sand, soil, rocks, and water] [Assessment Boundary: Assessment of temperature is limited to relative measures such as warmer/cooler.]*

Science and Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
<p>Planning and Carrying Out Investigations</p> <ul style="list-style-type: none"> • Make observations (firsthand or from media) to collect data that can be used to make comparisons. (K-PS3-1) <p>Constructing Explanations and Designing Solutions</p> <ul style="list-style-type: none"> • Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2) 	<p>PS3.B: Conservation of Energy and Energy Transfer</p> <ul style="list-style-type: none"> • Sunlight warms Earth’s surface. (K-PS3-1), (K-PS3-2) 	<p>Cause and Effect</p> <p>Events have causes that generate observable patterns. (K-PS3-1), (K-PS3-2)</p>

TABLE 1.18 *continued*

<p>2.4 Develop awareness of the importance of caring for and respecting the environment and participate in activities related to its care.</p>	<p>2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.</p>	<p>K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment. <i>[Clarification Statement: Examples of human impact on the land could include cutting trees to produce paper and using resources to produce bottles. Examples of solutions could include reusing paper and recycling cans and bottles.]</i></p>		
		<p>Science and Engineering Practices</p>	<p>Disciplinary Core Ideas</p>	<p>Crosscutting Concepts</p>
		<p>Obtaining, Evaluating, and Communicating Information</p> <ul style="list-style-type: none"> Communicate solutions with others in oral and/or written forms using models and/or drawings that provide detail about scientific ideas. (K-ESS3-3) 	<p>ESS3.C: Human Impacts on Earth Systems</p> <ul style="list-style-type: none"> Things that people do to live comfortably can affect the world around them. But they can make choices that reduce their impacts on the land, water, air, and other living things. (K-ESS3-3) <p>ETS1.B: Developing Possible Solutions</p> <ul style="list-style-type: none"> Designs can be conveyed through sketches, drawings, or physical models. These representations are useful in 	<p>Cause and Effect</p> <ul style="list-style-type: none"> Events have causes that generate observable patterns. (K-ESS3-2), (K-ESS3-3)

communicating ideas for a problem's solutions to other people. (secondary to K-ESS3-3)

K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. [Clarification Statement: Examples of structures could include umbrellas, canopies, and tents that minimize the warming effect of the sun.]

Science and Engineering Practices

Disciplinary Core Ideas

Crosscutting Concepts

Constructing Explanations and Designing Solutions

- Use tools and materials provided to design and build a device that solves a specific problem or a solution to a specific problem. (K-PS3-2)

PS3.B: Conservation of Energy and Energy Transfer

- Sunlight warms Earth's surface. (K-PS3-1), (K-PS3-2)

Cause and Effect

- Events have causes that generate observable patterns. (K-PS3-1), (K-PS3-2)

Section 2

Alignment Between the California Early Learning Foundations and the Head Start Early Learning Outcomes Framework: Ages Birth to Five

In the following section, the *California Infant/Toddler Learning and Development Foundations* (California Department of Education [CDE] 2009) and the *Preschool Learning Foundations*, Volumes 1–3 (CDE 2008, 2010, and 2012) are aligned with the *Head Start Early Learning Outcomes Framework: Ages Birth to Five (ELOF; 2015)*.

The infant/toddler learning and development foundations, the preschool learning foundations, and the *ELOF* share common goals—to strengthen early education and young children’s readiness for school and to promote all aspects of children’s learning and development in early childhood programs. This document supports Head Start education managers and supervisors by showing how goals for children’s learning and development in the *ELOF* are aligned with California’s expectations for children’s learning and development, as described in the *California Infant/Toddler Learning and Development Foundations* and in the *California Preschool Learning Foundations*.

The California Department of Education has identified foundations to describe the learning and development for infants and toddlers and for preschoolers. The infant/toddler learning and development foundations describe competencies that most children typically attain at around 8 months of age, at around 18 months of age, and at around 36 months of age. Four domains of development are addressed: Social-Emotional Development, Language Development, Cognitive Development, and Perceptual and Motor Development. The preschool learning foundations describe competencies that most children are expected to exhibit at around 48 months of age and at around 60 months of age. Nine domains of learning and development are addressed: Social-Emotional Development, Language and Literacy, English Language Development, Mathematics, Visual and Performing Arts, Physical Development, Health, History-Social Science, and Science.

The *ELOF* replaced *The Head Start Child Development and Early Learning Framework* (2011). The *ELOF* describes the skills, behaviors, and knowledge that programs should foster in all children from birth to age five. Goals for children’s learning and development are organized in five central domains: Approaches to Learning, Social and Emotional Development, Language and Literacy, Cognition, and Perceptual, Motor, and Physical Development. Each domain includes goals for two age groups: infants/toddlers and preschool children. For infants and toddlers, the developmental progression towards a given goal is presented for children across three age periods: birth to 9 months, 8 to 18 months, and 16 to 36 months. For preschoolers, the developmental progression is described across two age periods: 36 to 48 months and 48 to 60 months.

About the Alignments

Alignment between California’s early learning foundations and the *ELOF* is organized in two sections: (a) an alignment between the *California Infant/Toddler Learning and Development Foundations* and the *ELOF* goals for infants and toddlers, and (b) an alignment between the *California Preschool Learning Foundations* and the *ELOF* goals for preschoolers. These alignments show the ways in which these resources correspond in content and share similar goals for children’s early learning and development.

In both alignments, the domains and foundations within the domains are presented in the same order and structure shown in the *California Infant/Toddler Learning and Development Foundations* and the *California Preschool Learning Foundations* volumes. For each foundation, the alignment indicates the *ELOF* components that correspond in content. In other words, the infant/toddler learning and development foundations and the preschool foundations are the starting point of the alignment, and components from the five central *ELOF* domains are aligned with both sets of learning foundations.

(a) Alignment of the California Infant/Toddler Learning and Development Foundations with the Head Start Early Learning Outcomes Framework Goals for Infants and Toddlers

Alignment Overview: Infant/Toddler

Table 2.1 outlines the four domains in the infant/toddler learning and development foundations and the corresponding *ELOF* domain(s). As evident in table 2.1, each domain in the infant/toddler learning and development foundations maps to a major corresponding *ELOF* domain. The table also delineates other *ELOF* domains with content corresponding to the foundations. For example, the Social-Emotional Development domain of the infant/toddler learning and development foundations is aligned with the Social and Emotional Development domain in the *ELOF*, as well as with components from the Approaches to Learning domain. Though the Approaches to Learning domain is separately addressed in the *ELOF*, the content of this domain is covered by two domains of the infant/toddler learning and development foundations: Social-Emotional Development and Cognitive Development. Table 2.1 shows how both the *California Infant/Toddler Learning and Development Foundations* and the *ELOF* cover similar content, though some of it is organized differently.

TABLE 2.1
Overview Alignment of the Domains in the California Infant/Toddler Learning and Development Foundations and the Infant/Toddler Domains in the Head Start Early Learning Outcomes Framework

Domains in the California Infant/Toddler Learning and Development Foundations	Domains in the Head Start Early Learning Outcomes Framework (Infant/Toddler)	Additional Domains in the Head Start Early Learning Outcomes Framework with Corresponding Content
Social-Emotional Development	Social and Emotional Development	Approaches to Learning
Language Development	Language and Communication	
Cognitive Development	Cognition	Approaches to Learning Perceptual, Motor, and Physical Development
Perceptual and Motor Development	Perceptual, Motor, and Physical Development	

Alignment Within Each Infant/Toddler Domain

The *California Infant/Toddler Learning and Development Foundations* are organized by domain. Each *ELOF* domain includes several sub-domains, and each sub-domain contains goals for children’s development and learning. This alignment shows connections between (1) the domains of the infant/toddler learning and development foundations and the corresponding *ELOF* domains; and (2) the foundations with the corresponding *ELOF* sub-domains and goals. Table 2.2 indicates how different components in each document align with each other.

TABLE 2.2
Organization of the California Infant/Toddler Learning and Development Foundations and the Head Start Early Learning Outcomes Framework

California Infant/Toddler Learning and Development Foundations	Head Start Child Early Learning Outcomes Framework
Domain	Domain
Foundation	Sub-domain Goal

Analysis of the Infant/Toddler Alignment

The alignment indicates a close correspondence between the domains and foundations in the infant/toddler learning and development foundations and the matching *ELOF* components. As evident in the following alignment, for every infant/toddler foundation, there is at least one corresponding *ELOF* goal. The foundations present key concepts in each domain and broadly describe children’s development in that domain, while the *ELOF* goals tend to define more specific skills, behaviors, and knowledge in the domain. As a result, many infant/toddler foundations correspond to two or three related *ELOF* goals. Overall, the infant/toddler foundations and the infant/toddler *ELOF* goals are closely aligned.

(b) Alignment of the California Preschool Learning Foundations with the Head Start Early Learning Outcomes Framework Goals for Preschoolers

Alignment Overview: Preschool

Table 2.3 outlines the nine domains in the preschool learning foundations and the corresponding *ELOF* domain(s). As evident in table 2.3, most domains in the preschool learning foundations map to a major corresponding *ELOF* domain. Table 2.3 also delineates other *ELOF* domains with content corresponding to the foundations. For example, the Science domain in the preschool learning foundations is aligned with aspects of content covered by the Scientific Reasoning domain in the *ELOF*, as well as with parts of two additional *ELOF* domains: Approaches to Learning and Mathematics Development. In addition, some preschool learning foundations domains align with multiple *ELOF* domains. For example, the Language and Literacy domain in the preschool learning foundations aligns with the Language and Communication as well as Literacy domains in the *ELOF*.

Two domains in the preschool learning foundations, Visual and Performing Arts and History-Social Science, do not directly correspond to *ELOF* domains. However, some aspects of these two domains are related to parts or content elements of different *ELOF* domains. For example, some aspects of Visual and Performing Arts are represented in the *ELOF* domains of Approaches to Learning, Perceptual, Motor, and Physical Development, Language and Communication,

and Literacy. Another difference between the two documents is the approach to dual language learners. While the preschool learning foundations present a separate domain that focuses on English language acquisition for preschool children whose home language is not English, the *ELOF* does not have a separate domain for English Language Development. In the following alignment, the concepts and skills described in the preschool learning foundations for English Language Development are aligned with the *ELOF* goals in two domains: 1) Language and Communication, and 2) Literacy. As stated in the *ELOF*, the goals in these two domains are inclusive of all children, including children who are dual language learners. Finally, although Approaches to Learning is not treated as a separate domain in the preschool learning foundations, aspects of this domain are aligned with preschool learning foundations in the domains of Social-Emotional Development, Visual and Performing Arts, History-Social Science, and Science.

TABLE 2.3
Overview Alignment of the Domains in the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework Preschool Domains

Domains in the California Preschool Learning Foundations	Corresponding Domains in the Head Start Early Learning Outcomes Framework (Preschool)	Additional Domains in the Head Start Early Learning Outcomes Framework with Corresponding Content
Social-Emotional Development	Social and Emotional Development	Approaches to Learning
Language and Literacy	Language and Communication Literacy	
English Language Development	Language and Communication Literacy	
Mathematics	Mathematics Development	Scientific Reasoning
Visual and Performing Arts		Approaches to Learning Perceptual, Motor, and Physical Development Language and Communication Literacy
Physical Development	Perceptual, Motor, and Physical Development	Language and Communication

TABLE 2.3 *continued*

Domains in the California Preschool Learning Foundations	Corresponding Domains in the Head Start Early Learning Outcomes Framework (Preschool)	Additional Domains in the Head Start Early Learning Outcomes Framework with Corresponding Content
Health	Perceptual, Motor, and Physical Development	
History-Social Science		Social and Emotional Development Approaches to Learning
Science	Scientific Reasoning	Approaches to Learning Mathematics Development

Alignment Within Each Preschool Domain

The extent of the alignment between the *California Preschool Learning Foundations* and the *ELOF* becomes clear when the elements within each domain of these two resources are directly lined up. In the preschool learning foundations, each domain consists of several main strands, and each strand consists of substrands. The foundations are organized under the substrands. In the *ELOF*, each domain includes sub-domains that contain goals to illustrate key skills, behaviors, and concepts within the sub-domain. The alignment shows connections (1) between the strands and substrands within each domain of the preschool foundations and the corresponding *ELOF* sub-domains; and (2) between the foundations and the corresponding *ELOF* goals. Table 2.4 shows how different components in each document align with each other.

TABLE 2.4

Organization of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework

California Preschool Learning Foundations	Head Start Child Early Learning Outcomes Framework
Domain	Domain
Strand Substrand	Sub-domain
Foundation	Goal

Analysis of the Preschool Alignment

The alignment indicates a general correspondence between the domains and foundations in the preschool learning foundations and the matching *ELOF* components. The content and level of specificity of the preschool learning foundations in some domains corresponds directly with the goals of parallel *ELOF* domains. This correspondence is particularly evident in domains such as Social-Emotional Development, Language and Literacy, and Mathematics.

Though the preschool learning foundations generally correspond with the *ELOF* goals, there are some key differences between the two documents. For example, in the Science domain, the preschool learning foundations include general inquiry skills, such as observation, investigation and documentation, along with specific concepts in physical, life, and earth sciences. The *ELOF*, in contrast, focuses on general scientific inquiry skills, reasoning and problem-solving, but does not address knowledge and concepts in specific areas of science.

The preschool learning foundations also include two domains that are not represented in the *ELOF*: Visual and Performing Arts and History-Social Science. Many of the specific skills and knowledge in the visual arts, music, dance, and drama that the preschool learning foundations describe are not represented in the *ELOF*. Similarly, the foundations describe skills, behaviors, and concepts in History-Social Science, such as self and society, sense of time, sense of place, and marketplace, that are largely absent in the *ELOF*.

Finally, the preschool learning foundations emphasize the importance of interest in literacy activities (*literacy interest and response* in Language and Literacy and *interest in books and reading* in English Language Development). The *ELOF* lacks corresponding goals for these foundations.

In general, although there are some notable differences between the preschool learning foundations and the *ELOF*, the two documents share similar expectations for children's early learning and development in key domains.

TABLE 2.5**Detailed View of the Alignment Between the Social-Emotional Development Domain of the California Infant/Toddler Learning and Development Foundations and the Head Start Early Learning Outcomes Framework**

California Infant/Toddler Learning and Development Foundations			Head Start Early Learning Outcomes Framework		
Domain: Social-Emotional Development			Domain: Social and Emotional Development Other Corresponding Domain: Approaches to Learning		
Foundation: Interactions with Adults The developing ability to respond to and engage with adults			Sub-domain: Relationships with Adults Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children purposefully engage in reciprocal interactions and try to influence the behavior of others. Children may be both interested in and cautious of unfamiliar adults. (7 mos.; Lamb, Bornstein, and Teti 2002, 340) (8 mos.; Meisels and others 2003, 16)	At around 18 months of age, children may participate in routines and games that involve complex back-and-forth interaction and may follow the gaze of the infant care teacher to an object or person. Children may also check with a familiar infant care teacher when uncertain about something or	At around 36 months of age, children interact with adults to solve problems or communicate about experiences or ideas. (California Department of Education 2005, 6; Marvin and Britner 1999, 60).	Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.

TABLE 2.5 *continued*

			<p>someone. (18 mos.; Meisels and others 2003, 33)</p>		
			<p>Sub-domain: Relationships with Adults Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.</p>		
			Birth to 9 Months	8 to 18 Months	16 to 36 Months
			Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.	Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.	Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.
<p>Foundation: Relationships with Adults The development of close relationships with certain adults who provide consistent nurturance.</p>			<p>Sub-domain: Relationships with Adults Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.</p>		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children seek a special relationship with one (or a few) familiar adult(s) by initiating interactions and seeking proximity, especially when	At around 18 months of age, children feel secure exploring the environment in the presence of important adults with whom they have developed a relationship over	At around 36 months of age, when exploring the environment, from time to time children reconnect, in a variety of ways, with the adult(s) with whom they	Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.

distressed. (6–9 mos.; Marvin and Britner 1999, 52)

an extended period of time. When distressed, children seek to be physically close to these adults. (6–18 mos.; Marvin and Britner 1999, 52; Bowlby 1983)

have developed a special relationship: through eye contact; facial expressions; shared feelings; or conversations about feelings, shared activities, or plans. When distressed, children may still seek to be physically close to these adults. (By 36 mos.; Marvin and Britner 1999, 57)

Sub-domain: Relationships with Adults

Goal IT-SE 2. Child uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults.

Birth to 9 Months

8 to 18 Months

16 to 36 Months

Shows recognition of familiar adults by turning head toward familiar voice, smiling, reaching, or quieting when held. May avoid or withdraw from unfamiliar adults.

Moves or stays close to familiar adults for emotional security when unfamiliar adult approaches. May look at familiar adults to gauge comfort level with unfamiliar adult.

Often watches from a distance or waits for reassurance from familiar adult before approaching someone new. May engage in positive interactions when meeting new people, such as sharing a book with a visitor.

Sub-domain: Relationships with Adults

Goal IT-SE 3. Child learns to use adults as a resource to meet needs.

Birth to 9 Months

8 to 18 Months

16 to 36 Months

Communicates needs to familiar adults by using a variety of behaviors, such as, crying, looking, smiling, pointing, dropping, reaching, or banging objects.

Looks to or seeks help from a familiar adult, such as taking the adult's hand and leading them to something the child wants or needs.

Asks familiar adult for help or assistance when encountering difficult tasks or situations.

TABLE 2.5 *continued*

Foundation: Interactions with Peers The developing ability to respond to and engage with other children			Sub-domain: Relationships with Other Children Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children show interest in familiar and unfamiliar peers. Children may stare at another child, explore another child's face and body, and respond to siblings and older peers. (8 mos.; Meisels and others 2003)	At around 18 months of age, children engage in simple back-and-forth interactions with peers for short periods of time. (Meisels and others 2003, 35)	At around 36 months of age, children engage in simple cooperative play with peers. (36 mos.; Meisels and others 2003, 70)	Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.	Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes, or dislikes.	Seeks out other children for social interaction, including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.
			Sub-domain: Relationships with Other Children Goal IT-SE 5. Child imitates and engages in play with other children		
			Birth to 9 Months	8 to 18 Months	16 to 36 Months
			Responds to another child's actions or sounds during play with a toy by watching attentively, touching the other child, or reaching for or taking the toy.	Participates in simple imitation games, such as making similar sounds or running after another child. Plays next to other children with similar toys or materials.	Joins in play with other children by sometimes taking turns or doing joint activities with a common goal, such as building block structures with others or pretending to eat together.

Foundation: Relationships with Peers The development of relationships with certain peers through interactions over time			Sub-domain: Relationships with Other Children Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children show interest in familiar and unfamiliar children. (8 mos.; Meisels and others 2003, 17)	At around 18 months of age, children prefer to interact with one or two familiar children in the group and usually engage in the same kind of back-and-forth play when interacting with those children. (12–18 mos.; Mueller and Lucas 1975)	At around 36 months of age, children have developed friendships with a small number of children in the group and engage in more complex play with those friends than with other peers.	Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.	Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes, or dislikes.	Seeks out other children for social interaction, including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.
Foundation: Identity of Self in Relation to Others The developing concept that the child is an individual operating within social relationships			Sub-domain: Sense of Identity and Belonging Goal IT-SE 10. Child shows awareness about self and how to connect with others.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children show clear awareness of being a separate person and of being connected with other people. Children identify others as both	At around 18 months of age, children demonstrate awareness of their characteristics and express themselves as distinct persons with thoughts and	At around 36 months of age, children identify their feelings, needs, and interests, and identify themselves and others as members of one	Learns about self by exploring hands, feet, body, and movement.	Experiments with use of hands and body, discovering new capacities, and how movement and gestures can be used to relate to others.	Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.

TABLE 2.5 *continued*

distinct from and connected to themselves. (Fogel 2001, 347)

feelings. Children also demonstrate expectations of others' behaviors, responses, and characteristics on the basis of previous experiences with them.

or more groups by referring to categories. (24–36 mos.; Fogel 2001, 415; 18–30 mos.)

<p>Sub-domain: Sense of Identity and Belonging Goal IT-SE 11. Child understands some characteristics of self and others.</p>		
Birth to 9 Months	8 to 18 Months	16 to 36 Months
Listens and responds by quieting, smiling, or cooing when name is said to child or when it is used in conversation with a familiar adult.	Responds by looking or coming when called by name. Pays attention when others notice what the child is able to do.	Identifies obvious physical similarities and differences between self and others. Compares characteristics of self and others.
<p>Sub-domain: Sense of Identity and Belonging Goal IT-SE 13. Child develops a sense of belonging through relationships with others.</p>		
Birth to 9 Months	8 to 18 Months	16 to 36 Months
Shows awareness of familiar routines by behaviors, such as opening mouth for feeding or lifting arms to be picked up.	Anticipates familiar routines or activities, such as getting shoes when it is time to go outside or watching for a parent when it is time to go home.	Refers to personal or family experiences and events that have happened in the recent past, such as when a grandparent came to visit or when there was a family celebration.

Foundation: Recognition of Ability The developing understanding that the child can take action to influence the environment			Sub-domain: Sense of Identity and Belonging Goal IT-SE 12. Child shows confidence in own abilities through relationships with others.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children understand that they are able to make things happen.	At around 18 months of age, children experiment with different ways of making things happen, persist in trying to do things even when faced with difficulty, and show a sense of satisfaction with what they can do. (McCarty, Clifton, and Collard 1999)	At around 36 months of age, children show an understanding of their own abilities and may refer to those abilities when describing themselves.	Participates in back-and-forth social interactions through facial expressions, sounds, gestures, and responding to the actions of others.	Expresses desires and preferences. Seeks to draw adult's attention to objects of interest or new physical skills and attends to adult's responses.	Contributes own ideas, skills, and abilities to activities and experiences with adults and other children. May call attention to new skills and abilities or seek to do things by self, such as putting on own jacket or pouring juice out of a small pitcher.
Foundation: Expression of Emotion The developing ability to express a variety of feelings through facial expressions, movements, gestures, sounds, or words			Sub-domain: Emotional Functioning Goal IT-SE 6. Child learns to express a range of emotions.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children express a variety of primary emotions such as contentment, distress, joy, sadness, interest, surprise, disgust, anger, and fear. (Lamb, Bornstein, and Teti 2002, 341)	At around 18 months of age, children express emotions in a clear and intentional way, and begin to express some complex emotions, such as pride.	At around 36 months of age, children express complex, self-conscious emotions such as pride, embarrassment, shame, and guilt. Children demonstrate awareness of their	Expresses feelings of comfort, discomfort, enjoyment, fear, surprise, anger, or unhappiness by crying, smiling, laughing, or through facial expressions, body movements, or gestures, often to	Expresses a variety of emotions and modifies their expression according to the reactions of familiar adults, based on the child's cultural background.	Expresses a range of emotions, including surprise, guilt, embarrassment, or pride, based on increasing awareness of their effects on others.

TABLE 2.5 *continued*

		feelings by using words to describe feelings to others or acting them out in pretend play. (Lewis and others 1989; Lewis 2000b; Lagattuta and Thompson 2007)	elicit a response from a familiar adult.		
Foundation: Empathy The developing ability to share in the emotional experiences of others			Sub-domain: Emotional Functioning Goal IT-SE 8. Child expresses care and concern towards others.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children demonstrate awareness of others' feelings by reacting to their emotional expressions.	At around 18 months of age, children change their behavior in response to the feelings of others even though their actions may not always make the other person feel better. Children show an increased understanding of the reason for another's distress and may become distressed by the other's distress. (14 mos.; Zahn-Waxler, Robinson, and Emde 1992; Thompson 1987; 24 mos.; Zahn-	At around 36 months of age, children understand that other people have feelings that are different from their own and can sometimes respond to another's distress in a way that might make that person feel better. (24–36 mos.; Hoffman 1982; 18 mos.; Thompson 1987, 135)	May cry when another child cries.	Looks sad or concerned when another child is crying or upset. May seek adult's help or offer something, such as a blanket, food, or a soft toy.	Expresses empathy toward other children or adults who have been hurt or are crying by showing concerned attention. May try to comfort them with words or actions.

Waxler and
Radke-Yarrow
1982, 1990)

Foundation: Emotion Regulation

The developing ability to manage emotional responses, with assistance from others and independently

Sub-domain: Emotional and Behavioral Self-Regulation

Goal IT-ATL 1. Child manages feelings and emotions with support of familiar adults.

8 months

18 months

36 months

Birth to 9 Months

8 to 18 Months

16 to 36 Months

At around eight months of age, children use simple behaviors to comfort themselves and begin to communicate the need for help to alleviate discomfort or distress.

At around 18 months of age, children demonstrate a variety of responses to comfort themselves and actively avoid or ignore situations that cause discomfort. Children can also communicate needs and wants through the use of a few words and gestures. (National Research Council and Institute of Medicine 2000, 112; 15–18 mos.; American Academy of Pediatrics 2004, 270; Coplan 1993, 1)

At around 36 months of age, children anticipate the need for comfort and try to prepare themselves for changes in routine. Children have many self-comforting behaviors to choose from, depending on the situation, and can communicate specific needs and wants. (Kopp 1989; CDE 2005)

Engages with familiar adults for calming and comfort, to focus attention, and to share joy.

Seeks to be close, makes contact, or looks to familiar adults for help with strong emotions.

Uses various strategies to help manage strong emotions, such as removing oneself from the situation, covering eyes or ears, or seeking support from a familiar adult.

TABLE 2.5 *continued*

<p>Foundation: Impulse Control The developing capacity to wait for needs to be met, to inhibit potentially hurtful behavior, and to act according to social expectations, including safety rules</p>			<p>Sub-domain: Emotional and Behavioral Self-Regulation Goal IT-ATL 2. Child manages actions and behavior with support of familiar adults.</p>		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children act on impulses. (Birth–9 mos.; Bronson 2000b, 64)	At around 18 months of age, children respond positively to choices and limits set by an adult to help control their behavior. (18 mos.; Meisels and others 2003, 34; Kaler and Kopp 1990)	At around 36 months of age, children may sometimes exercise voluntary control over actions and emotional expressions. (Bronson 2000b, 67)	Responds to attentive caregiving by quieting or calming down, such as when being fed or being comforted during moments of physical distress.	Looks to familiar adults for assistance and guidance with actions and behavior. May try to calm self by sucking on fingers or thumb when overly excited or distressed.	Begins to manage and adjust actions and behavior with the guidance of familiar adults using words or signs such as "Stop" or "No" during conflict with a peer instead of hitting. Lets the adult know when they are hungry or tired.
<p>Foundation: Social Understanding The developing understanding of the responses, communication, emotional expressions, and actions of other people</p>			<p>Sub-domain: Relationships with Adults Goal IT-SE 1. Child develops expectations of consistent, positive interactions through secure relationships with familiar adults.</p>		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children have learned what to expect from familiar people, understand what to do to get another's attention, engage	At around 18 months of age, children know how to get the infant care teacher to respond in a specific way through gestures, vocalizations, and shared attention;	At around 36 months of age, children can talk about their own wants and feelings and those of other people, describe familiar routines, participate in coordinated	Interacts in predictable ways with familiar adults. Responds positively to familiar adults' efforts to help with stressful moments.	Looks to familiar adults for emotional support and encouragement. Reacts or may become distressed when separated from familiar adults.	Engages in positive interactions in a wide variety of situations with familiar adults. Looks to or seeks familiar adults for comfort when distressed or tired.

in back-and-forth interactions with others, and imitate the simple actions or facial expressions of others.

use another's emotional expressions to guide their own responses to unfamiliar events; and learn more complex behavior through imitation. Children also engage in more complex social interactions and have developed expectations for a greater number of familiar people.

episodes of pretend play with peers, and interact with adults in more complex ways.

<p>Sub-domain: Relationships with Other Children Goal IT-SE 4. Child shows interest in, interacts with, and develops personal relationships with other children.</p>		
Birth to 9 Months	8 to 18 Months	16 to 36 Months
Looks at attentively, touches or explores another child's face. Shows recognition of familiar children through actions or behaviors, such as smiling, reaching, touching, or making sounds directed to the child.	Participates in simple back-and-forth interactions with another child. Interacts with a few children on a regular basis, knows some of their names, likes or dislikes.	Seeks out other children for social interaction, including initiating contact and responding to others. Develops friendships and engages in more elaborate play with friends.
<p>Sub-domain: Emotional Functioning Goal IT-SE 7. Child recognizes and interprets emotions of others with the support of familiar adults.</p>		
Birth to 9 Months	8 to 18 Months	16 to 36 Months
Attends with interest when others show they are happy, sad, or fearful by their facial expressions, voices, or actions.	Responds to others' emotional expressions, often by sharing an emotional reaction, such as smiling when an adult smiles or showing excitement when other children are excited.	Shows understanding of some emotional expressions of others by labeling the emotions, asking questions about them, or responding in appropriate non-verbal ways.

TABLE 2.5 *continued*

		<p>Sub-domain: Sense of Identity and Belonging Goal IT-SE 10. Child shows awareness about self and how to connect with others.</p>		
		<p>Birth to 9 Months</p>	<p>8 to 18 Months</p>	<p>16 to 36 Months</p>
		<p>Learns about self by exploring hands, feet, body, and movement.</p>	<p>Experiments with use of hands and body, discovering new capacities, and how movement and gestures can be used to relate to others.</p>	<p>Shows awareness of own thoughts, feelings, and preferences as well as those of others. Uses different words or signs to refer to self and others.</p>

TABLE 2.6

Detailed View of the Alignment Between the Language Development Domain of the California Infant/Toddler Learning and Development Foundations and the Head Start Early Learning Outcomes Framework

California Infant/Toddler Learning and Development Foundations			Head Start Early Learning Outcomes Framework		
Domain: Language Development			Domain: Language and Communication		
Foundation: Receptive Language The developing ability to understand words and increasingly complex utterances			Sub-domain: Attending and Understanding Goal IT-LC 1. Child attends to, understands, and responds to communication and language from others.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children show understanding of a small number of familiar words and react to the infant care teacher’s overall tone of voice.	At around 18 months of age, children show understanding of one-step requests that have to do with the current situation.	At around 36 months of age, children demonstrate understanding of the meaning of others’ comments, questions, requests, or stories. (By 36 mos.; American Academy of Pediatrics 2004, 307)	Attends to verbal and non-verbal communication by turning toward or looking at a person. Participates in reciprocal interactions by exchanging facial expressions and language sounds with familiar adults.	Shows understanding of the meaning of familiar caregivers' verbal and non-verbal communication and responds with facial expressions, gestures, words, or actions, such as looking at people or objects being referred to.	Shows recognition of words, phrases, and simple sentences. Participates in conversations in ways that show understanding by following comments or suggestions with actions or behavior.
			Sub-domain: Attending and Understanding Goal IT-LC 2. Child learns from communication and language experiences with others.		
			Birth to 9 Months	8 to 18 Months	16 to 36 Months

TABLE 2.6 *continued*

<p>Pays attention when familiar adults talk or sign about objects, people, or events during face-to-face interactions by changing focus, making eye contact, or looking at people or objects.</p>	<p>Participates in joint attention with an adult by looking back and forth between the adult and object. Points or gestures when an adult is pointing, naming, or signing about a familiar or new object and learns names and uses of objects.</p>	<p>Participates in increasingly complex and lengthy periods of joint attention with adults. Shows interest, understanding, or enjoyment when participating in language activities, such as demonstrating understanding of objects' functions and uses, or when joining in games, songs, rhymes, or stories.</p>
<p>Sub-domain: Vocabulary Goal IT-LC 7. Child understands an increasing number of words used in communication with others.</p>		
<p>Birth to 9 Months</p>	<p>8 to 18 Months</p>	<p>16 to 36 Months</p>
<p>Looks at familiar people, animals, or objects when they are named such as mama, puppy, or ball.</p>	<p>Looks or points at a person or object that has been named, follows simple directions, and responds appropriately to the meaning of words or signs.</p>	<p>Comprehends an increasing number of words or signs used in simple sentences during conversation and interaction with familiar adults and children.</p>

Foundation: Expressive Language The developing ability to produce the sounds of language and use vocabulary and increasingly complex utterances			Sub-domain: Communication and Speaking Goal IT-LC 5. Child uses increasingly complex language in conversation with others.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children experiment with sounds, practice making sounds, and use sounds or gestures to communicate needs, wants, or interests.	At around 18 months of age, children say a few words and use conventional gestures to tell others about their needs, wants, and interests. (By 15 to 18 mos.; American Academy of Pediatrics 2004, 270; Coplan 1993, 1; Hult and Howard 2006, 142)	At around 36 months of age, children communicate in a way that is understandable to most adults who speak the same language they do. Children combine words into simple sentences and demonstrate the ability to follow some grammatical rules of the home language. (By 36 mos.; American Academy of Pediatrics 2004, 307; 30–36 mos.; Parks 2004; 24–36 mos.; Lerner and Ciervo 2003; by 36 mos.; Hart and Risley 1999, 67)	Explores sounds common in many languages, such as "ma-ma" or "ba-ba."	Initiates and participates in conversations by babbling and using gestures, such as showing or giving, or by using words or signs. Communicates mainly about objects, actions, and events happening in the here and now.	Participates in conversations with others using spoken or sign language that includes simple sentences, questions, and responses. Sometimes describes experiences that have happened in the past or are about to happen. Children who are DLLs develop the ability to participate in conversations with increasing complexity in each of their languages.

TABLE 2.6 *continued*

			<p>Sub-domain: Vocabulary Goal IT-LC 8. Child uses an increasing number of words in communication and conversation with others.</p>		
			Birth to 9 Months	8 to 18 Months	16 to 36 Months
			May use signs or verbalizations for familiar people or objects.	Imitates new words or signs and uses some words or signs for naming or making simple one-word requests, such as saying or signing "milk" when asking for a drink.	Uses an increasing number of words in communication and conversation with others and adds new vocabulary words regularly. Children who are DLLs may have a combined vocabulary in both languages that is similar in number to other children's vocabulary in one language.
<p>Foundation: Communication Skills and Knowledge The developing ability to communicate nonverbally and verbally</p>			<p>Sub-domain: Communicating and Speaking Goal IT-LC 3. Child communicates needs and wants non-verbally and by using language.</p>		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children participate in back-and forth communication and games.	At around 18 months of age, children use conventional gestures and words to communicate	At around 36 months of age, children engage in back-and-forth conversations that contain a number of turns, with each	Learns how to use different means of communication to signal distress or discomfort, solicit help, and to communicate	Uses a variety of ways to communicate interests, needs and wants, such as saying or making a sign for	Combines words or signs from one or more languages into phrases and sentences to communicate needs, wants, or

meaning in short back-and-forth interactions and use the basic rules of conversational turn-taking when communicating. (Bloom, Rocissano, and Hood 1976)

turn building upon what was said in the previous turn. (Hart and Risley 1999, 122)

interests and needs to others.

"More" when eating.

ideas, such as "More milk," "I want juice," "Mas leche," or "Quiero juice."

Children who are dual language learners may combine their two languages or switch between them.

Sub-domain: Communicating and Speaking
Goal IT-LC 4. Child uses non-verbal communication and language to engage others in interaction.

Birth to 9 Months

8 to 18 Months

16 to 36 Months

Uses facial expressions, including smiling, or uses gestures or sounds, such as cooing or babbling, to engage familiar adults in social interaction.

Repeats actions or single words to initiate or maintain social interactions with other children or adults, such as clapping hands or calling a name to get someone's attention.

Uses words, signs, phrases, or simple sentences to initiate, continue, or extend conversations with others about feelings, experiences, or thoughts.

TABLE 2.6 *continued*

			<p>Sub-domain: Communicating and Speaking Goal IT-LC 6. Child initiates non-verbal communication and language to learn and gain information.</p>		
			Birth to 9 Months	8 to 18 Months	16 to 36 Months
			Takes turns in non-verbal conversations by using facial expressions, sounds, gestures, or signs to initiate or respond to communication.	Asks simple questions using gestures, such as pointing, signs or words, with variations in pitch and intonation.	Seeks information and meaning of words by asking questions in words or signs, such as "What's that?" or "Who's that?" or "Why?"
<p>Foundation: Interest in Print The developing interest in engaging with print in books and in the environment</p>			<p>Sub-domain: Emergent Literacy Goal IT-LC 9. Child attends to, repeats, and uses some rhymes, phrases, or refrains from stories or songs.</p>		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children explore books and show interest in adult-initiated literacy activities, such as looking at photos and exploring books together with an adult. (Scaled score of 10 for 7:16–8:15 mos.; Bayley 2006, 57; infants; National Research Council 1999, 28)	At around 18 months of age, children listen to the adult and participate while being read to by pointing, turning pages, or making one- or two-word comments. Children actively notice print in the environment.	At around 36 months of age, children show appreciation for books and initiate literacy activities: listening, asking questions, or making comments while being read to; looking at books on their own; or making scribble marks on paper and pretending to read what is written.	Listens and attends to culturally and linguistically familiar words or signs in rhymes or songs.	Says a few words of culturally and linguistically familiar rhymes and repetitive refrains in stories or songs.	Says or repeats culturally and linguistically familiar rhymes, phrases, or refrains from songs or stories.

(Schickedanz and Casbergue 2004, 11)

<p>Sub-domain: Emergent Literacy Goal IT-LC 10. Child handles books and relates them to their stories or information</p>		
Birth to 9 Months	8 to 18 Months	16 to 36 Months
Explores a book by touching it, patting it, or putting it in mouth.	Holds books, turns pages, looks at the pictures, and uses sounds, signs, or words to identify actions or objects in a book.	Pretends to read books by turning pages and talking about or using signs to describe what is happening in the book.
<p>Sub-domain: Emergent Literacy Goal IT-LC 11. Child recognizes pictures and some symbols, signs, or words.</p>		
Birth to 9 Months	8 to 18 Months	16 to 36 Months
Looks at pictures of familiar people, animals, or objects while an adult points at and/or names the person, animal, or object.	Points at, signs, or says name of, or talks about animals, people, or objects in photos, pictures, or drawings.	Recognizes and uses some letters or numbers, such as letters in one's name, and shows increasing interest in written forms of language, such as print in books or signs on buildings. Children who are DLLs recognize and use written forms of each of their languages.

TABLE 2.6 *continued*

		<p>Sub-domain: Emergent Literacy Goal IT-LC 12. Child comprehends meaning from pictures and stories.</p>		
		Birth to 9 Months	8 to 18 Months	16 to 36 Months
		Looks at picture books and listens to an adult talk about pictures in a book.	Points at pictures in a book, making sounds or saying words and interacting with an adult reading a book.	Talks about books, acts out events from stories, and uses some vocabulary encountered during book reading.
		<p>Sub-domain: Emergent Literacy Goal IT-LC 13. Child makes marks and uses them to represent objects or actions.</p>		
		Birth to 9 Months	8 to 18 Months	16 to 36 Months
		Emerging	Makes marks on a paper with a large crayon or marker to explore writing materials.	Makes scribbles on paper to represent an object or action even though an adult might not recognize what it is.

TABLE 2.7**Detailed View of the Alignment Between the Cognitive Development Domain of the California Infant/Toddler Learning and Development Foundations and the Head Start Early Learning Outcomes Framework**

California Infant/Toddler Learning and Development Foundations			Head Start Early Learning Outcomes Framework		
Domain: Cognitive Development			Domain: Cognition Other Corresponding Domains: Approaches to Learning Perceptual, Motor, and Physical Development		
Foundation: Cause-and-Effect The developing understanding that one event brings about another			Sub-domain: Exploration and Discovery Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children perform simple actions to make things happen, notice the relationships between events, and notice the effects of others on the immediate environment.	At around 18 months of age, children combine simple actions to cause things to happen or change the way they interact with objects and people in order to see how it changes the outcome.	At around 36 months of age, children demonstrate an understanding of cause and effect by making predictions about what could happen and reflect upon what caused something to happen. (California Department of Education [CDE] 2005)	Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking, or dropping.	Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.	Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.

TABLE 2.7 *continued*

			<p>Sub-domain: Exploration and Discovery Goal IT-C 2. Child uses understanding of causal relationships to act on social and physical environments.</p>		
			Birth to 9 Months	8 to 18 Months	16 to 36 Months
			Repeats an action to make things happen or to get an adult to repeat an action, such as dropping a toy from the high chair repeatedly and waiting for an adult to pick it up.	Engages in purposeful actions to cause things to happen, such as making splashes in a puddle or rolling a ball to knock over a tower.	Identifies the cause of an observed outcome, such as the tower fell over because it was built too high. Predicts outcomes of actions or events, such as turning the faucet will make water come out.
<p>Foundation: Spatial Relationships The developing understanding of how things move and fit in space</p>			<p>Sub-domain: Emergent Mathematical Thinking Goal IT-C 9. Child uses spatial awareness to understand objects and their movement in space.</p>		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children move their bodies, explore the size and shape of objects, and observe people and objects as they move through space.	At around 18 months of age, children use trial and error to discover how things move and fit in space. (12–18 mos.; Parks 2004, 81)	At around 36 months of age, children can predict how things will fit and move in space without having to try out every possible solution, and show understanding of words used to describe size and locations in space.	Explores or examines objects and watches objects when they move.	Explores how things fit together, how they fit with other things, and how they move through space, such as a ball thrown under a table.	Predicts or anticipates how things move through space, or fit together or inside other things, such as putting smaller objects into a small box and larger objects into a large box.

			<p>Sub-domain: Gross Motor Goal IT-PMP 5. Child uses sensory information and body awareness to understand how their body relates to the environment.</p>		
			Birth to 9 Months	8 to 18 Months	16 to 36 Months
			<p>Responds to sounds and sights in the environment by orienting head or body to understand the information in the event. For example, a young infant will turn towards an adult and re-position their body to be picked up.</p>	<p>Shows awareness as an accomplished crawler or walker of new challenges or dangers in the environment, such as steep inclines or drop-offs.</p>	<p>Shows understanding of what size openings are needed for their body to move through. Learns about body size, such as doll clothes won't fit on a child's body or a child's body won't fit on dollhouse furniture.</p>
<p>Foundation: Problem Solving The developing ability to engage in a purposeful effort to reach a goal or figure out how something works</p>			<p>Sub-domain: Exploration and Discovery Goal IT-C 1. Child actively explores people and objects to understand self, others, and objects.</p>		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
<p>At around eight months of age, children use simple actions to try to solve problems involving objects, their bodies, or other people.</p>	<p>At around 18 months of age, children use a number of ways to solve problems: physically trying out possible solutions before finding one that works; using objects as tools; watching someone else</p>	<p>At around 36 months of age, children solve some problems without having to physically try out every possible solution and may ask for help when needed. (By 36 mos.; American Academy of Pediatrics 2004, 308)</p>	<p>Uses the senses and a variety of actions to examine people and objects, such as mouthing, touching, shaking, or dropping.</p>	<p>Acts intentionally to achieve a goal or when manipulating an object, such as trying to get an adult to do something or trying different ways to reach a toy under a table.</p>	<p>Observes and experiments with how things work, seeks information from others, or experiments with different behaviors to see how people and objects react.</p>

TABLE 2.7 *continued*

solve the problem and then applying the same solution; or gesturing or vocalizing to someone else for help.

<p>Sub-domain: Reasoning and Problem-Solving Goal IT-C 6. Child learns to use a variety of strategies in solving problems.</p>		
Birth to 9 Months	8 to 18 Months	16 to 36 Months
Engages in simple repeated actions to reach a goal, such as trying to get whole hand and then fingers or thumb in mouth.	Explores how to make something happen again or how something works by doing actions over and over again, such as repeatedly filling a container and emptying it out.	Engages in activities for longer periods of time and tries several times to solve more challenging problems, often using a combination of actions or behaviors.
<p>Sub-domain: Reasoning and Problem-Solving Goal IT-C 7. Child uses reasoning and planning ahead to solve problems.</p>		
Birth to 9 Months	8 to 18 Months	16 to 36 Months
Uses own actions or movements to solve simple problems, such as rolling to the side to reach an object or kicking to make something move.	Tries different solutions to everyday problems until discovering one that works. May try the same strategy multiple times even if it is not working.	Uses problem-solving and experimenting to figure out solutions to everyday problems, including in social situations, such as when two children who both want to fit into a small car agree to take turns.

Foundation: Imitation The developing ability to mirror, repeat, and practice the actions of others, either immediately or later			Sub-domain: Imitation and Symbolic Representation and Play Goal IT-C 11. Child observes and imitates sounds, words, gestures, actions, and behaviors.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children imitate simple actions and expressions of others during interactions.	At around 18 months of age, children imitate others' actions that have more than one step and imitate simple actions that they have observed others doing at an earlier time. (Parks 2004; 28)	At around 36 months of age, children reenact multiple steps of others' actions that they have observed at an earlier time. (30–36 mos.; Parks 2004, 29)	Engages in reciprocal imitation games, such as patting on a table or handing an object back and forth.	Imitates what other people did earlier, such as wiping up a spill or closing a door.	Imitates more complex actions, words, or signs at a later time in order to communicate, make, or do something.
Foundation: Memory The developing ability to store and later retrieve information about past experiences			Sub-domain: Memory Goal IT-C 3. Child recognizes differences between familiar and unfamiliar people, objects, actions, or events.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children recognize familiar people, objects, and routines in the environment and show awareness that familiar people still exist even when they are no longer physically present.	At around 18 months of age, children remember typical actions of people, the location of objects, and steps of routines.	At around 36 months of age, children anticipate the series of steps in familiar activities, events, or routines; remember characteristics of the environment or people in it; and may briefly describe recent past events or act them out. (24–36 mos.; Seigel 1999, 33)	Recognizes familiar people by their faces or voices. Learns to distinguish between familiar and unfamiliar people.	Remembers actions of familiar adults, the usual location of familiar objects, and parts of familiar routines. Notices and responds to new people, objects, or materials in the environment.	Anticipates and communicates about multiple steps of familiar routines, activities, or events. Expresses surprise or asks about unexpected outcomes or unusual people, actions, or events.

TABLE 2.7 *continued*

			<p>Sub-domain: Memory Goal IT-C 4. Child recognizes the stability of people and objects in the environment.</p>		
			Birth to 9 Months	8 to 18 Months	16 to 36 Months
			Shows awareness that people and objects still exist when they are out of sight or sound range. May turn head or crawl towards a parent or other familiar adult who leaves the room.	Searches for hidden or missing people or objects in the place they were last seen or found. May wait and watch at a door or window for the return of a family member.	Uses a variety of search strategies to find hidden or missing people or objects, including looking in multiple locations for things that have been missing for some time.
			<p>Sub-domain: Memory Goal IT-C 5. Child uses memories as a foundation for more complex actions and thoughts.</p>		
			Birth to 9 Months	8 to 18 Months	16 to 36 Months
			Shows excitement with a toy or other object that was played with days earlier. Anticipates familiar actions or routines, such as getting picked up or being fed.	Remembers how to use objects or materials from previous experience. Anticipates routines or events by taking action, such as going to the table when it is time to eat.	Tells others about memories and past experiences. Remembers how to do a series of actions that were observed at an earlier time.

Foundation: Number Sense The developing understanding of number and quantity			Sub-domain: Emergent Mathematical Thinking Goal IT-C 8. Child develops sense of number and quantity.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children usually focus on one object or person at a time, yet they may at times hold two objects, one in each hand.	At around 18 months of age, children demonstrate understanding that there are different amounts of things.	At around 36 months of age, children show some understanding that numbers represent how many and demonstrate understanding of words that identify how much. (By 36 mos.; American Academy of Pediatrics 2004, 308)	Attends to quantity in play with objects, such as reaching or looking for more than one object.	Uses a few basic words to refer to change in the amount of objects, such as asking for "more" or saying "all gone" when a plate is empty.	Uses language to refer to quantity, such as using some number words or signs to identify small amounts, or using other words referring to quantity, such as a little, too much, or a lot.
Foundation: Classification The developing ability to group, sort, categorize, connect, and have expectations of objects and people according to their attributes			Sub-domain: Emergent Mathematical Thinking Goal IT-C 10. Child uses matching and sorting of objects or people to understand similar and different characteristics.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children distinguish between familiar and unfamiliar people, places, and objects, and explore the differences between them. (Barrera and Mauer 1981)	At around 18 months of age, children show awareness when objects are in some way connected to each other, match two objects that are the same, and separate a pile of	At around 36 months of age, children group objects into multiple piles based on one attribute at a time, put things that are similar but not identical into one group, and	Explores or examines differences between familiar or unfamiliar people or between different types of objects, such as by mouthing or shaking a toy.	Matches objects by similar or related characteristics, such as matching shapes with openings in a shape-sorting box or by putting a toy bottle with a baby doll.	Sorts objects into two groups based on a single characteristic, such as grouping toy animals separately from toy cars, or putting red socks and white socks in different piles.

TABLE 2.7 *continued*

	objects into two groups based on one attribute. (Mandler and McDonough 1998)	may label each grouping, even though sometimes these labels are overgeneralized. (36 mos.; Mandler and McDonough 1993)			
Foundation: Symbolic Play The developing ability to use actions, objects, or ideas to represent other actions, objects, or ideas			Sub-domain: Creativity Goal IT-ATL 9. Child shows imagination in play and interactions with others.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children become familiar with objects and actions through active exploration. Children also build knowledge of people, action, objects, and ideas through observation. (Fenson and others 1976; Rogoff and others 2003)	At around 18 months of age, children use one object to represent another object and engage in one or two simple actions of pretend play.	At around 36 months of age, children engage in make-believe play involving several sequenced steps, assigned roles, and an overall plan and sometimes pretend by imagining an object without needing the concrete object present. (30–36 mos.; Parks 2004, 29)	Emerging	Uses sounds, gestures, signs, or words playfully through songs, finger plays, or games.	Uses imagination to explore possible uses of objects and materials. Engages in pretend or make-believe play with other children.
			Sub-domain: Imitation and Symbolic Representation and Play Goal IT-C 12. Child uses objects or symbols to represent something else.		
			Birth to 9 Months	8 to 18 Months	16 to 36 Months
			Emerging	Uses toy objects in ways similar to the real objects they represent, such as talking on a toy phone.	Uses objects as symbols to represent other objects during pretend play, such as using blocks for toy cars or trucks.

			<p>Sub-domain: Imitation and Symbolic Representation and Play Goal IT-C 13. Child uses pretend play to increase understanding of culture, environment, and experiences.</p>		
			Birth to 9 Months	8 to 18 Months	16 to 36 Months
			<i>Emerging</i>	Imitates everyday actions of others, such as pretending to feed a doll or stuffed toy.	Acts out routines, stories, or social roles using toys and other materials as props, such as setting toy dishes and cups on a table or pretending to shop for groceries.
<p>Foundation: Attention Maintenance The developing ability to attend to people and things while interacting with others and exploring the environment and play materials</p>			<p>Sub-domain: Cognitive Self-Regulation (Executive Functioning) Goal IT-ATL 3. Child maintains focus and sustains attention with support.</p>		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children pay attention to different things and people in the environment in specific, distinct ways. (Bronson 2000, 64)	At around 18 months of age, children rely on order and predictability in the environment to help organize their thoughts and focus attention. (Bronson 2000, 191)	At around 36 months of age, children sometimes demonstrate the ability to pay attention to more than one thing at a time.	Develops some ability to filter out distracting sensory stimuli in order to focus on and attend to important people or objects in the environment with support.	Shows increasing ability to attend to people, objects, and activities in order to extend or complete an activity, or to join others in a common focus.	Participates in activities and experiences with people, objects, or materials that require attention and common focus.

TABLE 2.7 continued

Foundation: Understanding of Personal Care Routines The developing ability to understand and participate in personal care routines			Sub-domain: Health, Safety, and Nutrition Goal IT-PMP 9. Child demonstrates healthy behaviors with increasing independence as part of everyday routines.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children are responsive during the steps of personal care routines. (CDE 2005)	At around 18 months of age, children show awareness of familiar personal care routines and participate in the steps of these routines. (CDE 2005)	At around 36 months of age, children initiate and follow through with some personal care routines. (CDE 2005)	<i>Emerging</i>	Anticipates and cooperates in daily routines, such as washing hands, blowing nose, or holding a toothbrush with assistance from adults.	Participates in healthy care routines with more independence, such as washing hands, blowing nose, brushing teeth, or drinking from a cup.

TABLE 2.8**Detailed View of the Alignment Between the Perceptual and Motor Development Domain of the California Infant/Toddler Learning and Development Foundations and the Head Start Early Learning Outcomes Framework**

California Infant/Toddler Learning and Development Foundations			Head Start Early Learning Outcomes Framework		
Domain: Perceptual and Motor Development			Domain: Perceptual, Motor, and Physical Development		
Foundation: Perceptual Development The developing ability to become aware of the social and physical environment through the senses			Sub-domain: Perception Goal IT-PMP 1. Child uses perceptual information to understand objects, experiences, and interactions.		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children use the senses to explore objects and people in the environment. (6–9 mos.; Ruff and Kohler 1978)	At around 18 months of age, children use the information received from the senses to change the way they interact with the environment.	At around 36 months of age, children can quickly and easily combine the information received from the senses to inform the way they interact with the environment.	Uses perceptual information to organize basic understanding of objects when given opportunities to observe, handle, and use objects, including recognizing differences in texture and how things feel.	Uses perceptual information about properties of objects in matching and associating them with each other through play and interaction with an adult, such as using a play bottle to feed a baby doll.	Observes others making things happen to understand the cause and effect relationship of intention and action, such as seeing an adult prepare to go outside and then going to get their own jacket.

TABLE 2.8 *continued*

			<p>Sub-domain: Perception Goal IT-PMP 2. Child uses perceptual information in directing own actions, experiences, and interactions.</p>		
			Birth to 9 Months	8 to 18 Months	16 to 36 Months
			Adjusts balance and movement with the changing size and proportion of own body in response to opportunities in the environment.	Uses depth perception, scans for obstacles, and makes a plan on how to move based on that information while learning to crawl, walk, or move in another way.	Coordinates perceptual information and motor actions to participate in play and daily routines, such as singing songs with hand motions or practicing self-care skills.
<p>Foundation: Gross Motor The developing ability to move the large muscles</p>			<p>Sub-domain: Gross Motor Goal IT-PMP 3. Child demonstrates effective and efficient use of large muscles for movement and position.</p>		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children demonstrate the ability to maintain their posture in a sitting position and to shift between sitting and other positions.	Around 18 months of age, children move from one place to another by walking and running with basic control and coordination.	At around 36 months of age, children move with ease, coordinating movements and performing a variety of movements.	Explores new body positions and movements, such as rolling over, sitting, crawling, hitting, or kicking at objects to achieve goals.	Moves from crawling to cruising to walking, learning new muscle coordination for each new skill, and how to manage changing ground surfaces.	Gains control of a variety of postures and movements including stooping, going from sitting to standing, running, and jumping.

			<p>Sub-domain: Gross Motor Goal IT-PMP 4. Child demonstrates effective and efficient use of large muscles to explore the environment.</p>		
			Birth to 9 Months	8 to 18 Months	16 to 36 Months
			Uses each new posture (raising head, rolling onto back, sitting) to learn new ways to explore the environment. For example, sits up to be able to reach for or hold objects.	Uses body position, balance, and especially movement to explore and examine materials, activities, and spaces.	Uses a variety of increasingly complex movements, body positions, and postures to participate in active and quiet, indoor and outdoor play.
<p>Foundation: Fine Motor The developing ability to move the small muscles</p>			<p>Sub-domain: Fine Motor Goal IT-PMP 6. Child coordinates hand and eye movements to perform actions.</p>		
8 months	18 months	36 months	Birth to 9 Months	8 to 18 Months	16 to 36 Months
At around eight months of age, children easily reach for and grasp things and use eyes and hands to explore objects actively. (6 mos.; Alexander, Boehme, and Cupps 1993, 112)	At around 18 months of age, children are able to hold small objects in one hand and sometimes use both hands together to manipulate objects. (18 mos.; Meisels and others 2003, 40)	At around 36 months of age, children coordinate the fine movements of the fingers, wrists, and hands to skillfully manipulate a wide range of objects and materials in intricate ways. Children often use one hand to stabilize an object while manipulating it.	Coordinates hands and eyes when reaching for and holding stable or moving objects.	Uses hand-eye coordination for more complex actions, such as releasing objects into a container, or stacking cups, rings, or blocks, or picking up pieces of food one by one.	Uses hand-eye coordination when participating in routines, play, and activities, such as putting on a mitten, painting at an easel, putting pieces of a puzzle together, or folding paper.

TABLE 2.8 *continued*

<p>Sub-domain: Fine Motor Goal IT-PMP 7. Child uses hands for exploration, play, and daily routines.</p>			
	Birth to 9 Months	8 to 18 Months	16 to 36 Months
	<p>Uses single actions to explore shape, size, texture, or weight of objects, such as turning an object over or around, or dropping or pushing away an object.</p>	<p>Explores properties of objects and materials by using various hand actions, such as pulling at them, picking them up to examine them, pointing to learn their names, turning knobs on objects, or turning pages in a board book.</p>	<p>Plans ways to use hands for various activities, such as stacking, building, connecting, drawing, painting, and doing self-care skills or routines.</p>
<p>Sub-domain: Fine Motor Goal IT-PMP 8. Child adjusts reach and grasp to use tools.</p>			
	Birth to 9 Months	8 to 18 Months	16 to 36 Months
	<p>Uses increasingly refined grasps, matching the grasp to the task, such as using an index finger and thumb to pick up pieces of cereal or using the whole hand to bang objects together.</p>	<p>Extends reach by using simple tools, such as a pull string, stick, or rake to pull a distant object closer.</p>	<p>Adjusts grasp to use different tools for different purposes, such as a spoon, paintbrush, or marker.</p>

TABLE 2.9

Detailed View of the Alignment Between the Social-Emotional Development Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework

California Preschool Learning Foundations		Head Start Early Learning Outcomes Framework	
Domain: Social-Emotional Development		Domain: Social and Emotional Development Other Corresponding Domain: Approaches to Learning	
Strand: Self Substrand: 1.0 Self-Awareness		Sub-domain: Sense of Identity and Belonging	
Foundation 1.1		Goal P-SE 9. Child recognizes self as a unique individual having own abilities, characteristics, emotions, and interests.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Describe their physical characteristics, behavior, and abilities positively.	1.1 Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	Describes own physical characteristics and behaviors and indicates likes and dislikes when asked.	Describes a larger range of individual characteristics and interests and communicates how these are similar or different from those of other people.
		Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	
		36 to 48 Months	48 to 60 Months
		Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these	Enjoys accomplishing a greater number of tasks and sharing these accomplishments with

TABLE 2.9 *continued*

		accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.
Strand: Self			
Substrand: 2.0 Self-Regulation		Sub-domain: Emotional Functioning Sub-domain: Emotional and Behavioral Self-Regulation (Approaches to Learning) Sub-domain: Cognitive Self-Regulation (Approaches to Learning)	
Foundation 2.1		Goal P-SE 8 (and P-ATL 1). Child manages emotions with increasing independence.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	2.1 Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.

		Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.	
		36 to 48 Months	48 to 60 Months
		Manages own actions, words, and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.	Manages own actions, words, and behavior with occasional support from adults.
		Goal P-ATL 5. Child demonstrates an increasing ability to control impulses.	
		36 to 48 Months	48 to 60 Months
		Frequently engages in impulsive behaviors, but inhibits them when directly supported by an adult.	Sometimes controls impulses independently, while at other times needs support from an adult.
		Goal P-ATL 6. Child maintains focus and sustains attention with minimal adult support.	
		36 to 48 Months	48 to 60 Months
		With adult support, focuses attention on tasks and experiences for short periods of time, despite interruptions or distractions.	With increasing independence, focuses attention on tasks and experiences for longer periods of time, despite interruptions or distractions.

TABLE 2.9 *continued*

Strand: Self			
Substrand: 3.0 Social and Emotional Understanding		Sub-domain: Emotional Functioning	
Foundation 3.1		Goal P-SE 6. Child expresses a broad range of emotions and recognizes these emotions in self and others.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.1 Seek to understand people’s feelings and behavior, notice diversity in human characteristics, and are interested in how people are similar and different.	3.1 Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	Expresses a broad range of emotions across contexts, such as during play and in interactions with adults. Notices when strong emotions are exhibited by others and begins to use words to describe some of these emotions, such as happy, sad, or mad.	Expresses a broad range of emotions and begins to notice more subtle or complex emotions in self and others, such as embarrassed or worried. Uses words to describe own feelings when prompted, and may at times use these words without prompting, such as saying "Don't be mad" when engaged in play with other children.
Strand: Self			
Substrand: 4.0 Empathy and Caring		Sub-domain: Emotional Functioning	
Foundation 4.1		Goal P-SE 7. Child expresses care and concern toward others.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
4.1 Demonstrate concern for the needs of others and people in distress.	4.1 Respond to another’s distress and needs with sympathetic caring and are more likely to assist.	Often pays attention when others are distressed, but attention and response to this distress may be brief. May seek out adult support to help another child who is distressed.	Consistently pays attention when others are distressed and often responds with care, either by seeking out adult support or providing reassurance or support themselves.

Strand: Self			
Substrand: 5.0 Initiative in Learning		Sub-domain: Cognitive Self-Regulation Sub-domain: Initiative and Curiosity	
Foundation 5.1		Goal P-ATL 7. Child persists in tasks.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	5.1 Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	Persists on preferred tasks when presented with small challenges with or without adult support, such as continuing to try to build a tall tower with blocks, even when some pieces fall.	Frequently persists on preferred tasks. Sometimes persists on less preferred activities with or without adult support, such as working to clean up an activity area.
		Goal P-ATL 10. Child demonstrates initiative and independence.	
		36 to 48 Months	48 to 60 Months
		Regularly shows initiative, particularly in interactions with familiar adults. Works independently for brief periods of time without adult prompting.	Frequently shows initiative, particularly when engaged in preferred activities. Demonstrates a willingness and capability to work independently for increasing amounts of time.

TABLE 2.9 *continued*

Strand: Social Interaction			
Substrand: 1.0 Interactions with Familiar Adults		Sub-domain: Relationships with Adults	
Foundation 1.1		Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	1.1 Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.
Strand: Social Interaction			
Substrand: 2.0 Interactions with Peers		Sub-domain: Relationships with Other Children Sub-domain: Creativity (Approaches to Learning)	
Foundation 2.1		Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	2.1 More actively and intentionally cooperate with each other.	Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children

		<p>this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.</p>	<p>with and without prompting from adults. Likely to show at least some preference for playing with particular children.</p>
		<p>Goal P-SE 4. Child engages in cooperative play with other children.</p>	
		<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
		<p>Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.</p>	<p>Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.</p>
<p>Foundation 2.2</p>		<p>Goal P-SE 4. Child engages in cooperative play with other children.</p>	
<p>At around 48 months of age</p>	<p>At around 60 months of age</p>	<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
<p>2.2 Participate in simple sequences of pretend play.</p>	<p>2.2 Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.</p>	<p>Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.</p>	<p>Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.</p>

TABLE 2.9 *continued*

		Goal P-ATL 13. Child uses imagination in play and interactions with others.	
		36 to 48 Months	48 to 60 Months
		Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.
Foundation 2.3		Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	2.3 Negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression.	Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.
Strand: Social Interaction			
Substrand: 3.0 Group Participation		Sub-domain: Emotional and Behavioral Self-Regulation (Approaches to Learning)	
Foundation 3.1		Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	

At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	3.1 Participate positively and cooperatively as group members.	Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.
		Goal P-ATL 3. Child appropriately handles and takes care of classroom materials.	
		36 to 48 Months	48 to 60 Months
		Handles classroom materials, such as putting them where they belong, with adult support.	Usually handles, takes care of, and manages classroom materials, such as using them in appropriate ways and not throwing them from the sensory table onto the floor.
		Goal P-SE 4. Child engages in cooperative play with other children.	
		36 to 48 Months	48 to 60 Months
		Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these coordinated play periods get longer.

TABLE 2.9 *continued*

Strand: Social Interaction			
Substrand: 4.0 Cooperation and Responsibility		Sub-domain: Executive and Behavioral Self-Regulation (Approaches to Learning) Sub-domain: Relationships with Adults	
Foundation 4.1		Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	4.1 Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.	Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.	Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.
		Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	
		36 to 48 Months	48 to 60 Months
		Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying "No" to	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such

		requests, but these moments are typically resolved with support from adults.	as being given reminders to use a quiet voice or follow directions.
Strand: Relationships			
Substrand: 1.0 Attachment to Parents		Sub-domain: Relationships with Adults	
Foundation 1.1		Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Seek security and support from their primary family attachment figures.	1.1 Take greater initiative in seeking support from their primary family attachment figures.	Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.
Foundation 1.2		Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	1.2 Contribute to positive mutual cooperation with their primary family attachment figures.	Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults

TABLE 2.9 *continued*

		demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from adults.	is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.
Foundation 1.3		Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	1.3 After experience with out-of-home care, comfortably depart from their primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.	Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.

Strand: Relationships			
Substrand: 2.0 Close Relationships with Teachers and Caregivers		Sub-domain: Relationships with Adults	
Foundation 2.1		Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Seek security and support from their primary teachers and caregivers.	2.1 Take greater initiative in seeking the support of their primary teachers and caregivers.	Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.
Foundation 2.2		Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.	2.2 Contribute to positive mutual cooperation with primary teachers and caregivers.	Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from adults.	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.

TABLE 2.9 *continued*

Strand: Relationships			
Substrand: 3.0 Friendships		Sub-domain: Relationships with Other Children	
Foundation 3.1		Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.1 Choose to play with one or two peers whom they identify as friends.	3.1 Friendships are more reciprocal, exclusive, and enduring.	Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and in conversations, or may engage in these with prompting from adults.	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.

TABLE 2.10**Detailed View of the Alignment Between the Language and Literacy Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework**

California Preschool Learning Foundations		Head Start Early Learning Outcomes Framework	
Domain: Language and Literacy		Domain: Language and Communication Domain: Literacy	
Strand: Listening and Speaking			
Substrand: 1.0 Language Use and Conventions Children understand and use language to communicate with others effectively.	Substrand: 1.0 Language Use and Conventions Children extend their understanding and usage of language to communicate with others effectively.	Sub-domain: Attending and Understanding Sub-domain: Communicating and Speaking	
Foundation 1.1		Goal P-LC 1. Child attends to communication and language from others.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Use language to communicate with others in familiar social situations for a variety of basic purposes, including describing, requesting, commenting, acknowledging, greeting, and rejecting.	1.1 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.	Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.

TABLE 2.10 *continued*

		<p>Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.</p>	
		<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
		<p>Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.</p>	<p>Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.</p>
		<p>Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.</p>	
		<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
		<p>Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.</p>	<p>Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.</p>
Foundation 1.2		<p>Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p>	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
<p>1.2 Speak clearly enough to be understood by familiar adults and children.</p>	<p>1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.</p>	<p>Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses three-to five-word phrases/sentences when communicating. With some</p>	<p>Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as</p>

		prompting, can offer multiple (two or three) pieces of information on a single topic.	sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.
Foundation 1.3		Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.3 Use accepted language and style during communication with familiar adults and children.	1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	Engages in conversations with adults, other children, or within the group setting lasting two or three conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.
Foundation 1.4		Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.4 Use language to construct short narratives that are real or fictional.	1.4 Use language to construct extended narratives that are real or fictional.	Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses three-to five-word phrases/sentences when communicating. With some prompting, can offer multiple	Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly

TABLE 2.10 *continued*

		(two or three) pieces of information on a single topic.	more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.
Strand: Listening and Speaking			
Substrand: 2.0 Vocabulary Children develop age-appropriate vocabulary.	Substrand: 2.0 Vocabulary Children develop age-appropriate vocabulary.	Sub-domain: Vocabulary	
Foundation 2.1		Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	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.	Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.
Foundation 2.2		Goal P-LC 7. Child shows understanding of word categories and relationships among words.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.2 Understand and use accepted words for	2.2 Understand and use accepted words for	Typically uses known words in the correct context and,	Demonstrates an increasingly sophisticated understanding

categories of objects encountered and used frequently in everyday life.	categories of objects encountered in everyday life.	with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.
Foundation 2.3		Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.3 Understand and use simple words that describe the relations between objects.	2.3 Understand and use both simple and complex words that describe the relations between objects.	Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.
		Goal P-LC 7. Child shows understanding of word categories and relationships among words.	
		36 to 48 Months	48 to 60 Months
		Typically uses known words in the correct context and, with support, shows an emerging understanding of how words are related to broader categories, such as sorting things by color.	Demonstrates an increasingly sophisticated understanding of words and word categories with support, such as listing multiple examples of a familiar category or identifying a synonym or antonym.

TABLE 2.10 *continued*

Strand: Listening and Speaking			
Substrand: 3.0 Grammar Children develop age-appropriate grammar	Substrand: 3.0 Grammar Children develop age-appropriate grammar	Sub-domain: Communicating and Speaking	
Foundation 3.1		Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	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.	Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses three-to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.	Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.
Foundation 3.2		Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.2 Understand and typically use age-appropriate grammar, including accepted word forms,	3.2 Understand and typically use age-appropriate grammar, including accepted word forms,	Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and	Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some

<p>such as subject-verb agreement, progressive tense, regular past tense, regular plurals, pronouns, and possessives.</p>	<p>such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives.</p>	<p>grammatical errors. Typically uses three-to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.</p>	<p>pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p>
<p>Strand: Reading</p> <p>Substrand: 1.0 Concepts about Print Children begin to recognize print conventions and understand that print carries meaning.</p> <p>Substrand: 1.0 Concepts about Print Children recognize print conventions and understand that print carries specific meaning.</p>		<p>Sub-domain: Print and Alphabet Knowledge</p>	
<p>Foundation 1.1</p>		<p>Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).</p>	
<p>At around 48 months of age</p>	<p>At around 60 months of age</p>	<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
<p>1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.</p>	<p>1.1 Display appropriate book-handling behaviors and knowledge of print conventions.</p>	<p>Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."</p>	<p>Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.</p>

TABLE 2.10 *continued*

Foundation 1.2		Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.2 Recognize print as something that can be read.	1.2 Understand that print is something that is read and has specific meaning.	Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.
Strand: Reading		Sub-domain: Phonological Awareness	
	Substrand: 2.0 Phonological Awareness Children develop age-appropriate phonological awareness.		
Foundation 2.1		Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
Note: The foundations for phonological awareness are written only for older four-year-olds because much of the initial development of phonological awareness occurs between 48 months and 60 months of age.	2.1 Orally blend and delete words and syllables without the support of pictures or objects.	Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had

			a charm." Is able to count syllables and understand sounds in spoken words.
	Foundation 2.2	Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	
	At around 60 months of age	36 to 48 Months	48 to 60 Months
	2.2 Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with support of pictures or objects.	Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.
Strand: Reading			
Substrand: 3.0 Alphabets and Word/Print Recognition Children begin to recognize letters of the alphabet.	Substrand: 3.0 Alphabets and Word/Print Recognition Children extend their recognition of letters of the alphabet.	Sub-domain: Print and Alphabet Knowledge	
Foundation 3.1		Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.1 Recognize the first letter of own name.	3.1 Recognize own name or other common words in print.	Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the

TABLE 2.10 *continued*

			environment. Produces the sound of many recognized letters.
Foundation 3.2		Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.2 Match some letter names to their printed form.	3.2 Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.
Foundation 3.3		Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
	3.3 Begin to recognize that letters have sounds.	Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.	Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.

Strand: Reading		Sub-domain: Comprehension and Text Structure	
Substrand: 4.0 Comprehension and Analysis of Age-Appropriate Text Children demonstrate understanding of age-appropriate text read aloud.	Substrand: 4.0 Comprehension and Analysis of Age-Appropriate Text Children demonstrate understanding of age-appropriate text read aloud.		
Foundation 4.1		Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
4.1 Demonstrate knowledge of main characters or events in a familiar story (e.g., who, what, where) through answering questions (e.g., recall and simple inferencing), retelling, reenacting, or creating artwork.	4.1 Demonstrate knowledge of details in a familiar story, including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork.	With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	Retells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.
		Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	
		36 to 48 Months	48 to 60 Months
		Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.

TABLE 2.10 *continued*

Foundation 4.2		Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.	4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.	Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.	With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.
Strand: Reading Substrand: 5.0 Literacy Interest and Response Children demonstrate motivation for literacy activities.		Substrand: 5.0 Literacy Interest and Response Children demonstrate motivation for a broad range of literacy activities.	
Foundation 5.1		No relevant goals.	
At around 48 months of age	At around 60 months of age		
5.1 Demonstrate enjoyment of literacy and literacy-related activities.	5.1 Demonstrate, with increasing independence, enjoyment of literacy and literacy-related activities.		

Foundation 5.2		No relevant goals.	
At around 48 months of age	At around 60 months of age		
5.2 Engage in routines associated with literacy activities.	5.2 Engage in more complex routines associated with literacy activities.		
Strand: Writing Substrand: 1.0 Writing Strategies Children demonstrate emergent writing skills.		Sub-domain: Writing Substrand: 1.0 Writing Strategies Children demonstrate increasingly emergent writing skills.	
Foundation 1.1		Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Experiment with grasp and body position using a variety of drawing and writing tools.	1.1 Adjust grasp and body position for increased control in drawing and writing.	Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.

TABLE 2.10 *continued*

Foundation 1.2		Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.2 Write using scribbles that are different from pictures.	1.2 Write letters or letter-like shapes to represent words or ideas.	Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.
Foundation 1.3		Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.3 Write marks to represent own name.	1.3 Write first name nearly correctly.	Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.	Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.

TABLE 2.11**Detailed View of the Alignment Between the English-Language Development Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework**

California Preschool Learning Foundations			Head Start Early Learning Outcomes Framework	
Domain: English-Language Development			Domain: Language and Communication Domain: Literacy	
Strand: Listening Substrand: 1.0 Children listen with understanding. Focus: Beginning Words			Sub-domain: Attending and Understanding Sub-domain: Vocabulary	
Focus: Beginning Words Foundation 1.1			Goal P-LC 1. Child attends to communication and language from others.	
Beginning	Middle	Later	36 to 48 Months	48 to 60 Months
1.1 Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	1.1 Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.	1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity.	Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.
			Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	
			36 to 48 Months	48 to 60 Months
			Shows a rapid increase in acquisition of new vocabulary words that	Shows a steady increase in vocabulary through the acquisition of words with

TABLE 2.11 *continued*

			describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.
Strand: Listening				
Substrand: 1.0 Children listen with understanding.			Sub-domain: Attending and Understanding	
Focus: Requests and Directions				
Foundation 1.2			Goal P-LC 1. Child attends to communication and language from others.	
Beginning	Middle	Later	36 to 48 Months	48 to 60 Months
1.2 Begin to follow simple directions in English, especially when there are contextual cues.	1.2 Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.	1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.	Shows acknowledgment of comments or questions and is able to attend to conversations, either spoken or signed.	Shows acknowledgment of complex comments or questions. Is able to attend to longer, multi-turn conversations, either spoken or signed.

Strand: Listening				
Substrand: 1.0 Children listen with understanding. Focus: Basic and Advanced Concepts			Sub-domain: Attending and Understanding Sub-domain: Vocabulary	
Focus: Basic and Advanced Concepts Foundation 1.3			Goal P-LC 2. Child understands and responds to increasingly complex communication and language from others.	
Beginning	Middle	Later	36 to 48 Months	48 to 60 Months
1.3 Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	1.3 Begin to demonstrate an understanding of words in English related to basic concepts.	1.3 Demonstrate an understanding of words in English related to more advanced concepts.	Understands and responds (verbally and non-verbally) to increasingly longer sentences, simple questions, and simple stories.	Shows an understanding of complex statements, questions, and stories containing multiple phrases and ideas, and responds appropriately.
			Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	
			36 to 48 Months	48 to 60 Months
			Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.

TABLE 2.11 *continued*

Strand: Speaking Substrand: 1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Communication of Needs			Sub-domain: Communicating and Speaking	
Focus: Communication of Needs Foundation 1.1			Goal P-LC 3. Child varies the amount of information provided to meet the demands of the situation.	
Beginning	Middle	Later	36 to 48 Months	48 to 60 Months
1.1 Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.	1.1 Combine nonverbal and some verbal communication to be understood by others (may code-switch—that is, use the home language and English—and use telegraphic and/or formulaic speech).	1.1 Show increasing reliance on verbal communication in English to be understood by others.	Uses language, spoken or sign, for different purposes and is sometimes able to provide sufficient detail to get needs met from a variety of adults.	Uses language, spoken or sign, for a variety of purposes and can typically provide sufficient detail in order to get needs met from a variety of adults.
Strand: Speaking Substrand: 1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Vocabulary production			Sub-domain: Vocabulary	
Focus: Vocabulary production Foundation 1.2			Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	
Beginning	Middle	Later	36 to 48 Months	48 to 60 Months

<p>1.2 Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).</p>	<p>1.2 Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).</p>	<p>1.2 Use new English vocabulary to share knowledge of concepts.</p>	<p>Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.</p>	<p>Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.</p>
<p>Strand: Speaking</p> <p>Substrand: 1.0 Children use nonverbal and verbal strategies to communicate with others.</p> <p>Focus: Conversation</p>			<p>Sub-domain: Communicating and Speaking</p>	
<p>Focus: Conversation</p> <p>Foundation 1.3</p>			<p>Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.</p>	
<p>Beginning</p>	<p>Middle</p>	<p>Later</p>	<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
<p>1.3 Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>1.3 Begin to converse with others, using English vocabulary but may code-switch (i.e., use the home language and English).</p>	<p>1.3 Sustain a conversation in English about a variety of topics.</p>	<p>Engages in conversations with adults, other children, or within the group setting lasting two or three conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.</p>	<p>Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.</p>

TABLE 2.11 *continued*

			<p>Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p>	
			<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
			<p>Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.</p>	<p>Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p>
<p>Strand: Speaking</p> <p>Substrand: 1.0 Children use nonverbal and verbal strategies to communicate with others.</p> <p>Focus: Utterance length and complexity</p>			<p>Sub-domain: Communicating and Speaking</p>	
<p>Focus: Utterance length and complexity</p> <p>Foundation 1.4</p>			<p>Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p>	
Beginning	Middle	Later	<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
<p>1.4 Use a range of utterance lengths in the</p>	<p>1.4 Use two- and three-word utterances</p>	<p>1.4 Increase utterance length in English</p>	<p>Communicates clearly enough to be understood by familiar adults, but may</p>	<p>Communicates clearly enough to be understood by familiar and unfamiliar</p>

<p>home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>in English to communicate.</p>	<p>by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).</p>	<p>make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.</p>	<p>adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p>
<p>Strand: Speaking</p> <p>Substrand: 1.0 Children use nonverbal and verbal strategies to communicate with others.</p> <p>Focus: Grammar</p>			<p>Sub-domain: Communicating and Speaking</p>	
<p>Focus: Grammar</p> <p>Foundation 1.5</p>			<p>Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.</p>	
<p>Beginning</p>	<p>Middle</p>	<p>Later</p>	<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
<p>1.5 Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or</p>	<p>1.5 Begin to use some English grammatical markers (e.g., –ing or plural –s) and, at times, apply the rules of grammar of the home language to English.</p>	<p>1.5 Expand the use of different forms of grammar in English (e.g., plurals; simple past tense; use of subject, verb, and object), sometimes with errors.</p>	<p>Communicates clearly enough to be understood by familiar adults, but may make some pronunciation and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.</p>	<p>Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as “I need a pencil because this one broke.” Can offer multiple pieces of information on a topic with</p>

TABLE 2.11 *continued*

<p>others, with the assistance of an interpreter if necessary).</p>				<p>increasing independence and answer simple questions.</p>
<p>Strand: Speaking Substrand: 1.0 Children use nonverbal and verbal strategies to communicate with others. Focus: Inquiry</p>				
<p>Focus: Inquiry Foundation 1.6</p>				<p>No relevant goals.</p>
<p>Beginning</p>	<p>Middle</p>	<p>Later</p>		
<p>1.6 Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.</p>	<p>1.6 Begin to use “what” and “why” questions in English, sometimes with errors.</p>	<p>1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.</p>		

Strand: Speaking Substrand: 2.0 Children begin to understand and use social conventions in English. Focus: Social conventions			Sub-domain: Communicating and Speaking	
Focus: Social conventions Foundation 2.1			Goal P-LC 4. Child understands, follows, and uses appropriate social and conversational rules.	
Beginning	Middle	Later	36 to 48 Months	48 to 60 Months
2.1 Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).	2.1 Demonstrate a beginning understanding of English social conventions.	2.1 Appropriately use words and tone of voice associated with social conventions in English.	Engages in conversations with adults, other children, or within the group setting lasting two or three conversational turns, and, with support, will sometimes use appropriate tone and volume for different situations.	Maintains multi-turn conversations with adults or other children by being responsive to the conversational partner in a variety of ways, such as by asking a question. With increasing independence, varies tone and volume of expression to match the social situation.
Strand: Speaking Substrand: 3.0 Children use language to create oral narratives about their personal experiences. Focus: Narrative Development			Sub-domain: Communicating and Speaking	
Focus: Narrative Development Foundation 3.1			Goal P-LC 5. Child expresses self in increasingly long, detailed, and sophisticated ways.	
Beginning	Middle	Later	36 to 48 Months	48 to 60 Months
3.1 Create a narrative in the home language (as reported	3.1 Begin to use English to talk about personal experiences;	3.1 Produce simple narratives in English that are real or fictional.	Communicates clearly enough to be understood by familiar adults, but may make some pronunciation	Communicates clearly enough to be understood by familiar and unfamiliar adults, but may make

TABLE 2.11 *continued*

<p>by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>may complete a narrative in the home language while using some English (i.e., code-switching).</p>		<p>and grammatical errors. Typically uses three- to five-word phrases/sentences when communicating. With some prompting, can offer multiple (two or three) pieces of information on a single topic.</p>	<p>some pronunciation errors and some isolated grammatical errors. Uses longer sentences, as well as sentences that are slightly more complex, such as "I need a pencil because this one broke." Can offer multiple pieces of information on a topic with increasing independence and answer simple questions.</p>
<p>Strand: Reading</p> <p>Substrand: 1.0 Children demonstrate an appreciation and enjoyment of reading and literature.</p> <p>Focus: Participate in read-aloud activity</p>			<p>Sub-domain: Comprehension and Text Structure</p>	
<p>Focus: Participate in read-aloud activity</p> <p>Foundation 1.1</p>			<p>Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.</p>	
<p>Beginning</p>	<p>Middle</p>	<p>Later</p>	<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
<p>1.1 Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.</p>	<p>1.1 Begin to participate in reading activities, using books written in English when the language is predictable.</p>	<p>1.1 Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).</p>	<p>Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.</p>	<p>With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.</p>

Strand: Reading Substrand: 1.0 Children demonstrate an appreciation and enjoyment of reading and literature. Focus: Interest in books and reading				
Focus: Interest in books and reading Foundation 1.2			No relevant goals.	
Beginning	Middle	Later		
1.2 “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.	1.2 Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.	1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English.		
Strand: Reading Substrand: 2.0 Children show an increasing understanding of book reading. Focus: Personal connections to the story			Sub-domain: Comprehension and Text Structure	
Focus: Personal connections to the story Foundation 2.1			Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	
Beginning	Middle	Later	36 to 48 Months	48 to 60 Months
2.1 Begin to identify and relate to a story from their own life experiences	2.1 Describe their own experiences related to the topic of the story, using	2.1 Begin to engage in extended conversations in English about stories.	With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	Retells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing

TABLE 2.11 *continued*

<p>in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>			<p>telegraphic and/or formulaic speech in English.</p>				<p>terms, such as first ... and then.</p>		
						<p>Goal P-LIT 5. Child asks and answers questions about a book that was read aloud.</p>			
			<p>36 to 48 Months</p>		<p>48 to 60 Months</p>				
			<p>Can answer basic questions about likes or dislikes in a book or story. Asks and answers questions about main characters or events in a familiar story. With modeling and support, makes predictions about events that might happen next.</p>		<p>With support, provides basic answers to specific questions about details of a story, such as who, what, when, or where. With support, can answer inferential questions about stories, such as predictions or how/why something is happening in a particular moment.</p>				
<p>Strand: Reading</p> <p>Substrand: 2.0 Children show an increasing understanding of book reading.</p> <p>Focus: Story structure</p>						<p>Sub-domain: Comprehension and Text Structure</p>			
<p>Focus: Story structure</p> <p>Foundation 2.2</p>						<p>Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.</p>			
<p>Beginning</p>		<p>Middle</p>		<p>Later</p>		<p>36 to 48 Months</p>		<p>48 to 60 Months</p>	
<p>2.2 Retell a story in the home language when read or told a story in the home language (as reported</p>		<p>2.2 Retell a story using the home language and some English when read or told a story in English.</p>		<p>2.2 Retell in English the majority of a story read or told in English.</p>		<p>With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.</p>		<p>Retells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.</p>	

by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).					
Strand: Reading					
Substrand: 3.0 Children demonstrate an understanding of print conventions.			Sub-domain: Print and Alphabet Knowledge		
Focus: Book handling					
Focus: Book handling			Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).		
Foundation 3.1					
Beginning	Middle	Later	36 to 48 Months	48 to 60 Months	
3.1 Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).	3.1 Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.	3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when a book is read.	Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.	

TABLE 2.11 *continued*

Strand: Reading Substrand: 4.0 Children demonstrate awareness that print carries meaning. Focus: Environmental print			Sub-domain: Print and Alphabet Knowledge	
Focus: Environmental print Foundation 4.1			Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	
Beginning	Middle	Later	36 to 48 Months	48 to 60 Months
4.1 Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.	4.1 Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.	4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.	Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.
Strand: Reading Substrand: 5.0 Children demonstrate progress in their knowledge of the alphabet in English Focus: Letter awareness			Sub-domain: Print and Alphabet Knowledge	
Focus: Letter awareness Foundation 5.1			Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.	
Beginning	Middle	Later	36 to 48 Months	48 to 60 Months

<p>5.1 Interact with material representing the letters of the English alphabet.</p>	<p>5.1 Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).</p>	<p>5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.</p>	<p>Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.</p>	<p>Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.</p>
<p>Strand: Reading</p> <p>Substrand: 5.0 Children demonstrate progress in their knowledge of the alphabet in English</p> <p>Focus: Letter recognition</p>			<p>Sub-domain: Print and Alphabet Knowledge</p>	
<p>Focus: Letter recognition</p> <p>Foundation 5.2</p>			<p>Goal P-LIT 3. Child identifies letters of the alphabet and produces correct sounds associated with letters.</p>	
<p>Beginning</p>	<p>Middle</p>	<p>Later</p>	<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
<p>5.2 Begin to recognize the first letter in their own name or the character for their own name in the home language or English.</p>	<p>5.2 Identify some letters of the alphabet in English.</p>	<p>5.2 Identify ten or more letters of the alphabet in English.</p>	<p>Shows an awareness of alphabet letters, such as singing the ABC song, recognizing letters from one's name, or naming some letters that are encountered often.</p>	<p>Recognizes and names at least half of the letters in the alphabet, including letters in own name (first name and last name), as well as letters encountered often in the environment. Produces the sound of many recognized letters.</p>

TABLE 2.11 *continued*

Strand: Reading Substrand: 6.0 Children demonstrate phonological awareness. Focus: Rhyming			Sub-domain: Phonological Awareness	
Focus: Rhyming Foundation 6.1			Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	
Beginning	Middle	Later	36 to 48 Months	48 to 60 Months
6.1 Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	6.1 Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.	Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.	Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.
Strand: Reading Substrand: 6.0 Children demonstrate phonological awareness. Focus: Onset (initial sound)			Sub-domain: Phonological Awareness	
Focus: Onset (initial sound) Foundation 6.2			Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.	
Beginning	Middle	Later	36 to 48 Months	48 to 60 Months

<p>6.2 Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.</p>	<p>6.2 Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.</p>	<p>6.2 Recognize and produce words that have a similar onset (initial sound) in English.</p>	<p>Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.</p>	<p>Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.</p>
<p>Strand: Reading</p> <p>Substrand: 6.0 Children demonstrate phonological awareness. Focus: Sound differences in the home language and English</p>			<p>Sub-domain: Phonological Awareness</p>	
<p>Focus: Sound differences in the home language and English Foundation 6.3</p>			<p>Goal P-LIT 1. Child demonstrates awareness that spoken language is composed of smaller segments of sound.</p>	
<p>Beginning</p>	<p>Middle</p>	<p>Later</p>	<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
<p>6.3 Attend to and manipulate different sounds or tones in words in the language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).</p>	<p>6.3 Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.</p>	<p>6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</p>	<p>Shows rote imitation and enjoyment of rhyme and alliteration. With support, distinguishes when two words rhyme and when two words begin with the same sound.</p>	<p>Demonstrates rhyme recognition, such as identifying which words rhyme from a group of three: hat, cat, log. Recognizes phonemic changes in words, such as noticing the problem with "Old McDonald had a charm." Is able to count syllables and understand sounds in spoken words.</p>

TABLE 2.11 *continued*

Strand: Writing Substrand: 1.0 Children use writing to communicate their ideas. Focus: Writing as communication			Sub-domain: Print and Alphabet Knowledge	
Focus: Writing as communication Foundation 1.1			Goal P-LIT 2. Child demonstrates an understanding of how print is used (functions of print) and the rules that govern how print works (conventions of print).	
Beginning	Middle	Later	36 to 48 Months	48 to 60 Months
1.1 Begin to understand that writing can be used to communicate.	1.1 Begin to understand that what is said in the home language or in English can be written down and read by others.	1.1 Develop an increasing understanding that what is said in English can be written down and read by others.	Distinguishes print from pictures and shows an understanding that print is something meaningful, such as asking an adult "What does this say?" or "Read this."	Begins to demonstrate an understanding of the connection between speech and print. Shows a growing awareness that print is a system that has rules and conventions, such as holding a book correctly or following a book left to right.
Strand: Writing Substrand: 1.0 Children use writing to communicate their ideas. Focus: Writing to represent words or ideas			Sub-domain: Writing	
Focus: Writing to represent words or ideas Foundation 1.2			Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.	
Beginning	Middle	Later	36 to 48 Months	48 to 60 Months

<p>1.2 Begin to demonstrate an awareness that written language can be in the home language or in English.</p>	<p>1.2 Begin to use marks or symbols to represent spoken language in the home language or in English.</p>	<p>1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.</p>	<p>Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.</p>	<p>Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.</p>
<p>Strand: Writing</p> <p>Substrand: 1.0 Children use writing to communicate their ideas. Focus: Writing their name</p>			<p>Sub-domain: Writing</p>	
<p>Focus: Writing their name Foundation 1.3</p>			<p>Goal P-LIT 6. Child writes for a variety of purposes using increasingly sophisticated marks.</p>	
<p>Beginning</p>	<p>Middle</p>	<p>Later</p>	<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
<p>1.3 Write marks to represent their own name in a way that may resemble how it is written in the home language.</p>	<p>1.3 Attempt to copy their own name in English or in the writing system of their home language.</p>	<p>1.3 Write their first name on their own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in their home language.</p>	<p>Engages in writing activities that consist largely of drawing and scribbling. Begins to convey meaning. With modeling and support, writes some letter-like forms and letters.</p>	<p>Progressively uses drawing, scribbling, letter-like forms, and letters to intentionally convey meaning. With support, may use invented spelling consisting of salient or beginning sounds, such as L for elevator or B for bug.</p>

TABLE 2.12

Detailed View of the Alignment Between the Mathematics Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework

California Preschool Learning Foundations		Head Start Early Learning Outcomes Framework	
Domain: Mathematics		Domain: Mathematics Development Other Corresponding Domain: Scientific Reasoning	
Strand: Number Sense		Sub-domain: Counting and Cardinality	
Substrand: 1.0 Children begin to understand numbers and quantities in their everyday environment.	Substrand: 1.0 Children expand their understanding of numbers and quantities in their everyday environment.		
Foundation 1.1		Goal P-MATH 1. Child knows number names and the count sequence.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Recite numbers in order to ten with increasing accuracy.	1.1 Recite numbers in order to twenty with increasing accuracy.	Says or signs some number words in sequence (up to 10), starting with one. Understands that counting words are separate words, such as "one," "two," "three" versus "onetwothree."	Says or signs more number words in sequence.
Foundation 1.2		Goal P-MATH 5. Child associates a quantity with written numerals up to 5 and begins to write numbers.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months

1.2 Begin to recognize and name a few written numerals.	1.2 Recognize and know the name of some written numerals.	Begins to understand that a written numeral represents a quantity and may draw objects or use informal symbols to represent numbers.	Understands that written numbers represent quantities of objects, and uses information symbols, such as a tally, to represent numerals. With adult support, writes some numerals up to 10.
Foundation 1.3		Goal P-MATH 2. Child recognizes the number of objects in a small set.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e., subitize).	Develops an understanding of what whole numbers mean. Begins to recognize the number of small objects in groups without counting (referred to as "subitizing").	Quickly recognizes the number of objects in a small set (referred to as "subitizing").
Foundation 1.4		Goal P-MATH 3. Child understands the relationship between numbers and quantities.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	1.4 Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as "cardinality").	Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).

TABLE 2.12 *continued*

Foundation 1.5		Goal P-MATH 3. Child understands the relationship between numbers and quantities.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.5 Use the number name of the last object counted to answer the question, “How many...?”	1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e., cardinality).	Begins to coordinate verbal counting with objects by pointing to or moving objects for small groups of objects laid in a line (referred to as one-to-one correspondence). Begins to understand that the last number represents how many objects are in a group (referred to as "cardinality").	Understands that number words refer to quantity. May point to or move objects while counting objects to 10 and beyond (one-to-one correspondence). Understands that the last number represents how many objects are in a group (cardinality).
Strand: Number Sense			
Substrand: 2.0 Children begin to understand number relationships and operations in their everyday environment.	Substrand: 2.0 Children expand their understanding of number relationships and operations in their everyday environment.	Sub-domain: Counting and Cardinality Sub-domain: Operations and Algebraic Thinking	
Foundation 2.1		Goal P-MATH 4. Child compares numbers.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same.”	2.1 Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as” or “fewer” (or “less”).	Begins to accurately count and compare objects that are about the same size and are in small groups with adult assistance, such as counts a pile of two blocks and a pile of four, and determines whether the piles have the same or different numbers	Counts to determine and compare number amounts even when the larger group's objects are smaller in size, such as buttons, compared with the smaller group's objects that are larger in size, such as markers. Uses numbers related to order or position.

		of blocks. Identifies the first and second objects in a sequence.	
Foundation 2.2		Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.2 Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.	2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one.	Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have three grapes and get one more. How many in all?" Child counts out three, then counts out one more, then counts all four: "One, two, three, four. I have four!"	Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.
Foundation 2.3		Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.3 Understand that putting two groups of objects together will make a bigger group.	2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups.	Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have three grapes and get one more. How many in all?" Child counts out three, then counts out one more, then counts all four: "One, two, three, four. I have four!"	Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.

TABLE 2.12 *continued*

Foundation 2.4		Goal P-MATH 6. Child understands addition as adding to and understands subtraction as taking away from.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.4 Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).	2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	Begins to add and subtract very small collections of objects with adult support. For example, the teacher says, "You have three grapes and get one more. How many in all?" Child counts out three, then counts out one more, then counts all four: "One, two, three, four. I have four!"	Solves addition problems by joining objects together and subtraction problems by separating, using manipulatives and fingers to represent objects.
Strand: Algebra and Functions (Classification and Patterning)		Sub-domain: Scientific Inquiry (Scientific Reasoning)	
Substrand: 1.0 Children begin to sort and classify objects in their everyday environment.	Substrand: 1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.		
Foundation 1.1		Goal P-SCI 3. Child compares and categorizes observable phenomena.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy.	1.1 Sort and classify objects by one or more attributes, into two or more groups, with increasing accuracy (e.g., may sort first by one attribute and then by another attribute).	Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a	With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of

		child scoops sand into two containers and, with adult assistance, determines which container holds more scoops.	and compare observable phenomena.
Strand: Number Sense			
Substrand: 2.0 Children begin to recognize simple, repeating patterns.	Substrand: 2.0 Children expand their understanding of simple, repeating patterns.	Sub-domain: Operations and Algebraic Thinking	
Foundation 2.1		Goal P-MATH 7. Child understands simple patterns.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Begin to identify or recognize a simple repeating pattern.	2.1 Recognize and duplicate simple repeating patterns.	Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.	Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.
Foundation 2.2		Goal P-MATH 7. Child understands simple patterns.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.2 Attempt to create a simple repeating pattern or participate in making one.	2.2 Begin to extend and create simple repeating patterns.	Recognizes a simple pattern, and with adult assistance, fills in the missing element of a pattern, such as boy, girl, boy, girl, ____, girl. Duplicates and extends ABABAB patterns.	Creates, identifies, extends, and duplicates simple repeating patterns in different forms, such as with objects, numbers, sounds, and movements.

TABLE 2.12 *continued*

Strand: Measurement			
Substrand: 1.0 Children begin to compare and order objects.	Substrand: 1.0 Children expand their understanding of comparing, ordering, and measuring objects.	Sub-domain: Scientific Inquiry Sub-domain: Measurement	
Foundation 1.1		Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as bigger, longer, heavier, or taller, or by placing objects side by side to compare length.	1.1 Compare two objects by length, weight, or capacity directly (e.g., putting objects side by side) or indirectly (e.g., using a third object).	With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.
		Goal P-SCI 3. Child compares and categorizes observable phenomena.	
		36 to 48 Months	48 to 60 Months
		Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and, with adult assistance, determines which container holds more scoops.	With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.

Foundation 1.2		Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.2 Order three objects by size.	1.2 Order four or more objects by size.	With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.
Foundation 1.3		Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
	1.3 Measure length using multiple duplicates of same-size concrete units laid end to end.	With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.
Strand: Geometry		Sub-domain: Geometry and Spatial Sense	
Substrand: 1.0 Children begin to identify and use common shapes in their everyday environment.	Substrand: 1.0 Children identify and use a variety of shapes in their everyday environment.		
Foundation 1.1		Goal P-MATH 9. Child identifies, describes, compares, and composes shapes.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Identify simple two-dimensional shapes, such as a circle and square.	1.1 Identify, describe, and construct a variety of different shapes,	Recognizes and names typical circle, square, and sometimes a triangle. With	Recognizes and compares a greater number of shapes of different sizes and

TABLE 2.12 *continued*

	including variations of a circle, triangle, rectangle, square, and other shapes.	adult support, matches some shapes that are different sizes and orientations.	orientations. Begins to identify sides and angles as distinct parts of shapes.
Foundation 1.2		No relevant goals.	
At around 48 months of age	At around 60 months of age		
1.2 Use individual shapes to represent different elements of a picture or design.	1.2 Combine different shapes to create a picture design.		
Strand: Geometry			
Substrand: 2.0 Children begin to understand positions in space.	Substrand: 2.0 Children expand their understanding of positions in space.	Sub-domain: Geometry and Spatial Sense	
Foundation 2.1		Goal P-MATH 10. Child explores the positions of objects in space.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	2.1 Identify positions of objects and people in space, including in/on/under, up/down, inside/outside, beside/between, and in front/behind.	Begins to understand spatial vocabulary. With adult support, follows directions involving their own position in space, such as "Stand up and stretch your arms to the sky."	Increasingly understands spatial vocabulary. Follows directions involving their own position in space, such as "Move to the front of the line."

Strand: Mathematical Reasoning		
Substrand: 1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.	Substrand: 1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.	
Foundation 1.1		
At around 48 months of age	At around 60 months of age	
1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment.	There is no one goal in the <i>ELOF</i> that focuses on using mathematical thinking to solve everyday problems. The various Preschool goals in Mathematics Development P-MATH 1 – P-MATH 10 focus on mathematical skills that children may use to solve problems in their everyday environment (For example, count and answer “How many?”, compare number amounts, solves simple addition and subtraction problems, or measure objects by their various attributes).

TABLE 2.13

Detailed View of the Alignment Between the Visual and Performing Arts Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework

California Preschool Learning Foundations		Head Start Early Learning Outcomes Framework
Domain: Visual and Performing Arts		Other Corresponding Domains: Approaches to Learning Perceptual, Motor, and Physical Development Language and Communication Literacy
Strand: Visual Art Substrand: 1.0 Notice, Respond, and Engage		
Foundation 1.1		No relevant goals.
At around 48 months of age	At around 60 months of age	
1.1 Notice and communicate about objects or forms that appear in art.	1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.	
Foundation 1.2		No relevant goals.
At around 48 months of age	At around 60 months of age	
1.2 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.	1.2 Begin to plan art and show increasing care and persistence in completing a planned creation.	

Foundation 1.3		No relevant goals.
At around 48 months of age	At around 60 months of age	
1.3 Enjoy and engage with displays of visual art, inside or outside the classroom. Begin to express preferences for some art activities or materials.	1.3 Enjoy and engage with displays of visual art. May expand critical assessment of visual art to include preferences for types of artwork or art activities.	
Foundation 1.4		No relevant goals.
At around 48 months of age	At around 60 months of age	
1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book, and explain their ideas in some detail.	
Strand: Visual Art		
Substrand: 2.0 Develop Skills in Visual Art		Sub-domain: Fine Motor
Foundation 2.1		No relevant goals.
At around 48 months of age	At around 60 months of age	
2.1 Make straight and curved marks and lines; begin to draw rough circle shapes.	2.1 Draw single circle and add lines to create representations of people and things.	

TABLE 2.13 *continued*

Foundation 2.2		
At around 48 months of age	At around 60 months of age	
2.2 Begin to create paintings or drawings that suggest people, animals, and objects.	2.2 Begin to create representative paintings or drawings that approximate or depict people, animals, and objects.	
Foundation 2.3		No relevant goals.
At around 48 months of age	At around 60 months of age	
2.3 Make somewhat regular-shaped balls and coils out of dough or clay.	2.3 Make more representational forms out of dough or clay, using tools (for example, a rolling pin or a garlic press).	
Foundation 2.4		No relevant goals.
At around 48 months of age	At around 60 months of age	
2.4 Begin to use paper and other materials to assemble simple collages.	2.4 Use paper and other materials to make two-dimensional and three-dimensional assembled works.	
Foundation 2.5		No relevant goals.
At around 48 months of age	At around 60 months of age	

2.5 Begin to recognize and name materials and tools used for visual arts.	2.5 Recognize and name materials and tools used for visual arts.		
Foundation 2.6		Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.6 Demonstrate some motor control when working with visual arts tools.	2.6 Demonstrate increasing coordination and motor control when working with visual arts tools.	Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.
Strand: Visual Art			
Substrand: 3.0 Create, Invent, and Express Through Visual Art¹		Sub-domain: Creativity (Approaches to Learning)	
Foundation 3.1		Goal P-ATL 12. Child expresses creativity in thinking and communication.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.1 Create art and sometimes name the work.	3.1 Intentionally create content in a work of art.	Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.

1 The *ELOF* does not include sub-domains or goals that directly correspond to the substrand, Create, Invent, and Express Through Visual Art. However, Goals P-ATL 12 and P-ATL 13 in the *ELOF* refer to children’s abilities to create and express their ideas through actions and creative works. Thus, these goals are included in the alignment for some foundations in this substrand.

TABLE 2.13 *continued*

		Goal P-ATL 13. Child uses imagination in play and interactions with others.	
		36 to 48 Months	48 to 60 Months
		Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.
Foundation 3.2		No relevant goals.	
At around 48 months of age	At around 60 months of age		
3.2 Begin to draw figures or objects.	3.2 Draw more detailed figures or objects with more control of line and shape.		
Foundation 3.3		Goal P-ATL 12. Child expresses creativity in thinking and communication.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.3 Begin to use intensity of marks and color to express a feeling or mood.	3.3 Use intensity of marks and color more frequently to express feeling or mood.	Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.
		Goal P-ATL 13. Child uses imagination in play and interactions with others.	
		36 to 48 Months	48 to 60 Months

		Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.
Strand: Music			
Substrand: 1.0 Notice, Respond, and Engage			
Foundation 1.1		No relevant goals.	
At around 48 months of age	At around 60 months of age		
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.	1.1 Verbally reflect on music and describe music by using an expanded vocabulary.		
Foundation 1.2		No relevant goals.	
At around 48 months of age	At around 60 months of age		
1.2 Recognize simple repeating melody and rhythm patterns.	1.2 Demonstrate more complex repeating melody and rhythm patterns.		
Foundation 1.3		No relevant goals.	
At around 48 months of age	At around 60 months of age		
1.3 Identify the sources of a limited variety of musical sounds.	1.3 Identify the sources of a wider variety of music and music-like sounds.		

TABLE 2.13 *continued*

Foundation 1.4		No relevant goals.
At around 48 months of age	At around 60 months of age	
1.4 Use body movement freely to respond loosely to beat–loud versus quiet (dynamics)–and tempo.	1.4 Use body movement freely and more accurately to respond to beat, dynamics, and tempo of music.	
Strand: Music		
Substrand: 2.0 Develop Skills in Music		
Foundation 2.1		No relevant goals.
At around 48 months of age	At around 60 months of age	
2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.	2.1 Become more able to discriminate between different voices and various instrumental and environmental sounds. Follow words in a song.	
Foundation 2.2		No relevant goals.
At around 48 months of age	At around 60 months of age	
2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	2.2 Extend vocal exploration; sing repetitive patterns and whole songs alone and with others in wider ranges of pitch.	

Strand: Music			
Substrand: 3.0 Create, Invent, and Express Through Music²		Sub-domain: Creativity (Approaches to Learning)	
Foundation 3.1		No relevant goals.	
At around 48 months of age	At around 60 months of age		
3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.	3.1 Continue to apply vocal and instrumental skills and use instruments to produce more complex rhythms, tones, melodies, and songs.		
Foundation 3.2		Goal P-ATL 12. Child expresses creativity in thinking and communication.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.2 Move or use body to demonstrate beat and tempo, often spontaneously.	3.2 Move or use body to demonstrate beat, tempo, and style of music, often intentionally.	Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.
		Goal P-ATL 13. Child uses imagination in play and interactions with others.	
		36 to 48 Months	48 to 60 Months
		Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.

² The *ELOF* does not include sub-domains or goals that directly correspond to the substrand, Create, Invent, and Express Through Music. However, Goals P-ATL 12 and P-ATL 13 in the *ELOF* refer to children’s abilities to create and express their ideas through actions and creative works. Thus, these goals are included in the alignment for some foundations in this substrand.

TABLE 2.13 *continued*

Foundation 3.3		Goal P-ATL 12. Child expresses creativity in thinking and communication.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.3 Improvise vocally and instrumentally.	3.3 Explore, improvise, and create brief melodies with voice or instrument.	Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.
		Goal P-ATL 13. Child uses imagination in play and interactions with others.	
		36 to 48 Months	48 to 60 Months
		Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.
Strand: Drama			
Substrand: 1.0 Notice, Respond, and Engage		Sub-domain: Vocabulary (Language and Communication) Sub-domain: Comprehension and Text Structure (Literacy)	
Foundation 1.1		Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months

1.1 Demonstrate an understanding of simple drama vocabulary.	1.1 Demonstrate a broader understanding of drama vocabulary.	Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.
Foundation 1.2		No relevant goals.	
At around 48 months of age	At around 60 months of age		
1.2 Identify preferences and interests related to participating in drama.	1.2 Explain preferences and interests related to participating in drama.		
Foundation 1.3		Goal P-LIT 4. Child demonstrates an understanding of narrative structure through storytelling/re-telling.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.3 Demonstrate knowledge of simple plot of a participatory drama.	1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.	With support, may be able to tell one or two key events from a story or may act out a story with pictures or props.	Retells two or three key events from a well-known story, typically in the right temporal order and using some simple sequencing terms, such as first ... and then.

TABLE 2.13 *continued*

Strand: Drama			
Substrand: 2.0 Develop Skills to Create, Invent, and Express Through Drama³		Sub-domain: Creativity (Approaches to Learning)	
Foundation 2.1		Goal P-ATL 12. Child expresses creativity in thinking and communication.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Demonstrate basic role-play skills with imagination and creativity.	2.1 Demonstrate extended role play skills with increased imagination and creativity.	Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.
		Goal P-ATL 13. Child uses imagination in play and interactions with others.	
		36 to 48 Months	48 to 60 Months
		Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.
Foundation 2.2		Goal P-ATL 12. Child expresses creativity in thinking and communication.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.	2.2 Create and use an increasing variety of props, costumes and scenery to enhance dramatization of familiar stories and fantasy play with peers.	Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.
		Goal P-ATL 13. Child uses imagination in play and interactions with others.	

		36 to 48 Months	48 to 60 Months
		Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.
Strand: Dance			
Substrand: 1.0 Notice, Respond, and Engage		Sub-domain: Gross Motor Sub-domain: Vocabulary (Language and Communication)	
Foundation 1.1		Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Engage in dance movements.	1.1 Further engage and participate in dance movements.	Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.

Table 2.13

3 The *ELOF* does not include sub-domains or goals that directly correspond to the substrand, Develop Skills to Create, Invent, and Express Through Drama. However, Goals P-ATL 12 and P-ATL 13 in the *ELOF* refer to children’s abilities to create and express their ideas through actions and creative works. Thus, these goals are included in the alignment for the foundations in this substrand.

TABLE 2.13 *continued*

Foundation 1.2		Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.2 Begin to understand and use vocabulary related to dance.	1.2 Connect dance terminology with demonstrated steps.	Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.
Foundation 1.3		No relevant goals.	
At around 48 months of age	At around 60 months of age		
1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.	1.3 Respond to more than one skill instruction at a time in movement, such as turning, leaping, and turning again. Often initiate a sequence of skills.		
Foundation 1.4		No relevant goals.	
At around 48 months of age	At around 60 months of age		
1.4 Explore and use different steps and movements to create or form a dance.	1.4 Use understanding of different steps and movements to create or form a dance.		

Strand: Dance			
Substrand: 2.0 Develop Skills in Dance		Sub-domain: Gross Motor	
Foundation 2.1		Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Begin to be aware of own body in space.	2.1 Continue to develop awareness of body in space.	Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.
Foundation 2.2		Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.2 Begin to be aware of other people in dance or when moving in space.	2.2 Show advanced awareness of and coordination of movement with other people in dance or when moving in space.	Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.
Foundation 2.3		No relevant goals.	
At around 48 months of age	At around 60 months of age		
2.3 Begin to respond to tempo and timing through movement.	2.3 Demonstrate some advanced skills in responding to tempo and timing through movement.		

TABLE 2.13 *continued*

Strand: Dance			
Substrand: 3.0 Create, Invent, and Express Through Dance⁴		Sub-domain: Creativity (Approaches to Learning)	
Foundation 3.1		Goal P-ATL 12. Child expresses creativity in thinking and communication.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.1 Begin to act out and dramatize through music and movement patterns.	3.1 Extend understanding and skills for acting out and dramatizing through music and movement patterns.	Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.
		Goal P-ATL 13. Child uses imagination in play and interactions with others.	
		36 to 48 Months	48 to 60 Months
		Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.
Foundation 3.2		Goal P-ATL 12. Child expresses creativity in thinking and communication.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.2 Invent dance movements.	3.2 Invent and recreate dance movements.	Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.

		Goal P-ATL 13. Child uses imagination in play and interactions with others.	
		36 to 48 Months	48 to 60 Months
		Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.
Foundation 3.3		Goal P-ATL 12. Child expresses creativity in thinking and communication.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.3 Improvise simple dances that have a beginning and an end.	3.3 Improvise more complex dances that have a beginning, middle, and an end.	Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.
		Goal P-ATL 13. Child uses imagination in play and interactions with others.	
		36 to 48 Months	48 to 60 Months
		Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.

4 The ELOF does not include sub-domains or goals that directly correspond to the substrand, Create, Invent, and Express Through Dance. However, Goals P-ATL 12 and P-ATL 13 in the ELOF refer to children’s abilities to create and express their ideas through actions and creative works. Thus, these goals are included in the alignment for the foundations in this substrand.

TABLE 2.13 *continued*

Foundation 3.4		Goal P-ATL 12. Child expresses creativity in thinking and communication.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.	3.4 Communicate and express feelings intentionally through dance.	Responds to adults' prompts to express creative ideas in words and/or actions.	Communicates creative ideas and actions both with and without prompting from adults.
		Goal P-ATL 13. Child uses imagination in play and interactions with others.	
		36 to 48 Months	48 to 60 Months
		Consistently uses imagination in play and other creative works. Begins to communicate creative ideas to other children and adults.	Develops more elaborate imaginary play, stories, and other creative works with children and adults.

TABLE 2.14**Detailed View of the Alignment Between the Physical Development Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework**

California Preschool Learning Foundations		Head Start Early Learning Outcomes Framework	
Domain: Physical Development		Domain: Perceptual, Motor, and Physical Development Other Corresponding Domain: Language and Communication	
Strand: Fundamental Movement Skills Substrand: 1.0 Balance		Sub-domain: Gross Motor	
Foundation 1.1		Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Maintain balance while holding still; sometimes may need assistance.	1.1 Show increasing balance and control when holding still.	Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.

TABLE 2.14 *continued*

Foundation 1.2		Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.2 Maintain balance while in motion when moving from one position to another or when changing directions, though balance may not be completely stable.	1.2 Show increasing balance control while moving in different directions and when transitioning from one movement or position to another.	Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.
Strand: Fundamental Movement Skills			
Substrand: 2.0 Locomotor Skills		Sub-domain: Gross Motor	
Foundation 2.1		Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months

<p>2.1 Walk with balance, not always stable, oppositional arm movements still developing, and relatively wide base of support (space between feet).</p>	<p>2.1 Walk with balance, oppositional arm movement, and relatively narrow base of support (space between feet).</p>	<p>Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.</p>	<p>Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.</p>
<p>Foundation 2.2</p>		<p>Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.</p>	
<p>At around 48 months of age</p>	<p>At around 60 months of age</p>	<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
<p>2.2 Run with short stride length and feet off the ground for a short period of time. May show inconsistent opposition of arms and legs.</p>	<p>2.2 Run with a longer stride length and each foot off the ground for a greater length of time. Opposition of arms and legs is more consistent.</p>	<p>Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.</p>	<p>Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.</p>

TABLE 2.14 *continued*

Foundation 2.3		Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.3 Jump for height (up or down) and for distance with beginning competence.	2.3 Jump for height (up or down) and for distance with increasing competence. Uses arm swing to aid forward jump.	Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.
Foundation 2.4		Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	2.4 Demonstrate increasing ability and body coordination in a variety of locomotor skills, such as galloping, sliding, hopping, and leaping.	Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more

			complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.
Strand: Fundamental Movement Skills			
Substrand: 3.0 Manipulative Skills		Sub-domain: Gross Motor Sub-domain: Fine Motor	
Foundation 3.1		Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.1 Begin to show gross motor manipulative skills by using arms, hand, and feet, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	3.1 Show gross motor manipulative skills using arms, hands and feet with increased coordination, such as rolling a ball underhand, tossing underhand, bouncing, catching, striking, throwing overhand, and kicking.	Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.
Foundation 3.2		Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.2 Begin to show fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	3.2 Show increasing fine motor manipulative skills using hands and arms such as in-hand manipulation, writing, cutting, and dressing.	Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.

TABLE 2.14 *continued*

Strand: Perceptual–Motor Skills and Movement Concepts			
Substrand: 1.0 Body Awareness		Sub-domain: Vocabulary	
Foundation 1.1		Goal P-LC 6. Child understands and uses a wide variety of words for a variety of purposes.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Demonstrate knowledge of the names of body parts.	1.1 Demonstrate knowledge of an increasing number of body parts.	Shows a rapid increase in acquisition of new vocabulary words that describe actions, emotions, things, or ideas that are meaningful within the everyday environment. Uses new vocabulary words to describe relations among things or ideas. Shows repetition of new words offered by adults.	Shows a steady increase in vocabulary through the acquisition of words with increasing specificity and variety. Shows repetition of new words offered by adults and may ask about the meaning of unfamiliar words.
Strand: Perceptual–Motor Skills and Movement Concepts			
Substrand: 2.0 Spatial Awareness		Sub-domain: Gross Motor	
Foundation 2.1		Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Use own body as reference point when locating or relating to other people or objects in space.	2.1 Use own body, general space, and other people’s space when locating or relating to other people or objects in space.	Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.

Strand: Perceptual–Motor Skills and Movement Concepts		Sub-domain: Gross Motor	
Substrand: 3.0 Directional Awareness		Sub-domain: Fine Motor	
Foundation 3.1		Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.1 Distinguish movements that are up and down and to the side of the body (for example, understands “use that side, now the other side”).	3.1 Begin to understand and distinguish between the sides of the body.	Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.
Foundation 3.2		Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.2 Move forward and backward or up and down easily.	3.2 Can change directions quickly and accurately.	Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.

TABLE 2.14 *continued*

Foundation 3.3		Goal P-PMP 2. Child uses perceptual information to guide motions and interactions with objects and other people.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.3 Can place an object on top of or under something with some accuracy.	3.3. Can place an object or own body in front of, to the side, or behind something else with greater accuracy.	Somewhat aware of own body, space, and relationship to other objects. May have difficulty consistently coordinating motions and interactions with objects and other people.	Shows increasing awareness of body, space, and relationship to other objects in ways that allow for more coordinated movements, actions, and interactions with others.
Foundation 3.4		Goal P-PMP 3. Child demonstrates increasing control, strength, and coordination of small muscles.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.4 Use any two body parts together.	3.4 Demonstrate more precision and efficiency during two-handed fine motor activities.	Performs simple hand-eye tasks, such as drawing simple shapes like circles and cutting paper with scissors. May demonstrate limited precision and control in more complex tasks.	Performs tasks that require more complex hand-eye coordination, such as cutting out shapes and drawing letter-like forms, with moderate levels of precision and control.
Strand: Active Physical Play			
Substrand: 1.0 Active Participation		Sub-domain: Gross Motor	
Foundation 1.1		Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months

<p>1.1 Initiate or engage in simple physical activities for a short to moderate period of time.</p>	<p>1.1 Initiate more complex physical activities for a sustained period of time.</p>	<p>Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.</p>	<p>Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.</p>
<p>Strand: Active Physical Play</p> <p>Substrand: 2.0 Cardiovascular Endurance</p>		<p>Sub-domain: Gross Motor</p>	
<p>Foundation 2.1</p>		<p>Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.</p>	
<p>At around 48 months of age</p>	<p>At around 60 months of age</p>	<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
<p>2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.</p>	<p>2.1 Engage in sustained active play of increasing intensity that involves the heart, the lungs, and the vascular system.</p>	<p>Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.</p>	<p>Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with</p>

TABLE 2.14 *continued*

			ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.
Strand: Active Physical Play			
Substrand: 3.0 Muscular Strength, Muscular Endurance, and Flexibility		Sub-domain: Gross Motor	
Foundation 3.1		Goal P-PMP 1. Child demonstrates control, strength, and coordination of large muscles.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.	Balances, such as on one leg or a beam, for short periods with some assistance. Performs some skills, such as jumping for height and hopping, but these skills may not be consistently demonstrated. Engages in physical activity that requires strength and stamina for at least brief periods.	Balances, such as on one leg or on a beam, for longer periods of time both when standing still and when moving from one position to another. Demonstrates more coordinated movement when engaging in skills, such as jumping for height and distance, hopping, and running. Engages in more complex movements, such as riding a tricycle, with ease. Engages in physical activities of increasing levels of intensity for sustained periods of time.

TABLE 2.15**Detailed View of the Alignment Between the Health Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework**

California Preschool Learning Foundations		Head Start Early Learning Outcomes Framework	
Domain: Health		Domain: Perceptual, Motor, and Physical Development	
Strand: Health Habits Substrand: 1.0 Basic Hygiene		Sub-domain: Health, Safety, and Nutrition	
Foundation 1.1		Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Demonstrate knowledge of some steps in the handwashing routine.	1.1 Demonstrate knowledge of more steps in the handwashing routine.	Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.
Foundation 1.2		Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.2 Practice health habits that prevent infectious diseases and infestations (for example, lice) when appropriate, with adult	1.2 Begin to independently practice health habits that prevent infectious disease and infestations (such as lice) when	Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May	Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.

TABLE 2.15 *continued*

support, instruction, and modeling.	appropriate, with less adult support, instruction and modeling.	not complete or exhibit these skills regularly without adult guidance and supervision.	
Strand: Health Habits			
Substrand: 2.0 Oral Health		Sub-domain: Health, Safety, and Nutrition	
Foundation 2.1		Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	2.1 Demonstrate knowledge of more steps of the routine for brushing and when toothbrushing should be done, with less adult supervision.	Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.
Strand: Health Habits			
Substrand: 3.0 Knowledge of Wellness			
Foundation 3.1		No relevant goals.	
At around 48 months of age	At around 60 months of age		
3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	3.1 Identify several different internal body parts and demonstrate a basic, limited knowledge of some functions.		

Foundation 3.2		No relevant goals.	
At around 48 months of age	At around 60 months of age		
3.2 Begin to understand that health-care providers try to keep people well and help them when they are not well.	3.2 Demonstrate greater understanding that health-care providers try to keep people well and help them when they are not well.		
Foundation 3.3		No relevant goals.	
At around 48 months of age	At around 60 months of age		
3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.	3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with more specificity and reliability.		
Strand: Health Habits			
Substrand: 4.0 Sun Safety		Sub-domain: Health, Safety, and Nutrition	
Foundation 4.1		Goal P-PMP 4. Child demonstrates personal hygiene and self-care skills.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
4.1 Begin to practice sun-safe actions, with adult support and guidance.	4.1 Practice sun-safe actions with decreasing adult support and guidance.	Shows an awareness of personal hygiene and self-care skills, such as telling an adult it is important to wash hands before eating. May not complete or exhibit these skills regularly without adult guidance and supervision.	Begins to take more responsibility for personal hygiene and self-care skills. Sometimes completes them without adult prompting.

TABLE 2.15 *continued*

		Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	
		36 to 48 Months	48 to 60 Months
		Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.
Strand: Safety			
Substrand: 1.0 Injury Prevention		Sub-domain: Health, Safety, and Nutrition	
Foundation 1.1		Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Follow safety rules with adult support and prompting.	1.1 Follow safety rules more independently though may still need adult support and prompting.	Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.
Foundation 1.2		Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months

1.2 Begin to show ability to follow emergency routines after instruction and practice (for example, a fire drill or earthquake drill).	1.2 Demonstrate increased ability to follow emergency routines after instruction and practice.	Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.
Foundation 1.3		Goal P-PMP 6. Child demonstrates knowledge of personal safety practices and routines.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.	1.3 Show increased ability to follow transportation and pedestrian safety rules with adult support and supervision.	Shows awareness of a growing number of personal safety practices and routines. Looks to adults for support in enacting these.	Exhibits increasing independence in following basic personal safety practices and routines. Follows adult guidance around more complex practices.
Strand: Nutrition			
Substrand: 1.0 Nutrition Knowledge		Sub-domain: Health, Safety, and Nutrition	
Foundation 1.1		Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Identify different kinds of foods.	1.1 Identify a larger variety of foods and may know some of the related food groups.	Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.

TABLE 2.15 *continued*

Strand: Nutrition			
Substrand: 2.0 Nutrition Choices		Sub-domain: Health, Safety, and Nutrition	
Foundation 2.1		Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Demonstrate a beginning understanding that eating a variety of food helps the body grow and be healthy, and choose from a variety of foods at mealtimes.	2.1 Demonstrate greater understanding that eating a variety of food helps the body grow and be healthy, and choose from a greater variety of foods at mealtimes.	Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.
Foundation 2.1		Goal P-PMP 5. Child develops knowledge and skills that help promote nutritious food choices and eating habits.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.2 Indicate food preferences that reflect familial and cultural practices.	2.2 Indicate food preferences based on familial and cultural practices and on some knowledge of healthy choices.	Demonstrates a basic knowledge of the role of foods and nutrition in healthy development. Often requires adult guidance and supervision to make healthy eating choices.	Demonstrates an increasing understanding of the ways in which foods and nutrition help the body grow and be healthy. Makes healthy eating choices both independently and with support.

Strand: Nutrition		
Substrand: 3.0 Self-Regulation of Eating		Sub-domain: Health, Safety, and Nutrition
Foundation 3.1		No relevant goals.
At around 48 months of age	At around 60 months of age	
3.1 Indicate awareness of own hunger and fullness.	3.1 Indicate greater awareness of own hunger and fullness.	

TABLE 2.16

Detailed View of the Alignment Between the History-Social Science Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework

California Preschool Learning Foundations		Head Start Early Learning Outcomes Framework	
Domain: History-Social Science		Other Corresponding Domains: Social and Emotional Development Approaches to Learning	
Strand: Self and Society Substrand: 1.0 Culture and Diversity		Sub-domain: Sense of Identity and Belonging (Social and Emotional Development)	
Foundation 1.1		Goal P-SE 11. Child has sense of belonging to family, community, and other groups.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Exhibit developing cultural, ethnic, and racial identity and understand relevant language and cultural practices. Display curiosity about diversity in human characteristics and practices, but prefer those of their own group.	1.1 Manifest stronger cultural, ethnic, and racial identity and greater familiarity with relevant language, traditions, and other practices. Show more interest in human diversity, but strongly favor characteristics of their own group.	Communicates feeling a sense of belonging to family and an emerging sense of connections to other communities through words or other forms of expression, such as drawing a picture of their family or sharing a special object related to their cultural heritage.	Has a sense of belonging to family and community and communicates details about these connections, such as sharing a story about a family gathering, both spontaneously and when prompted by an adult or other child.

Strand: Self and Society			
Substrand: 2.0 Relationships		Sub-domain: Relationships with Adults (Social and Emotional Development) Sub-domain: Relationships with Other Children (Social and Emotional Development)	
Foundation 2.1		Goal P-SE 1. Child engages in and maintains positive relationships and interactions with adults.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	2.1 Understand the mutual responsibilities of relationships; take initiative in developing relationships that are mutual, cooperative, and exclusive.	Engages in positive interactions with adults, such as by demonstrating affection or talking about ideas. Is able to separate from trusted adults when in familiar settings. Uses adults as a resource to solve problems.	Clearly shows enjoyment in interactions with trusted adults while also demonstrating skill in separating from these adults with minimal distress when in a familiar setting. Initiates interactions with adults and participates in longer and more reciprocal interactions with both trusted and new adults.
		Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	
		36 to 48 Months	48 to 60 Months
		Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.

TABLE 2.16 *continued*

		turns with materials and in conversations, or may engage in these with prompting from adults.	
Strand: Self and Society			
Substrand: 3.0 Social Roles and Occupations			
Foundation 3.1		No relevant goals.	
At around 48 months of age	At around 60 months of age		
3.1 Play familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.	3.1 Exhibit more sophisticated understanding of a broader variety of adult roles and occupations, but uncertain how work relates to income.		
Strand: Becoming A Preschool Community Member (Civics)			
Substrand: 1.0 Skills for Democratic Participation		Sub-domain: Relationships with Other Children (Social and Emotional Development)	
Foundation 1.1		Goal P-SE 4. Child engages in cooperative play with other children.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Identify as members of a group, participate willingly in group activities, and begin to understand and accept responsibility as group members, although	1.1 Become involved as responsible participants in group activities, with growing understanding of the importance of considering others' opinions, group decision-	Often plays cooperatively with other children. For at least short periods during this play, works with other children to plan and enact this play in a coordinated way.	Cooperatively plays with other children in an increasingly coordinated way. Works with other children to make plans for what and how they will play together. When given the opportunity, these

assistance is required in coordinating personal interests with those of others.	making, and respect for majority rules and the views of group members who disagree with the majority.		coordinated play periods get longer.
		Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	
		36 to 48 Months	48 to 60 Months
		Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.
Strand: Becoming A Preschool Community Member (Civics)			
Substrand: 2.0 Responsible Conduct		Sub-domain: Relationships with Adults (Social and Emotional Development) Sub-domain: Emotional and Behavioral Self-Regulation (Approaches to Learning)	
Foundation 2.1		Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control is inconsistent, however, especially when children are frustrated or upset.	2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being responsible group members. May also manage others' behavior	Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include assistance or prompting. Sometimes	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting. Uncooperative behavior with familiar adults

TABLE 2.16 *continued*

	<p>to ensure that others also fit in with group expectations.</p>	<p>demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from adults.</p>	<p>is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.</p>
		<p>Goal P-ATL 2. Child follows classroom rules and routines with increasing independence.</p>	
		<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
		<p>Follows simple rules and routines with assistance from adults, such as hanging up their coat or sitting at the table when asked by an adult.</p>	<p>Usually follows classroom rules and routines with occasional reminders from adults, such as following an end-of-lunch routine that includes putting away their plate, washing hands, and lining up at the door to go outside.</p>
		<p>Goal P-ATL 4. Child manages actions, words, and behavior with increasing independence.</p>	
		<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
		<p>Manages own actions, words, and behavior with frequent support from adults, such as reminders to use gentle touches and friendly words.</p>	<p>Manages own actions, words, and behavior with occasional support from adults.</p>

Strand: Self and Society			
Substrand: 3.0 Fairness and Respect for Other People		Sub-domain: Emotional Functioning (Social and Emotional Development) Sub-domain: Relationships with Other Children (Social and Emotional Development)	
Foundation 3.1		Goal P-SE 8 (and P-ATL 1). Child manages emotions with increasing independence.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.1 Respond to the feelings and needs of others with simple forms of assistance, sharing, and turn-taking. Understand the importance of rules that protect fairness and maintain order.	3.1 Pay attention to others' feelings, more likely to provide assistance, and try to coordinate personal desires with those of other children in mutually satisfactory ways. Actively support rules that protect fairness to others.	Manages less intense emotions, such as mild frustration, independently. May require adult support to manage more intense emotions.	Has an expanding range of strategies for managing emotions, both less intense emotions and those that cause greater distress. Sometimes looks to adults for support in managing the most intense emotions, but shows increasing skill in managing emotions independently.
		Goal P-SE 3. Child engages in and maintains positive interactions and relationships with other children.	
		36 to 48 Months	48 to 60 Months
		Sometimes engages in and maintains interactions with other children without support from an adult, or demonstrates skills in doing this when prompted by an adult. May spontaneously engage in prosocial behaviors with other children, such as sharing and taking turns with materials and	Sustains interactions with other children more often and for increasing periods of time. Demonstrates prosocial behaviors with other children with and without prompting from adults. Likely to show at least some preference for playing with particular children.

TABLE 2.16 *continued*

		in conversations, or may engage in these with prompting from adults.	
Strand: Self and Society			
Substrand: 4.0 Conflict Resolution		Sub-domain: Relationships with Other Children (Social and Emotional Development) Sub-domain: Relationships with Adults (Social and Emotional Development)	
Foundation 4.1		Goal P-SE 5. Child uses basic problem-solving skills to resolve conflicts with other children.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
4.1 Can use simple bargaining strategies and seek adult assistance when in conflict with other children or adults, although frustration, distress, or aggression also occurs.	4.1 More capable of negotiating, compromising, and finding cooperative means of resolving conflict with peers or adults, although verbal aggression may also result.	Begins to recognize and describe social problems. Suggests solutions to conflicts with adult guidance and support.	Often recognizes and describes social problems, suggests solutions to conflicts, and compromises when working or playing in a group. Although simple conflicts may be resolved without adult assistance, may seek out or need adult support in more challenging moments.
		Goal P-SE 2. Child engages in prosocial and cooperative behavior with adults.	
		36 to 48 Months	48 to 60 Months
		Sometimes engages in prosocial behavior with adults, such as greeting the teacher or saying goodbye, and responds to adult requests and directions that may include	Often engages in prosocial behavior with adults and usually responds appropriately to adult requests and directions without significant assistance or prompting.

		assistance or prompting. Sometimes demonstrates uncooperative behavior with familiar adults, such as saying "No" to requests, but these moments are typically resolved with support from adults.	Uncooperative behavior with familiar adults is rare and the child is able to resolve minor conflicts with adults with support, such as being given reminders to use a quiet voice or follow directions.
Strand: Sense of Time (History)			
Substrand: 1.0 Understanding Past Events			
Foundation 1.1		No relevant goals.	
At around 48 months of age	At around 60 months of age		
1.1 Recall past experiences easily and enjoy hearing stories about the past, but require adult help to determine when past events occurred in relation to each other and to connect them with current experience.	1.1 Show improving ability to relate past events to other past events and current experiences, although adult assistance continues to be important.		
Strand: Sense of Time (History)			
Substrand: 2.0 Anticipating and Planning Future Events			
Foundation 2.1		No relevant goals.	
At around 48 months of age	At around 60 months of age		
2.1 Anticipate events in familiar situations in the near future, with adult assistance.	2.1 Distinguish when future events will happen, plan for them, and make choices (with adult assistance) that anticipate future needs.		

TABLE 2.16 *continued*

Strand: Sense of Time (History)			
Substrand: 3.0 Personal History		Sub-domain: Sense of Identity and Belonging	
Foundation 3.1		Goal P-SE 10. Child expresses confidence in own skills and positive feelings about self.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	3.1 Compare current abilities with skills at a younger age and share more detailed autobiographical stories about recent experiences.	Expresses enjoyment in accomplishing daily routines and new skills and may draw adult attention to these accomplishments. May share own ideas or express positive feelings about self, particularly when prompted by an adult.	Enjoys accomplishing a greater number of tasks and sharing these accomplishments with other children and adults. Makes increasing number of contributions to group discussion and may share ideas with or without adult prompting.
Strand: Sense of Time (History)			
Substrand: 4.0 Historical Changes in People and the World			
Foundation 4.1		No relevant goals.	
At around 48 months of age	At around 60 months of age		
4.1 Easily distinguish older family members from younger ones (and other people), and events in the recent past from those that happened "long ago," although do not readily sequence historical events on a timeline.	4.1 Develop an interest in family history (e.g., when family members were children) as well as events of "long ago," and begin to understand when these events occurred in relation to each other.		

Strand: Sense of Place (Geography and Ecology)		
Substrand: 1.0 Navigating Familiar Locations		
Foundation 1.1		No relevant goals.
At around 48 months of age	At around 60 months of age	
1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).	1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams, weather, common activities) and the distances between familiar locations (such as between home and school), and compare their home community with those of others.	
Strand: Sense of Place (Geography and Ecology)		
Substrand: 2.0 Caring for the Natural World		
Foundation 2.1		No relevant goals.
At around 48 months of age	At around 60 months of age	
2.1 Show an interest in nature (including animals, plants, and weather) especially as children have direct experience with them. Begin to understand human interactions with the environment	2.1 Show an interest in a wider range of natural phenomena, including those outside direct experience (such as snow for a child living in Southern California), and are more concerned about caring for the	

TABLE 2.16 *continued*

<p>(such as pollution in a lake or stream) and the importance of taking care of plants and animals.</p>	<p>natural world and the positive and negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).</p>	
<p>Strand: Sense of Place (Geography and Ecology)</p> <p>Substrand: 3.0 Understanding the Physical World Through Drawings and Maps</p>		
<p>Foundation 3.1</p>		<p>No relevant goals.</p>
<p>At around 48 months of age</p>	<p>At around 60 months of age</p>	
<p>3.1 Can use drawings, globes, and maps to refer to the physical world, although often unclear on the use of map symbols.</p>	<p>3.1 Create their own drawings, maps, and models; are more skilled at using globes, maps, and map symbols; and use maps for basic problem solving (such as locating objects) with adult guidance.</p>	

Strand: Marketplace (Economics)		
Substrand: 1.0 Exchange		
Foundation 1.1		No relevant goals.
At around 48 months of age	At around 60 months of age	
1.1 Understand ownership, limited supply, what stores do, give-and-take, and payment of money to sellers. Show interest in money and its function, but still figuring out the relative value of coins.	1.1 Understand more complex economic concepts (e.g., bartering; more money is needed for things of greater value; if more people want something, more will be sold).	

TABLE 2.17

Detailed View of the Alignment Between the Science Domain of the California Preschool Learning Foundations and the Head Start Early Learning Outcomes Framework

California Preschool Learning Foundations		Head Start Early Learning Outcomes Framework	
Domain: Science		Domain: Scientific Reasoning Other Corresponding Domains: Approaches to Learning Mathematics Development	
Strand: Scientific Inquiry Substrand: 1.0 Observation and Investigation		Sub-domain: Initiative and Curiosity Sub-domain: Reasoning and Problem-Solving Sub-domain: Scientific Inquiry Sub-domain: Measurement	
Foundation 1.1		Goal P-ATL 11. Child shows interest in and curiosity about the world around them.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Demonstrate curiosity and raise simple questions about objects and events in their environment.	1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in their environment.	Seeks out new information and explores new play and tasks with adult support.	Seeks out new information and explores new play and tasks both independently and with adult support.
		Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	
		36 to 48 Months	48 to 60 Months

		Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball."	Asks more complex questions. Uses other sources besides adults to gather information, such as books or other experts. Uses background knowledge and experiences to make predictions.
Foundation 1.2		Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.2 Observe objects and events in the environment and describe them.	1.2 Observe objects and events in the environment and describe them in greater detail.	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.
Foundation 1.3		Goal P-SCI 3. Child compares and categorizes observable phenomena.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.3 Begin to identify and use, with adult support, some observation and measurement tools.	1.3 Identify and use a greater variety of observation and measurement tools. May spontaneously use an appropriate tool, though may still need adult support.	Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and, with adult assistance, determines which container holds more scoops.	With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.

TABLE 2.17 *continued*

Foundation 1.4		Goal P-SCI 3. Child compares and categorizes observable phenomena.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.4 Compare and contrast objects and events and begin to describe similarities and differences.	1.4 Compare and contrast objects and events and describe similarities and differences in greater detail.	Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and, with adult assistance, determines which container holds more scoops.	With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.
		Goal P-MATH 8. Child measures objects by their various attributes using standard and non-standard measurement. Uses differences in attributes to make comparisons.	
		36 to 48 Months	48 to 60 Months
		With adult support, begins to understand that attributes can be compared, such as one child can be taller than another child.	With some adult support, uses measurable attributes to make comparisons, such as identifies objects as the same/different and more/less.
Foundation 1.5		Goal P-SCI 4. Child asks a question, gathers information, and makes predictions.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months

1.5 Make predictions and check them, with adult support, through concrete experiences.

1.5 Demonstrate an increased ability to make predictions and check them (e.g., may make more complex predictions, offer ways to test predictions, and discuss why predictions were correct or incorrect).

Asks simple questions. Uses adults as primary resources to gather information about questions. With adult support and modeling, makes simple predictions, such as "I think that the golf ball will be heavier than the ping pong ball."

Asks more complex questions. Uses other sources besides adults to gather information, such as books or other experts. Uses background knowledge and experiences to make predictions.

Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.

36 to 48 Months

With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"

48 to 60 Months

With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.

TABLE 2.17 *continued*

Foundation 1.6		Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.6 Make inferences and form generalizations based on evidence.	1.6 Demonstrate an increased ability to make inferences and form generalizations based on evidence.	With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"	With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.
Strand: Scientific Inquiry			
Substrand: 2.0 Documentation and Communication		Sub-domain: Reasoning and Problem-Solving	
Foundation 2.1		Goal P-SCI 5. Child plans and conducts investigations and experiments.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults),	2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words	With adult support, engages in simple investigations and experiments, such as building a "bridge" out of classroom materials and seeing how	With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly

charts, journals, models, and photos.	(dictated to adults), charts, journals, models, photos, or by tallying and graphing information.	many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children's favorite snacks.
Foundation 2.2		Goal P-SCI 6. Child analyzes results, draws conclusions, and communicates results.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.2 Share findings and explanations, which may be correct or incorrect, with or without adult prompting.	2.2 Share findings and explanations, which may be correct or incorrect, more spontaneously and with greater detail.	With adult assistance, analyzes and interprets data. Draws conclusions and provides simple descriptions of results. For example, an adult suggests counting how many dolls can be supported by a bridge before it breaks and along with the children counts, "One, two, three dolls. What happened when we put on the next doll?" A child says, "The bridge broke!"	With increasing independence, analyzes and interprets data and draws conclusions. With adult support, compares results to initial prediction and generates new questions or designs. For example, after putting multiple magnets together to create one magnet that is not strong enough to lift 10 paperclips, builds another and tries again. Communicates results, solutions, and conclusions in increasingly complex ways through multiple methods.

TABLE 2.17 *continued*

Strand: Physical Sciences			
Substrand: 1.0 Properties and Characteristics of Nonliving Objects and Materials		Sub-domain: Scientific Inquiry Sub-domain: Reasoning and Problem-Solving	
Foundation 1.1		Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Observe, investigate, and identify the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	1.1 Demonstrate increased ability to observe, investigate, and describe in greater detail the characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.
		Goal P-SCI 5. Child plans and conducts investigations and experiments.	
		36 to 48 Months	48 to 60 Months
		With adult support, engages in simple investigations and experiments, such as building a "bridge" out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children's favorite snacks.

Strand: Physical Sciences			
Substrand: 2.0 Changes in Nonliving Objects and Materials		Sub-domain: Scientific Inquiry	
Foundation 2.1		Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Demonstrate awareness that objects and materials can change; explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).	2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.
Foundation 2.2		Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.2 Observe and describe the motion of objects (in terms of speed, direction, the ways things move), and explore the effect of own actions (e.g., pushing, pulling, rolling, dropping) on making objects move.	2.2 Demonstrate an increased ability to observe and describe in greater detail the motion of objects (in terms of speed, direction, the ways things move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.

TABLE 2.17 *continued*

Strand: Life Sciences		Sub-domain: Scientific Inquiry	
Substrand: 1.0 Properties and Characteristics of Living Things			
Foundation 1.1		Goal P-SCI 3. Child compares and categorizes observable phenomena.	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Identify characteristics of a variety of animals and plants, including appearance (inside and outside) and behavior, and begin to categorize them.	1.1 Identify characteristics of a greater variety of animals and plants and demonstrate an increased ability to categorize them.	Sorts objects into groups based on simple attributes, such as color. With support, uses measurement tools to quantify similarities and differences of observable phenomena, such as when a child scoops sand into two containers and, with adult assistance, determines which container holds more scoops.	With increasing independence, sorts objects into groups based on more complex attributes, such as weight, sound, or texture. Uses measurement tools to assess the properties of and compare observable phenomena.
Foundation 1.2		No relevant goals.	
At around 48 months of age	At around 60 months of age		
1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.	1.2 Indicate greater knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.		
Foundation 1.3		No relevant goals.	
At around 48 months of age	At around 60 months of age		

<p>1.3 Identify the habitats of people and familiar animals and plants in the environment and begin to realize that living things have habitats in different environments.</p>	<p>1.3 Recognize that living things have habitats in different environments suited to their unique needs.</p>		
<p>Foundation 1.4</p>		<p>No relevant goals.</p>	
<p>At around 48 months of age</p>	<p>At around 60 months of age</p>		
<p>1.4 Indicate knowledge of the difference between animate objects (animals, people) and inanimate objects. For example, expect animate objects to initiate movement and to have different insides than inanimate objects.</p>	<p>1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that only animals and plants undergo biological processes such as growth, illness, healing, and dying.</p>		
<p>Strand: Life Sciences Substrand: 2.0 Changes in Living Things</p>		<p>Sub-domain: Scientific Inquiry</p>	
<p>Foundation 2.1</p>		<p>Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).</p>	
<p>At around 48 months of age</p>	<p>At around 60 months of age</p>	<p>36 to 48 Months</p>	<p>48 to 60 Months</p>
<p>2.1 Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow.</p>	<p>2.1 Observe and explore growth in humans, animals, and plants and demonstrate an increased understanding that living things change as they grow and go through transformations</p>	<p>Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.</p>	<p>Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.</p>

TABLE 2.17 *continued*

	related to the life cycle (for example, from a caterpillar to butterfly).		
Foundation 2.2		No relevant goals.	
At around 48 months of age	At around 60 months of age		
2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.	2.2 Develop a greater understanding of the basic needs of humans, animals, and plants (e.g., food, water, sunshine, shelter).		
Strand: Earth Sciences			
Substrand: 1.0 Properties and Characteristics of Earth Materials and Objects		Sub-domain: Scientific Inquiry Sub-domain: Reasoning and Problem-Solving	
Foundation 1.1		Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	1.1 Demonstrate an increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.

		Goal P-SCI 5. Child plans and conducts investigations and experiments.	
		36 to 48 Months	48 to 60 Months
		With adult support, engages in simple investigations and experiments, such as building a "bridge" out of classroom materials and seeing how many dolls it will hold before it collapses. Records data with teacher assistance, mostly using pictures and marks on a page.	With increasing independence, engages in some parts of conducting complex investigations or experiments. Increasingly able to articulate the steps that need to be taken to conduct an investigation. Uses more complex ways to gather and record data, such as with adult support, makes a graph that shows children's favorite snacks.
Strand: Earth Sciences		Sub-domain: Scientific Inquiry	
Substrand: 2.0 Changes in the Earth			
Foundation 2.1		Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds) and how they appear to move and change.	2.1 Demonstrate an increased ability to observe and describe natural objects in the sky and to notice patterns of movement and apparent changes in the sun and the moon.	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.

TABLE 2.17 *continued*

Foundation 2.2		Goal P-SCI 1. Child observes and describes observable phenomena (objects, materials, organisms, and events).	
At around 48 months of age	At around 60 months of age	36 to 48 Months	48 to 60 Months
2.2 Notice and describe changes in weather.	2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.	Uses the five senses to observe objects, materials, organisms, and events. Provides simple verbal or signed descriptions. With adult support, represents observable phenomena, such as draws a picture.	Makes increasingly complex observations of objects, materials, organisms, and events. Provides greater detail in descriptions. Represents observable phenomena in more complex ways, such as pictures that include more detail.
Foundation 2.3		No relevant goals.	
At around 48 months of age	At around 60 months of age		
2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.	2.3 Demonstrate an increased ability to notice and describe the effects of weather and seasonal changes on their own lives and on plants and animals.		
Foundation 2.4		No relevant goals.	
At around 48 months of age	At around 60 months of age		
2.4 Develop awareness of the importance of caring for and respecting the environment and participate in activities related to its care.	2.4 Demonstrate an increased awareness and the ability to discuss in simple terms how to care for the environment, and participate in activities related to its care.		

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