

# 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 Child Development  
and Early Learning Framework**

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

**California Infant/Toddler Learning  
and Development Foundations,  
California Content Standards,  
the Common Core State Standards,  
Head Start Child Development  
and Early Learning Framework**

## **Publishing Information**

*The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, and Head Start Child Development and Early Learning Framework* was developed by WestEd and the Child Development Division, California Department of Education. The publication was edited by Faye Ong, working in cooperation with Laura Bridges, Consultant. It was prepared for printing by the staff of CDE Press. The document was published by the California Department of Education, 1430 N Street, Sacramento, CA 95814-5901. It was distributed under the provisions of the Library Distribution Act and *Government Code* Section 11096.

© 2012 by the California Department of Education

All rights reserved

ISBN 978-0-8011-1730-5

## **Ordering Information**

This publication is available at <http://www.cde.ca.gov/sp/cd/re/psalignment.asp>.

## **Notice**

The guidance in *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: California Infant/Toddler Learning and Development Foundations, California Content Standards, the Common Core State Standards, and Head Start Child Development and Early Learning Framework* is not binding on local educational agencies or other entities. Except for statutes, regulations, and court decisions referenced herein, the document is exemplary, and compliance with it is not mandatory. (See *Education Code* Section 33308.5.)

# Contents

A Message from the State Superintendent of Public Instruction

Acknowledgments

Introduction

Table 1.0 Overview Alignment of the Domains in the California Preschool Learning Foundations with Domains in Key Early Education Resources

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

Table 1.1 Overview of the Alignment Between the Social –Emotional Development Domain and the California Content Standards

Table 1.2 Detailed View of the Alignment Between the Social –Emotional Development Domain and the California Content Standards

Language and Literacy

Table 1.3 Overview of the Alignment Between the Language and Literacy Domain and the Common Core State Standards

Table 1.4 Detailed View of the Alignment Between the Language and Literacy Domain and the Common Core State Standards

Table 1.5 Overview of the Alignment Between the Language and Literacy Domain and the California Content Standards

Table 1.6 Detailed View of the Alignment Between the Language and Literacy Domain and the California Content Standards

English-Language Development

Table 1.7 Overview of the Alignment Between the English-Language Development Domain and the California Content Standards

Mathematics

Table 1.8 Overview of the Alignment Between the Mathematics Domain and the Common Core State Standards

Table 1.9 Detailed View of the Alignment Between the Mathematics Domain and the Common Core State Standards

Table 1.10 Overview of the Alignment Between the Mathematics Domain and the California Content Standards

Table 1.11 Detailed View of the Alignment Between the Mathematics Domain and the California Content Standards

#### Visual and Performing Arts

Table 1.12 Overview of the Alignment Between the Visual and Performing Arts Domain and the California Content Standards

Table 1.13 Detailed View of the Alignment Between the Visual and Performing Arts Domain and the California Content Standards

#### Physical Development

Table 1.14 Overview of the Alignment Between the Physical Development Domain and the California Content Standards

Table 1.15 Detailed View of the Alignment Between the Physical Development Domain and the California Content Standards

#### Health

Table 1.16 Overview of the Alignment Between the Health Domain and the California Content Standards

Table 1.17 Detailed View of the Alignment Between the Health Domain and the California Content Standards

#### History–Social Science

Table 1.18 Overview of the Alignment Between the History–Social Science Domain and the California Content Standards

Table 1.19 Detailed View of the Alignment Between the History–Social Science Domain and the California Content Standards

#### Science

Table 1.20 Overview of the Alignment Between the Science Domain and the California Content Standards

Table 1.21 Detailed View of the Alignment Between the Science Domain and the California Content Standards

## Section 2. Alignment Between the California Preschool Learning Foundations and the Head Start Child Development and Early Learning Framework

### Tables

- 2.1 Overview of the Domains in the California Preschool Learning Foundations and the Head Start Child Development and Early Learning Framework
- 2.2 Organization of the California Preschool Learning Foundations and the Head Start Child Development and Early Learning Framework
- 2.3 Detailed View of the Alignment Between the Social–Emotional Domain and Head Start Learning Framework
- 2.4 Detailed View of the Alignment Between the Language and Literacy Domain and Head Start Learning Framework
- 2.5 Detailed View of the Alignment Between the English-Language Development Domain and Head Start Learning Framework
- 2.6 Detailed View of the Alignment Between the Mathematics Domain and Head Start Learning Framework
- 2.7 Detailed View of the Alignment Between the Visual and Performing Arts Domain and Head Start Learning Framework
- 2.8 Detailed Overview of the Physical Development Domain Alignment and Head Start Learning Framework
- 2.9 Detailed View of the Alignment Between the Health Domain and Head Start Learning Framework
- 2.10 Detailed View of the Alignment Between the History–Social Science Domain and Head Start Learning Framework
- 2.11 Detailed View of the Alignment Between the Science Domain and Head Start Learning Framework

### Bibliography

## **A Message from the State Superintendent of Public Instruction**

I am delighted to present *The Alignment of the California Preschool Learning Foundations with Key Early Education Resources: the California Infant/Toddler Learning and Development Foundations, California Content Standards, Common Core State Standards, and Head Start Child Development and Early Learning Framework*. This online publication presents 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. 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.

Young children are naturally eager to learn. We encounter their amazing curiosity at every turn. Their wonder about the world extends to understanding a broad range of areas, including language and literacy, mathematics, social-emotional development, visual and performing arts, health, and science. They often explore how the social and physical worlds work. However, even with their great curiosity about the world of people and things, 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. High-quality preschool teaching connects with young children's strong interest in concepts and processes from every developmental domain while contributing to long-range social and academic success.

Children who attend high-quality early learning programs benefit from rich opportunities to learn through play. Their play focuses on the world around them as they seek to make sense of the thoughts and behaviors of other people and experiment with living and nonliving things and make discoveries. Children thrive when offered a curriculum that integrates all the domains in a way that is developmentally, culturally, and linguistically meaningful and appropriate.

With the goal of ensuring that all early learning settings in California offer high-quality programs, the California Department of Education collaborated with leading early childhood educators, researchers, advocates, and parents to develop the infant/toddler learning and development foundations and the three volumes of the *California Preschool Learning Foundations*. The foundations outline key knowledge and skills that most children can acquire when provided with the kinds of interactions, instruction, and environments shown by research to promote early learning and development.

Efforts to provide children with high-quality early learning experiences fit into the overall mission of both the Department and the federal Head Start program. Learning and development that occurs before a child enters an early learning program is as significant as the learning and development that occurs beyond the early learning program and into the kindergarten and school years. A continuum of learning and development begins early in life and continues through higher education. Understanding the links between the different ages and different early childhood services allows educators to see how to build on children's earlier learning and prepare them for the next educational challenge. To foster greater

understanding of children’s learning and development during the first five years, this online publication explains the connections among the infant/toddler learning and development foundations, preschool learning foundations, Common Core State Standards, California content standards for kindergarten, and the *Head Start Child Development and Early Learning Framework*.

The foundations will help guide and support all California early learning settings in providing developmentally appropriate instruction and activities that engage young hearts and minds. As their alignment with key early education resources 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 lead to children’s well-being and success throughout life.

TOM TORLAKSON

State Superintendent of Public Instruction

## Acknowledgments

The development of the alignment involved many people. In addition to the project leader, the following groups contributed: (1) principal writers; (2) project staff from the WestEd Center for Child and Family Studies, (3) staff from the California Department of Education, and (4) review focus groups.

**Peter Mangione**, WestEd, was project leader and is gratefully acknowledged for his contributions.

### Principal Writers

Special thanks are extended to the principal writers for their expertise and contributions.

**Peter Mangione**, WestEd

**Osnat Zur**, WestEd

### Project Staff

**Katie Monahan**, WestEd Center for Child and Family Studies

**Amy Schustz-Alvarez**, WestEd Center for Child and Family Studies

### California Department of Education

Thanks are extended to the following staff members: **Richard Zeiger**, Chief Deputy Superintendent; **Lupita Cortez Alcala**, Deputy Superintendent, Instruction & Learning Support Branch; **Camille Maben**, Director, Child Development Division; **Cecelia Fisher-Dahms**, Administrator, Quality Improvement Office; **Laura Bridges**, Consultant, Child Development Division, and **Michael Zito**, Coordinator, Head Start State Collaboration Office, for ongoing revisions and recommendations. During the development process, many CDE staff members were involved at various levels: **Deb Sigman**, Deputy Superintendent, District, School, and Innovation Branch; **Gail Brodie**, **Sy Dang Nguyen**, **Luis Rios**, **Mary Smithberger**, and **Charles Vail**, Child Development Division staff; and **Meredith Cathcart**, **Special Education Division**. Additional thanks are extended to them all.

### Public Input

Two focus groups consisting of 33 participants gave valuable feedback on initial drafts of the alignment.

## Introduction

Over the past 15 years, the California Department of Education (CDE) has identified foundations to describe the learning and development of children from birth through kindergarten. This work focused on what young children know and are able to do during different age periods. Work on the period covering birth through kindergarten stemmed from three distinct initiatives. First, academic content experts, K–12 educators, and other stakeholders collaborated to define what children are expected to learn in California public schools from kindergarten through twelfth grade. Standards in eight domains emerged from this effort. In 2006, experts were convened to write foundations that describe the learning and development of children during the years from birth to age three. The publication *California Infant/Toddler Learning and Development Foundations* represents the second step in the CDE’s work. 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. After creating the infant/toddler learning and development foundations, the CDE proceeded with the third step. Researchers, early childhood educators, and other stakeholders convened to conceptualize and delineate preschool learning foundations. This effort produced learning foundations that cover nine developmental domains. The preschool learning foundations in the History–Social Science and Science domains are the last two of the nine domains.

As work on standards and foundations continues to evolve in California, two national initiatives have contributed to early childhood educators’ understanding of learning and development: (1) the Common Core State Standards (CCSS) and (2) the *Head Start Child Development and Early Learning Framework (Head Start Learning Framework)*. The CCSS provide standards for every grade level from kindergarten through twelfth grade for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects; and for Mathematics. California stands among numerous states that have adopted the CCSS. The *Head Start Learning Framework* describes key learning in 11 developmental domains. Head Start programs throughout the country orient the support of young children’s development and learning around the knowledge and skills described in the Framework.

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 facilitate it. Additional resources that work hand in hand with standards and foundations have been created for early childhood educators. For example, the CDE's infant/toddler curriculum framework is aligned with the infant/toddler learning and development foundations, and the preschool curriculum framework is aligned with the preschool learning foundations. The Desired Results Developmental Profile is also aligned with the infant/toddler and preschool foundations.

An important question is, How do the preschool learning foundations align with the infant/toddler learning and development foundations, the kindergarten content standards, the CCSS, and the *Head Start Learning Framework*? To address this question, it is helpful to consider the context in which each resource was created, the organization of each resource, and key characteristics of early development and learning that contribute to similarities and differences between each one.

### **Context for the Development of Foundations and Standards**

#### *California Content Standards and Common Core State Standards*

The California kindergarten content standards and the CCSS 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 at a given grade support students' learning of the knowledge and skills established for that grade level. With stakeholder and field review, experts developed the content standards. 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. The content standards were formally adopted by California's State Board of Education.

Standards for kindergarten cover English language arts, mathematics, English-language development, health education, history–social science, physical education, science, and visual and performing arts.

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

A large body of research shows that early development results from an interaction between a young child's biological potential and experience. Because developmental experts were convened to write learning and development foundations for infants and toddlers, the terminology used in formulating the foundations comes from research literature. Learning and development is specified in four domains (Cognitive Development, Language Development, Perceptual and Motor Development, and

Social–Emotional Development) at 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. The behaviors leading up to each developmental transition are also described.

### *Preschool Learning Foundations*

When California’s preschool learning foundations were created, the kindergarten content standards and the infant/toddler learning and development foundations already existed. In many ways, the preschool foundations represent a bridge between the infant/toddler years and kindergarten. Development during the preschool years continues to involve an interaction between maturation and experience. In addition, preschool children are increasingly able to engage in structured small-group learning activities. The researchers who wrote the preschool learning foundations made a conscious effort to align the preschool foundations with the kindergarten content standards and the infant/toddler foundations. 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. 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).

### *Common Core State Standards*

The National Governors Association Center for Best Practices and the Council of Chief State School Officers sponsored the development of the CCSS. The standards for Mathematics and Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects were developed in collaboration with a variety of stakeholders: content experts, states, teachers, school administrators, and parents. The CCSS are intended to establish clear and consistent educational goals so that America’s children can be successful in college and careers. The CCSS have been formally adopted by California’s State Board of Education.

### *Head Start Child Development and Early Learning Framework*

The *Head Start Learning Framework* outlines the developmental building blocks essential for children’s school and long-term success. Several steps were taken to develop the updated Framework. The revision work began with a review of literature and legislation; the review was done by the Office of the Administration for Children and

Family's Deputy Assistant Secretary, the Office of Head Start, and the Office of Policy, Research, and Evaluation. Three types of reviewers then evaluated draft material: (1) experts in creating standards, (2) experts in different populations of children, and (3) experts in different domains of development. Finally, a panel of Head Start programs was convened, representing geographic diversity; tribal, migrant, and seasonal programs; urban and rural programs; and programs serving a high percentage of children who are dual-language learners. The Framework is intended for children three to five years old and covers all aspects of child development and learning. Head Start programs use the Framework to establish school-readiness goals and to guide curriculum, assessment, and program planning.

### **Organization of the Different Resources**

The resources for early learning are organized in different ways.

#### *Domains*

Each of the documents organizes standards, foundations, or outcomes into learning domains. The simplest scheme is at the infant/toddler age level. Learning and development is organized into four domains:

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

The research consortium for the infant/toddler foundations recommended those four domains for two reasons. First, college textbooks and courses on infant development present theory and research in those 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.

As stated earlier, the preschool age is a distinct developmental period that bridges the infant/toddler and kindergarten age periods. In creating the preschool learning foundations, the writers used the organizational scheme of the kindergarten content standards as the starting point. This strategy maximized the alignment with the kindergarten 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. A ninth kindergarten domain, School Library, was developed subsequent to the launch of the preschool learning foundations project. It is anticipated

that future editions of the preschool learning foundations will include content presented in the School Library subject area, which mainly addresses children’s use of computer technology. The current nine preschool learning foundations domains are Social–Emotional Development, Language and Literacy, English-Language Development, Mathematics, Visual and Performing Arts, Physical Development, Health, History–Social Science, and Science.

The organization of the content standards in kindergarten is straightforward. There are standards for the following subjects in K–12 education: English language arts, English-language development, mathematics, visual and performing arts, physical education, health education, history–social science, school library, and science.

The CCSS were also derived from a K–12 perspective. The CCSS present a more integrated picture of English language arts and literacy learning than the California content standards. Rather than isolating English language arts as a distinct subject, the CCSS have a domain called “English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects.” English language arts and literacy for kindergarten include *reading standards for literature, for informational text, and in foundational skills, writing standards, speaking and listening standards, and language standards.*

In addition, the CCSS address the mathematics domain. Two types of mathematics standards are delineated: 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 in all grade levels. For example, the first mathematical practice focuses on the ability to *make sense of problems and persevere in solving them.* The standards for mathematical content are specific for each grade level. The kindergarten core standards in mathematics specify expectations in Counting and Cardinality, Operations and Algebraic Thinking, Number and Operations in Base Ten, Measurement and Data, and Geometry.

Finally, the *Head Start Learning Framework* takes a broad approach to early development and learning. The Framework is organized into 11 domains: Physical Development & Health, Social & Emotional Development, Approaches to Learning, Logic & Reasoning, Language Development, English Language Development, Literacy Knowledge & Skills, Mathematics Knowledge & Skills, Science Knowledge & Skills, Creative Arts Expression, and Social Studies Knowledge & Skills. These domains stem from the history of Head Start research and practice. There is considerable overlap between the Framework and the content standard domains typically used for the kindergarten grade level, but the Framework also has some distinct ways of identifying

young children’s developing knowledge and skills. The Framework covers areas generally addressed by a comprehensive preschool curriculum.

### *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 “gradelike” organization of K–12 education. Rather, experts on 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.

### *Content in Different Domains*

Because the organization of domains differs across documents, similar or related content may appear under different domains. For example, *cooperation* appears in the Social–Emotional Development domain in the preschool learning foundations and in the Approaches to Learning domain in the *Head Start Learning Framework*. The least amount of variation occurs between the preschool learning foundations and the California content standards for kindergarten and the CCSS for kindergarten. Those differences most often relate to domain labels. For example, in the preschool learning foundations the Language and Literacy domain aligns with the kindergarten content standards’ English Language Arts domain and the CCSS’ English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects. Of course, each label reflects differences in emphasis.

The only major example of content appearing in one domain in the preschool learning foundations and in another in the kindergarten foundations is in the area of social–emotional development—specifically, some of the content in the Social–Emotional Development domain of the preschool foundations aligns with the Mental, Emotional, and Social Health strand of the kindergarten *Health Education Content Standards*. Even so, the preschool Social–Emotional Development foundations are comprehensive, while

the Mental, Emotional, and Social Health content standard gives narrow coverage of social–emotional development.

Unlike the straightforward alignment between the preschool foundations and the kindergarten standards, the alignment between the preschool foundations and the *Head Start Learning Framework* shows that several content areas appear in different domains. For example, the Framework domain of Approaches to Learning has elements that correspond to three different domains of the preschool foundations: (1) Social–Emotional Development (Initiative in Learning, Self-Regulation, Cooperation and Responsibility, and Group Participation); (2) Mathematics (Mathematical Reasoning); and Science (Observation and Investigation). Another example is that the Logic and Reasoning domain of the Head Start Learning Framework addresses content in several domains of the preschool foundations: (1) Social–Emotional Development (Interaction with Peers); Mathematics (Mathematical Reasoning and Classification and Patterning; Visual and Performing Arts (Visual Art—Create, Invent, and Express through Visual Art); Science (Observation and Investigation); and History–Social Science (Understanding of the Physical World Through Drawings and Maps).

The preschool foundations also group content differently from the infant/toddler foundations. For example, the “Mathematical Reasoning” foundation in the preschool corresponds to the “Problem Solving” foundation in the Cognitive Development domain of the infant/toddler foundations.

## **Key Characteristics of Early Development and Learning**

### *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 for the different age groups reflect these developmental differences.

### *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 links to 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 and cooperation and responsibility.

Because of the nature of children’s development, a simple and straightforward one-to-one alignment of foundations across ages is not feasible. 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 the “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, as the development described by the infant/toddler foundation—for example, “Expression of Emotions”—is particularly important for that age period. 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 of “Writing Strategies” and “Measurement” emerge only during the preschool years.

### **Alignment Across Domains**

The preschool learning foundations include foundations in nine major domains: Social–Emotional Development, Language and Literacy, English–Language Development, and Mathematics (Volume 1); Visual and Performing Arts, Physical Development, and Health (Volume 2); and History–Social Science and Science (Volume 3). The following table presents an alignment of the domains across the infant/toddler learning and development foundations, the preschool learning foundations, and the kindergarten content standards, the CCSS, and the *Head Start Learning Framework*.

**Table 1**  
**Overview Alignment of the Domains in the California Preschool Learning Foundations**  
**with Domains in Key Early Education Resources**

<b>Domains</b>					
<b>California Preschool Learning Foundations</b>	<b>California Infant/Toddler Learning and Development Foundations</b>	<b>California Kindergarten Content Standards</b>	<b>Common Core State Standards</b>	<b>Head Start Child Development and Early Learning Framework</b>	<b>Additional Domains in the Head Start Child Development and Early Learning Framework with Corresponding Content</b>
Social–Emotional Development	Social–Emotional Development	Health Education Mental, Emotional, and Social Health		Social & Emotional Development	Approaches to Learning Logic & Reasoning
Language and Literacy	Language Development	English–Language Arts	English–Language Arts	Language Development Literacy Knowledge & Skills	
English–Language Development	Language Development	English–Language Development		English Language Development	Literacy Knowledge & Skills
Mathematics	Cognitive Development	Mathematics	Mathematics	Mathematics Knowledge & Skills	Logic & Reasoning Approaches to Learning
Visual and Performing Arts	All Domains	Visual and Performing Arts		Creative Arts Expression	Logic & Reasoning
Physical Development	Perceptual and Motor Development Cognitive Development	Physical Education		Physical Development & Health	
Health	All Domains	Health Education		Physical Development & Health	
History–Social Science	Social–Emotional Development Cognitive Development	History–Social Science		Social Studies Knowledge & Skills	Social & Emotional Development
Science	Cognitive Development Language Development	Science		Science Knowledge & Skills	Approaches to Learning Logic & Reasoning

**Table 1.0**  
**Overview Alignment of the Domains in the California Preschool Learning Foundations**  
**with Domains in Key Early Education Resources**

Domains					
California Preschool Learning Foundations	California Infant/Toddler Learning and Development Foundations	California Kindergarten Content Standards	Common Core State Standards	Head Start Child Development and Early Learning Framework	Additional Domains in the Head Start Child Development and Early Learning Framework with Corresponding Content
Social–Emotional Development	Social–Emotional Development	Health Education Mental, Emotional, and Social Health		Social & Emotional Development	Approaches to Learning Logic & Reasoning
Language and Literacy	Language Development	English–Language Arts	English–Language Arts	Language Development Literacy Knowledge & Skills	
English–Language Development	Language Development	English–Language Development		English Language Development	Literacy Knowledge & Skills
Mathematics	Cognitive Development	Mathematics	Mathematics	Mathematics Knowledge & Skills	Logic & Reasoning Approaches to Learning
Visual and Performing Arts	All Domains	Visual and Performing Arts		Creative Arts Expression	Logic & Reasoning
Physical Development	Perceptual and Motor Development Cognitive Development	Physical Education		Physical Development & Health	
Health	All Domains	Health Education		Physical Development & Health	
History–Social Science	Social–Emotional Development Cognitive Development	History–Social Science		Social Studies Knowledge & Skills	Social & Emotional Development
Science	Cognitive Development Language Development	Science		Science Knowledge & Skills	Approaches to Learning Logic & Reasoning

As the Overview table indicates, the developmental domains at the infant/toddler level (e.g., Social–Emotional, Language, Cognitive, and Perceptual and Motor Development) 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 English-Language Arts domain; the preschool Mathematics domain with the kindergarten Mathematics domain; 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 Science domain.

In addition to the one-to-one correspondence between the domains of the preschool learning foundations and those of the kindergarten content standards, the preschool Language and Literacy domain aligns with the CCSS English language arts domain. Likewise, the preschool Mathematics domain aligns with the CCSS Mathematics domain.

The alignment between the preschool learning foundations and the *Head Start Learning Framework* consists of two parts. First, for each of the preschool learning foundations domains, the *Head Start Learning Framework* has content in a corresponding domain (in one case, two domains). Thus, the preschool learning foundations’ Social–Emotional Development domain aligns with the *Head Start Learning Framework’s* Social & Emotional Development domain, the preschool Language and Literacy domain with Head Start’s Language Development and Literacy Knowledge & Skills domains, the preschool English–Language Development domain with Head Start’s English Language Development domain, the preschool Mathematics domain with Head Start’s Mathematics Knowledge & Skills domain, the preschool Visual and Performing Arts domain with Head Start’s Creative Arts Expression domain, the preschool Physical Development domain with Head Start’s Physical Development & Health domain, the preschool Health domain with Head Start’s Physical Development & Health domain, the preschool History–Social Science domain with Head Start’s Social Studies Knowledge & Skills domain, and the preschool Science domain with Head Start’s Science Knowledge & Skills domain.

The second part of the alignment between the content of the *California Preschool Learning Foundations* and that of the *Head Start Learning Framework* centers on the cross-cutting nature of some of the domains in the latter document. The *Head Start Learning Framework’s* Approaches to Learning domain has content that relates to

content in the Social–Emotional Development, Mathematics, and Science domains of the preschool learning foundations. Similarly, the content of the Head Start’s Logic & Reasoning domain intersects with the preschool learning foundations’ Social–Emotional Development, Mathematics, Visual and Performing Arts, and Science domains. Two other *Head Start Learning Framework* domains have content that pertains to additional preschool learning domains: Head Start’s Literacy Knowledge & Skills aligns with parts of the preschool English-Language Development domain, and Head Start’s Social Studies Knowledge & Skills aligns with a few foundations in the preschool Social–Emotional Development domain.

The tables in the following sections present the alignment of the infant/toddler foundations with the preschool foundations, the kindergarten content standards, and the CCSS for kindergarten for each of the developmental domains. It is important to note that, in the following alignment of competencies across the three different age periods, the alignment shows connections *only* between foundations of the parallel competency at different age levels. Even though a one-to-one correspondence can be drawn in numerous instances, one should 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, Cognitive, and Physical Development domains are interrelated. The development of language, for example, facilitates and nourishes children’s development in mathematics, performing arts, and social and emotional domains. Although the alignment focuses 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.

The remainder of this document provides brief summaries of the developmental progression of key preschool foundations in each domain as they relate to specific infant/toddler foundations, specific CCSS, specific kindergarten content standards (all three sets are in Section 1), and specific competencies described in the *Head Start Learning Framework* (Section 2). The various tables that illustrate 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 (for various reasons). Although early learning and development is multifaceted and complex, the alignment clearly illustrates 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 Development Domain**  
**and the California Content Standards**

<b>Social–Emotional Development</b>		
<b>California Infant/Toddler Learning and Development Foundations</b>	<b>California Preschool Learning Foundations</b>	<b>California Content Standards Kindergarten</b>
<b>Social–Emotional Development</b>	<b>Social–Emotional Development</b>	<b>Health Education</b>
	<b>Self</b>	<b>Mental, Emotional, and Social Health</b>
Identity of Self in Relation to Other 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	

**Table 1.1 (continued)**

<b>Social–Emotional Development</b>		
<b>California Infant/Toddler Learning and Development Foundations</b>	<b>California Preschool Learning Foundations</b>	<b>California Content Standards Kindergarten</b>
<b>Social–Emotional Development</b>	<b>Social–Emotional Development</b>	<b>Health Education</b>
	<b>Social Interaction</b>	<b>Mental, Emotional, and Social Health</b>
Interactions with Adults	→ Interactions with Familiar Adults	
Interactions with Peers	→ Interactions with Peers	→ Interpersonal Communication
	Group Participation	
	Cooperation and Responsibility	
	<b>Relationships</b>	
Relationship with Adults	→ [ Attachment to Parents	→ [ Essential Concepts
	Close Relationships with Teachers and Caregivers	Analyzing Influences
Relationship with Peers	→ Friendships	→ Accessing Valid Information

<b>Table 1.2</b>		
<b>Detailed View of the Alignment Between the Social–Emotional Domain and the California Content Standards</b>		
<b>California Preschool Learning Foundations</b>		<b>California Content Standards Kindergarten</b>
<b>Domain: Social–Emotional Development</b>		<b>Domain: Health Education</b> • <b>Mental, Emotional, and Social Health</b>
<b>Strand: Self</b>		<b>Content Area: Mental, Emotional, and Social Health</b>
<b>1.0 Self-Awareness</b>		<b>Standard 1: Essential Concepts</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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:  <b>Standard 1: Essential Concepts</b> 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.”

<b>2.0 Self-Regulation</b>		<b>Standard 4: Interpersonal Communication</b> <b>Standard 7: Practicing Health-Enhancing Behaviors</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>Standard 4: Interpersonal Communication</b> 4.1 Show how to express personal needs and wants appropriately.  <b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.1 Express emotions appropriately.
<b>3.0 Social and Emotional Understanding</b>		<b>Standard 1: Essential Concepts</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.
<b>4.0 Empathy and Caring</b>		<b>Standard 6: Goal Setting</b> <b>Standard 7: Practicing Health-Enhancing Behaviors</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>Standard 6: Goal Setting</b> 6.1 Make a plan to help family members at home.  <b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.2 Describe positive ways to show care, consideration, and concern for others.

<b>5.0 Initiative in Learning</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
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.	
<b>Strand: Social Interaction</b>		<b>Content Area: Mental, Emotional, and Social Health</b>
<b>1.0 Interactions with Familiar Adults</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
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.	
<b>2.0 Interactions with Peers</b>		<b>Standard 4: Interpersonal Communication</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	
<b>3.0 Group Participation</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
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.	
<b>4.0 Cooperation and Responsibility</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
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.	

<b>Strand: Relationships</b>		<b>Content Area: Mental, Emotional, and Social Health</b>
<b>1.0 Attachment to Parents</b>		<b>Standard 1: Essential Concepts Standard 2: Analyzing Influences Standard 3: Accessing Valid Information</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>Standard 1: Essential Concepts</b> 1.2 Identify trusted adults at home and at school.  <b>Standard 2: Analyzing Influences</b> 2.1 Identify ways family and friends help promote well-being.  <b>Standard 3: Accessing Valid Information</b> 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.	

<b>2.0 Close Relationships with Teachers and Caregivers</b>		<b>Standard 1: Essential Concepts</b> <b>Standard 3: Accessing Valid Information</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>Standard 1: Essential Concepts</b> 1.3 Identify trusted adults at home and at school.  <b>Standard 3: Accessing Valid Information</b> 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.	
<b>3.0 Friendships</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
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:  <b>Standard 8: Health Promotion</b> 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; (b) the CCSS in English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects; and (c) the kindergarten content standards in English–language arts. 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, as demonstrated by the preschool foundations *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 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* continues to develop during the preschool years and 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 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 CCSS specify the progression of skills and understandings, from kindergarten through grade twelve, in two key domains: (a) English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects and (b) Mathematics. The following analysis describes the alignment between the infant/toddler learning and development foundations and the CCSS for **kindergarten** in the Language and Literacy domain.

The development of foundational concepts and skills in Language and Literacy during the preschool years relate to children’s development of reading, writing, listening, and speaking skills while in kindergarten. The preschool learning foundations in Language and Literacy and the CCSS in English Language Arts 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. For each strand, alignment between the preschool learning foundations and the CCSS occurs at both the substrand and the foundation levels. Table 1.3 shows the alignment between preschool

substrands and key areas (CCR anchor standards) in the CCSS for English language arts and literacy. Table 1.4 details the alignment between preschool foundations in language and literacy and the corresponding CCSS for kindergarten.

Table 1.3 shows that 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: *reading standards for literature, for informational text, and in foundational skills* and standards for *speaking and listening*. The preschool strand **writing** is aligned with the CCSS strand **writing**, and the CCSS strand **language standards** is aligned with components in the preschool strand **listening and speaking**.

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 substrands *vocabulary* and *grammar* are aligned with the CCR anchor standards for language: *vocabulary acquisition and use*, and *conventions of standard English*, respectively. The **reading** substrands in the preschool foundations are aligned with the CCR anchor standards for reading: *key ideas and details*, *craft and structure*, and *integration of knowledge and ideas*, and with the CCSS reading standards: foundational skills in the areas of *phonological awareness, print concepts, phonics and word recognition*.

The CCSS reading standards for kindergarten—*fluency and range of reading and level of text complexity*—present skills that emerge in kindergarten and therefore have no corresponding foundations at the preschool level. Table 1.3 shows the specific alignment of the reading substrands with the CCR anchor standards for reading. 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 do not have corresponding foundations at the preschool level. All preschool

substrands are aligned with corresponding CCSS, except for the substrand *literacy interest and response*.

Table 1.4 displays the alignment between specific preschool learning foundations in Language and Literacy and specific CCSS for kindergarten in language arts and literacy. 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*) develops into 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 (CCSS in speaking and listening, *comprehension and collaboration*).

Children's progression in kindergarten is evident in their speaking, listening, reading, and writing abilities. 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 (language standards: *vocabulary acquisition and use*); and demonstrate command of the conventions of standard English grammar and usage (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 (reading standards: foundational skills *phonics and word recognition*); 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 Common Core State Standards**

<b>Language and Literacy</b>		
<b>California Infant/Toddler Learning and Development Foundations</b>	<b>California Preschool Learning Foundations</b>	<b>Common Core State Standards Kindergarten</b>
<b>Language Development</b>	<b>Language and Literacy</b>	<b>English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>
	<b>Listening and Speaking</b>	<b>Speaking and Listening Standards</b>
Communication Skills and Knowledge →	Language Use and Conventions →	Comprehension and Collaboration Presentation of Knowledge and Ideas
Receptive Language ] → [	Vocabulary →	<b>Language Standards</b> Vocabulary Acquisition and Use
Expressive Language ] → [	Grammar →	Conventions of Standard English
	<b>Reading</b>	<b>Reading Standards for Literature Reading Standards for Informational Text Reading Standards: Foundational Skills Speaking and Listening Standards</b>
Receptive Language ] → [	Phonological Awareness →	Phonological Awareness
Expressive Language ] → [	Comprehension and Analysis of Age-Appropriate Text →	Key Ideas and Details Integration of Knowledge and Ideas Comprehension and Collaboration

**Table 1.3 (continued)**

<b>Language and Literacy</b>		
<b>California Infant/Toddler Learning and Development Foundations</b>	<b>California Preschool Learning Foundations</b>	<b>Common Core State Standards Kindergarten</b>
<b>Language Development</b>	<b>Language and Literacy</b>	<b>English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>
	<b>Reading</b>	<b>Reading Standards for Literature Reading Standards for Informational Text Reading Standards: Foundational Skills Speaking and Listening Standards</b>
Interest in Print →	<ul style="list-style-type: none"> <li>Concepts about Print</li> <li>Alphabets and Word/Print Recognition</li> <li>Literacy Interest and Response</li> </ul>	<ul style="list-style-type: none"> <li>Print Concepts</li> <li>Craft and Structure</li> <li>Print Concepts</li> <li>Phonics and Word Recognition</li> </ul>
	<b>Writing</b>	<b>Writing Standards</b>
Interest in Print →	Writing Strategies	Text Types and Purposes

<b>Table 1.4</b> <b>Detailed View of the Alignment Between the Language and Literacy Domain and the Common Core State Standards</b>	
<b>California Preschool Learning Foundations</b>	<b>Common Core State Standards Kindergarten</b>
<b>Domain: Language and Literacy</b>	<b>English Language Arts &amp; Literacy in History/Social Studies, Science, and Technical Subjects</b>
<b>Strand: Listening and Speaking</b>	<b>Speaking and Listening Standards Language Standards</b>
<b>Substrand: 1.0 Language Use and Conventions</b>	<b>Speaking and Listening Standards:</b> <ul style="list-style-type: none"> <li>▪ Comprehension and Collaboration</li> <li>▪ Presentation of Knowledge and Ideas</li> </ul>

At around 48 months	At around 60 months	By the end of kindergarten
<p>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.</p>	<p>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.</p>	<p><b>Comprehension and Collaboration</b></p> <ol style="list-style-type: none"> <li>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"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ol> </li> <li>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.               <p><b>a. Understand and follow one- and two-step oral directions. *</b></p> </li> <li>3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.</li> </ol>
<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><b>Presentation of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>6. Speak audibly and express thoughts, feelings, and ideas clearly.</li> </ol>
<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>	<ol style="list-style-type: none"> <li>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"> <li>a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).</li> <li>b. Continue a conversation through multiple exchanges.</li> </ol> </li> </ol>
<p>1.4 Use language to construct short narratives that are real or fictional.<sup>†</sup></p>	<p>1.4 Use language to construct extended narratives that are real or fictional.<sup>†</sup></p>	<p><b>Presentation of Knowledge and Ideas</b></p> <ol style="list-style-type: none"> <li>4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.</li> <li>5. Add drawings or other visual displays to descriptions as desired to provide additional detail.</li> </ol>

\* Added by California to the CCSS.

<sup>†</sup> The footnote that appears in the published version of this foundation has been omitted so that the alignment can be highlighted.

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.	<b>Vocabulary Acquisition and Use</b> 4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>kindergarten reading and content</i> . a. Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb <i>to duck</i> ). b. Use the most frequently occurring inflections and affixes (e.g., <i>-ed, -s, re-, un-, pre-, -ful, -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. 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, march, strut, 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
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two	3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two	<b>Conventions of Standard English</b> 1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

phrases or two to three concepts to communicate ideas.	to three phrases or three to four concepts to communicate ideas.	<ol style="list-style-type: none"> <li>a. Print many upper- and lowercase letters.</li> <li>b. Use frequently occurring nouns and verbs.</li> <li>c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., <i>dog, dogs; wish, wishes</i>).</li> <li>d. Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).</li> <li>e. Use the most frequently occurring prepositions (e.g., <i>to, from, in, out, on, off, for, of, by, with</i>).</li> <li>f. Produce and expand complete sentences in shared language activities.</li> </ol>
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.	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.	<ol style="list-style-type: none"> <li>2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <ol style="list-style-type: none"> <li>a. Capitalize the first word in a sentence and the pronoun I.</li> <li>b. Recognize and name end punctuation.</li> <li>c. Write a letter or letters for most consonant and short-vowel sounds (phonemes).</li> <li>d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.</li> </ol> </li> </ol>
<b>Strand: Reading</b>		<b>Reading Standards for Literature</b> <b>Reading Standards for Informational Text</b> <b>Reading Standards: Foundational Skills</b>
<b>Substrand: 1.0 Concepts about Print</b>		<b>Reading Standards: Foundational Skills</b> <ul style="list-style-type: none"> <li>• <b>Print Concepts</b></li> </ul> <b>Reading Standards for Literature:</b> <ul style="list-style-type: none"> <li>• <b>Craft and Structure</b></li> </ul> <b>Reading Standards for Informational Text:</b> <ul style="list-style-type: none"> <li>• <b>Craft and Structure</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>Reading Standards: Foundational Skills</b> <ul style="list-style-type: none"> <li>• <b>Print Concepts</b></li> </ul> <ol style="list-style-type: none"> <li>1. Demonstrate understanding of the organization and basic features of print. <ol style="list-style-type: none"> <li>a. Follow words from left to right, top to bottom, and page by page.</li> <li>b. Recognize that spoken words are represented in written language by specific sequences of letters.</li> </ol> </li> </ol>
1.2 Recognize print as something that can be read.	1.2 Understand that print is something that is read and has specific meaning	

		<p>c. Understand that words are separated by spaces in print.</p> <p><b>Reading Standards for Literature</b></p> <ul style="list-style-type: none"> <li>• <b>Craft and Structure</b></li> </ul> <p>5. Recognize common types of texts (e.g., storybooks, poems, <b><u>fantasy, realistic text</u></b>).</p> <p>6. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.</p> <p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li>• <b>Craft and Structure</b></li> </ul> <p>5. Identify the front cover, back cover, and the title page of a book.</p> <p>6. Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.</p>
<b>2.0 Phonological Awareness</b>		<b>Reading Standards: Foundational Skills</b>
		• <b>Phonological Awareness</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<p><b>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.</b></p>	<p>2.1 Orally blends and delete words and syllables without the support of pictures or objects.</p>	<p><b>Phonological Awareness</b></p> <p>2. Demonstrate understanding of spoken words, syllables, and sounds.</p> <p>a. Recognize and produce rhyming words.</p> <p>b. Count, pronounce, blend, and segment syllables in spoken words.</p> <p>c. Blend and segment onsets and rimes of single-syllable spoken words.</p> <p>d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words. * (This does not include CVCs ending with /l/, /r/, or /x/.)</p> <p>e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.</p>
	<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>	
<b>3.0 Alphabets and Word/Print Recognition</b>		<b>Reading Standards: Foundational Skills</b>
		<ul style="list-style-type: none"> <li>• <b>Print Concepts</b></li> <li>• <b>Phonics and Word Recognition</b></li> </ul>

\* Boldface underlined words represent California's addition to the CCSS.

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.	<b>Print Concepts</b> 1. Demonstrate understanding of the organization and basic features of print. d. Recognize and name all upper- and lowercase letters of the alphabet.
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.	<b>Phonics and Word Recognition</b> 3. Know and apply grade-level phonics and word analysis skills in decoding words <b>both in isolation and in text</b> . a. Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary or many of the most frequent sound for each consonant. b. Associate the long and short sounds with common spellings (graphemes) for the five major vowels. <sup>†</sup> c. Read common high-frequency words by sight (e.g., the, of, to, you, she, my, is, are, do, does) d. Distinguish between similarly spelled words by identifying the sounds of the letters that differ.
	3.3 Begin to recognize that letters have sounds.	
		Other standards covered under “Reading Standards: Foundational Skills” for Kindergarten: <b>Fluency</b> 4. Read emergent-reader texts with purpose and understanding.

<sup>†</sup>The footnote that appears in the published version of this CCSS has been omitted so that the alignment can be highlighted.

<b>4.0 Comprehension and Analysis of Age-Appropriate Text</b>		<b>Reading Standards for Literature</b> <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Integration of Knowledge and Ideas</li> </ul> <b>Reading Standards for Informational Text</b> <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> <li>• Integration of Knowledge and Ideas</li> </ul> <b>Speaking and Listening Standards</b> <ul style="list-style-type: none"> <li>• Comprehension and Collaboration</li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>Reading Standards for Literature</b> <ul style="list-style-type: none"> <li>• Key Ideas and Details</li> </ul> <ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, retell familiar stories, including key details.</li> <li>3. With prompting and support, identify characters, settings, and major events in a story.</li> </ol> <b>Reading Standards for Literature</b> <ul style="list-style-type: none"> <li>• Integration of Knowledge and Ideas</li> </ul> <ol style="list-style-type: none"> <li>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).</li> <li>8. (Not applicable to literature)</li> <li>9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.</li> </ol> <b>Speaking and Listening Standards</b> <ul style="list-style-type: none"> <li>▪ Comprehension and Collaboration</li> </ul> <ol style="list-style-type: none"> <li>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.</li> </ol>

<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><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li>• <b>Key Ideas and Details</b></li> </ul> <ol style="list-style-type: none"> <li>1. With prompting and support, ask and answer questions about key details in a text.</li> <li>2. With prompting and support, identify the main topic to retell key details of a text.</li> <li>3. With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.</li> </ol> <p><b>Reading Standards for Informational Text</b></p> <ul style="list-style-type: none"> <li>• <b>Integration of Knowledge and Ideas</b></li> </ul> <ol style="list-style-type: none"> <li>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).</li> <li>8. With prompting and support, identify the reasons an author gives to support points in a text.</li> <li>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).</li> </ol> <p><b>Speaking and Listening Standards</b></p> <ul style="list-style-type: none"> <li>• <b>Comprehension and Collaboration</b></li> </ul> <ol style="list-style-type: none"> <li>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.</li> </ol> <p>Other standard covered under “Reading for Literature” and “Reading for Informational” text:</p> <p><b>Range of Reading and Level of Text Complexity</b></p> <ol style="list-style-type: none"> <li>10. Actively engage in group reading activities with purpose and understanding.</li> </ol>
--	--	--

<b>5.0 Literacy Interest and Response</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	

<b>Strand: Writing</b>		<b>Writing Standards</b>
<b>Substrand: 1.0 Writing Strategies</b>		<b>Writing Standards</b> • <b>Text Types and Purposes</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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 Writes letter or letter-like shapes to represent words or ideas.	<b>Text Types and Purposes</b> <ol style="list-style-type: none"> <li>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., My favorite book is . . .).</li> <li>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.</li> <li>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.</li> </ol>
1.3 Write marks to represent own name.	1.3 Writes first name nearly correctly.	
		<b>Additional standards under Writing Standards</b> <ul style="list-style-type: none"> <li>• <b>Production and Distribution of Writing</b></li> <li>• <b>Research to Build and Present Knowledge</b></li> </ul>

	<p><b>Production and Distribution of Writing</b></p> <p>4. (Begins in grade <u>2</u>)</p> <p>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</p> <p>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</p> <p><b>Research to Build and Present Knowledge</b></p> <p>7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).</p> <p>8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.</p>
--	---

### **(c) Alignment of the Preschool Learning Foundations in Language and Literacy with the Kindergarten Content Standards in English–Language Arts**

This section describes the alignment of the preschool foundations in Language and Literacy with the kindergarten content standards in English–language arts for California public schools. The preschool learning foundations in Language and Literacy are organized in three developmental strands: **listening and speaking**, **reading**, and **writing**. The **listening and speaking** strand focuses primarily on language development, with the preschool foundations *language use and conventions*, and *vocabulary and grammar*. The other two strands relate to key competencies and concepts in literacy. Specific foundations in **reading** 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 1.5 shows how the preschool learning foundations align with the kindergarten content standards in English–language arts. The development of foundational concepts and skills in language and literacy during the preschool years relate to children’s development of reading, writing, listening, and speaking skills while in kindergarten. The preschool learning foundations in language and literacy and the kindergarten content standards in English–language arts are organized according to the same basic categories (strands): **listening and speaking**, **reading**, and **writing**. The kindergarten content standards also include a strand called **written and oral English language conventions**. For each strand, alignment between the preschool learning foundations and the kindergarten content standards occurs at both the substrand and foundation/content standard levels. Table 1.5 shows the alignment between preschool substrands and kindergarten substrands, and table 1.6 details the alignment between preschool foundations and kindergarten English–language arts content standards.

Table 1.5 shows how the preschool learning foundations substrand of *language use and conventions* corresponds to the kindergarten content standards of *listening and speaking strategies*, *speaking applications*, and *written and oral English language conventions*. The eight remaining substrands of the preschool learning foundations link

to the substrands of the kindergarten content standards in the following way: *grammar* aligns with *written and oral English language conventions (sentence structure)*; *vocabulary* aligns with *vocabulary and concept development*; *phonological awareness* aligns with *phonemic awareness*; *comprehension and analysis of age-appropriate text* aligns with *comprehension and analysis of grade-level-appropriate text* and with *narrative analysis of grade-level-appropriate text*. *Concepts about print* align with *concepts about print*, *structural features of informational materials*, and *narrative analysis of grade-level-appropriate text*; *alphabetic and word/print recognition* aligns with *concepts about print* and *decoding and word recognition*; and *writing strategies* align with *writing strategies*. In summary, for almost every substrand of preschool learning foundations, there is at least one substrand of kindergarten content standards that reflects the content of those preschool foundations. *Literacy interest and response* is the only preschool foundation substrand that does not align with any of the kindergarten content standards.

Table 1.6 delineates the alignment between specific preschool learning foundations for Language and Literacy and specific kindergarten content standards for English–language arts. Close inspection of this table reveals a noteworthy amount of direct correspondence between preschool foundations and kindergarten content standards. In some cases, there is a direct link between a preschool foundation and a kindergarten content standard. For example, the preschool foundation at around 60 months (1.4, “Use language to construct extended narratives that are real or fictional”) relates directly to the kindergarten content standard 2.3, “Relate an experience or creative story in a logical sequence.” Though the content of specific foundations and standards at the two age levels may be organized somewhat differently and may not always correspond one to one, a progression can be mapped in all areas of learning and development.

**Table 1.5**  
**Overview of the Alignment Between the Language and Literacy Domain and the California Content Standards**

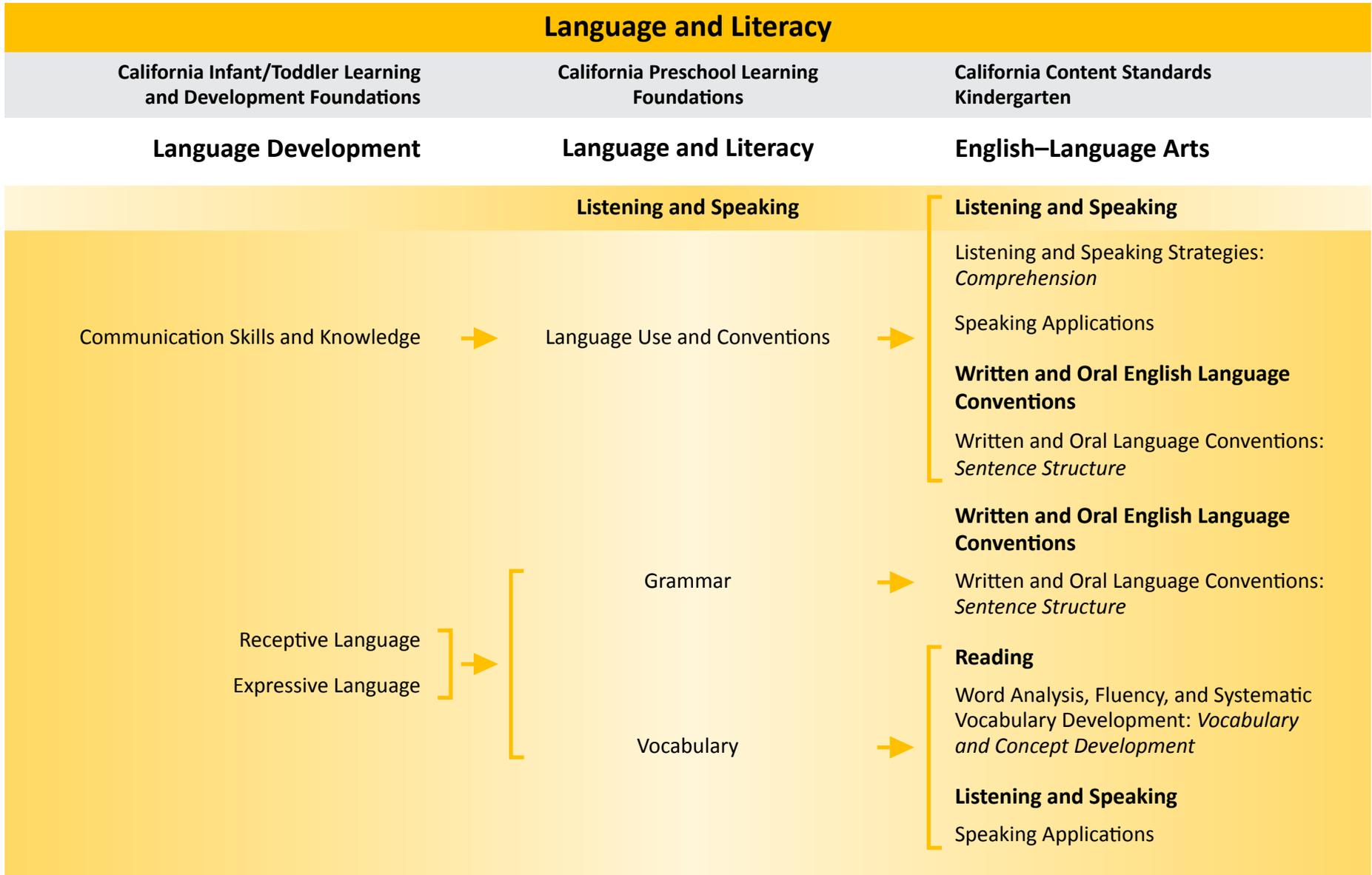


Table 1.5 (continued)

Language and Literacy		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
Language Development	Language and Literacy	English–Language Arts
	<b>Reading</b>	<b>Reading</b>
Receptive Language Expressive Language	Phonological Awareness  Comprehension and Analysis of Age-Appropriate Text	Word Analysis, Fluency, and Systematic Vocabulary Development: <i>Phonemic Awareness</i>  Reading Comprehension: <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i>  Literacy Response and Analysis: <i>Narrative Analysis of Grade-Level-Appropriate Text</i>
Interest in Print	Concepts about Print  Alphabets and Word/Print Recognition  Literacy Interest and Response	Word Analysis, Fluency, and Systematic Vocabulary Development: <i>Concepts About Print</i>  Reading Comprehension: <i>Structural Features of Informational Materials</i>  Literacy Response and Analysis: <i>Narrative Analysis of Grade-Level-Appropriate Text</i>  Word Analysis, Fluency, and Systematic Vocabulary Development: <i>Concepts About Print; Decoding and Word Recognition</i>

Table 1.5 (continued)

Language and Literacy		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
Language Development	Language and Literacy	English–Language Arts
	Writing	Writing
Interest in Print →	Writing Strategies →	Writing Strategies: <i>Organization and Focus; Penmanship</i> <b>Written and Oral English Language Conventions</b> Written and Oral English Language Conventions: <i>Spelling</i>

<b>Table 1.6</b> <b>Detailed View of the Alignment Between the Language and Literacy Domain and the California Content Standards</b>		
<b>California Preschool Learning Foundations</b>		<b>California Content Standards Kindergarten</b>
<b>Domain:</b> <b>Language and Literacy</b>		<b>Domain:</b> <b>English–Language Arts</b>
<b>Strand:</b> <b>Listening and Speaking</b>		<b>Listening and Speaking</b>  Also aligned with elements from: <b>Reading</b> <b>Written and Oral English Language Conventions</b>
<b>2.0 Language Use and Conventions</b>		<b>Listening and Speaking</b> <b>1.0 Listening and Speaking Strategies: <i>Comprehension</i></b> <b>2.0 Speaking Applications (Genres and Their Characteristics)</b>  Also aligned with elements from: <b>Written and Oral English Language Conventions</b> <b>1.0 Written and Oral Language Conventions: <i>Sentence Structure</i></b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>Children understand and use language to communicate with others effectively.</b>	<b>Children extend their understanding and usage of language to communicate with others effectively.</b>	<b>1.0 Listening and Speaking Strategies</b> Students listen and respond to oral communication. They speak in clear and coherent sentences.  <b>2.0 Speaking Applications (Genres and Their Characteristics)</b> Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.

		<b>1.0 Written and Oral Language Conventions</b> Students write and speak with a command of standard English conventions.
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.	<b>Comprehension (Listening and Speaking Strategies)</b> 1.1 Understand and follow one- and two-step oral directions.  1.2 Share information and ideas, speaking audibly in complete, coherent sentences.  <b>Speaking Applications</b> 2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.  2.2 Recite short poems, rhymes, and songs.  <b>Sentence Structure (Written and Oral Language Conventions)</b> 1.1 Recognize and use complete, coherent sentences when speaking.
1.2 Speak clearly enough to be understood by familiar adults and children.	1.2 Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	
1.3 Use accepted language and style.	1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children.	
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.	
<b>3.0 Vocabulary</b>		<b>Reading</b> <b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Vocabulary and Concept Development</b>  Also aligned with elements from: <b>Listening and Speaking</b> <b>2.0 Speaking Applications (Genres and Their Characteristics)</b>

At around 48 months	At around 60 months	By the end of kindergarten
Children develop age-appropriate vocabulary.	Children develop age-appropriate vocabulary.	<p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</p> <p><b>2.0 Speaking Applications (Genres and Their Characteristics)</b> Students deliver brief recitations and oral presentations about familiar experiences or interests, demonstrating command of the organization and delivery strategies outlined in Listening and Speaking Standard 1.0.</p>
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><b>Vocabulary and Concept Development (Word Analysis, Fluency, and Systematic Vocabulary Development)</b></p> <p>1.17 Identify and sort common words in basic categories (e.g., colors, shapes, foods).</p> <p>1.18 Describe common objects and events in both general and specific language.</p> <p><b>Speaking Applications</b></p> <p>2.1 Describe people, places, things (e.g., size, color, shape), locations, and actions.</p>
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.	
<b>3.0 Grammar</b>		<b>1.0 Written and Oral English Language Conventions: Sentence Structure</b>
At around 48 months	At around 60 months	By the end of kindergarten
Children develop age-appropriate grammar.	Children develop age-appropriate grammar.	Students write and speak with a command of standard English conventions.
3.1 Understand and use	3.1 Understand and use	<b>Sentence Structure</b>

increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	1.1 Recognize and use complete, coherent sentences when speaking.
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.	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.	
<b>Strand: Reading</b>		<b>Reading</b>
<b>1.0 Concepts about Print</b>		<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: <i>Concepts About Print</i></b>  Also aligned with elements from: <b>2.0 Reading Comprehension: <i>Structural Features of Informational Materials</i></b> <b>3.0 Literacy Response and Analysis: <i>Narrative Analysis of Grade-Level-Appropriate Text</i></b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>Children begin to recognize print conventions and understand that print carries meaning.</b>	<b>Children recognize print conventions and understand that print carries specific meaning.</b>	<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b> Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.

		<p><b>2.0 Reading Comprehension</b> Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).</p> <p><b>3.0 Literacy Response and Analysis</b> Students listen and respond to stories based on well-known characters, themes, plots, and settings.</p>
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.	<p><b>Concepts About Print (Word Analysis, Fluency, and Systematic Vocabulary Development)</b></p> <p>1.1 Identify the front cover, back cover, and title page of a book.</p> <p>1.2 Follow words from left to right and from top to bottom on the printed page.</p> <p>1.3 Understand that printed materials provide information.</p> <p>1.4 Recognize that sentences in print are made up of separate words.</p> <p>1.5 Distinguish letters from words.</p>
1.2 Recognize print as something that can be read.	1.2 Understand that print is something that is read and has specific meaning.*	<p><b>Structural Features of Informational Materials (Reading Comprehension)</b></p> <p>2.1 Locate the title, table of contents, name of author, and name of illustrator.</p> <p><b>Narrative Analysis of Grade-Level-Appropriate Text (Literacy Response and Analysis)</b></p> <p>3.2 Identify types of everyday print materials (e.g., storybooks, poems, newspapers, signs, labels).</p>

*Note:* The footnotes that appear in the published version of the preschool foundations have been omitted so that the alignments can be highlighted.

2.0 Phonological Awareness		1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: <i>Phonemic Awareness</i>
At around 48 months	At around 60 months	By the end of kindergarten
	<b>Children develop age-appropriate phonological awareness.</b>	<b>Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</b>
<p><i>Note:</i> 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 blends and delete words and syllables without the support of pictures or objects.</p>	<p><b><i>Phonemic Awareness</i></b></p> <p>1.7 Track (move sequentially from sound to sound) and represent the number, sameness/ difference, and order of two and three isolated phonemes (e.g., /f, s, th/, /j, d, j/).</p> <p>1.8 Track (move sequentially from sound to sound) and represent changes in simple syllables and words with two and three sounds as one sound is added, substituted, omitted, shifted, or repeated (e.g., vowel-consonant, consonant-vowel, or consonant-vowel consonant).</p> <p>1.9 Blend vowel-consonant sounds orally to make words or syllables.</p> <p>1.10 Identify and produce rhyming words in response to an oral prompt.</p> <p>1.11 Distinguish orally stated one-syllable words and separate into beginning or ending sounds.</p> <p>1.12 Track auditorily each word in a sentence and each syllable in a word.</p> <p>1.13 Count the number of sounds in syllables and syllables in words.</p>
	<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>	

<b>3.0 Alphabetics and Word/Print Recognition</b>		<b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development: Concepts About Print; Decoding and Word Recognition</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>Children begin to recognize letters of the alphabet.</b>	<b>Children extend their recognition of letters of the alphabet.</b>	<b>Students know about letters, words, and sounds. They apply this knowledge to read simple sentences.</b>
3.1 Recognize the first letter of own name.	3.1 Recognize own name or other common words in print.	<b>Concepts About Print</b> 1.6 Recognize and name all uppercase and lowercase letters of the alphabet.
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.	<b>Decoding and Word Recognition</b> 1.14 Match all consonant and short-vowel sounds to appropriate letters. 1.15 Read simple one-syllable and high-frequency words (i.e., sight words). 1.16 Understand that as letters of words change, so do the sounds (i.e., the alphabetic principle).
	3.3 Begin to recognize that letters have sounds.	
<b>4.0 Comprehension and Analysis of Age-Appropriate Text</b>		<b>2.0 Reading Comprehension: Comprehension and Analysis of Grade-Level-Appropriate Text</b> <b>3.0 Literacy Response and Analysis: Narrative Analysis of Grade-Level-Appropriate Text</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>Children demonstrate understanding of age-appropriate text read aloud.</b>	<b>Children demonstrate understanding of age-appropriate text read aloud.</b>	<b>2.0 Reading Comprehension</b> Students identify the basic facts and ideas in what they have read, heard, or viewed. They use comprehension strategies (e.g., generating and responding to questions, comparing new information to what is already known).

		<b>3.0 Literacy Response and Analysis</b> Students listen and respond to stories based on well-known characters, themes, plots, and settings.
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, retelling, reenacting, or creating artwork.	<b><i>Comprehension and Analysis of Grade-Level-Appropriate Text (Reading Comprehension)</i></b> 2.2 Use pictures and context to make predictions about story content. 2.3 Connect to life experiences the information and events in texts. 2.4 Retell familiar stories. 2.5 Ask and answer questions about essential elements of a text.  <b><i>Narrative Analysis of Grade-Level-Appropriate Text (Literacy Response and Analysis)</i></b> 3.1 Distinguish fantasy from realistic text. 3.3 Identify characters, settings, and important events.
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.	
<b>5.0 Literacy Interest and Response</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
<b>Children demonstrate motivation for literacy activities.</b>	<b>Children demonstrate motivation for a broad range of literacy activities.</b>	
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.	
<b>Strand: Writing</b>		<b>Writing</b> Also aligned with elements from:

		<b>Written and Oral English Language Conventions</b>
<b>1.0 Writing Strategies</b>		<b>1.0 Writing Strategies: <i>Organization and Focus; Penmanship</i></b>  Also aligned with elements from: <b>1.0 Written and Oral English Language Conventions: <i>Spelling</i></b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>Children demonstrate emergent writing skills.</b>	<b>Children demonstrate increasing emergent writing skills.</b>	<b>1.0 Writing Strategies</b> Students write words and brief sentences that are legible.  <b>1.0 Written and Oral English Language Conventions</b> Students write and speak with a command of standard English conventions.
<i>Note: The footnotes that appear in the published version of the preschool foundations have been omitted so that the alignments can be highlighted.</i>		
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.	<b><i>Organization and Focus (Writing Strategies)</i></b> 1.1 Use letters and phonetically spelled words to write about experiences, stories, people, objects, or events.  1.2 Write consonant-vowel-consonant words (i.e., demonstrate the alphabetic principle).  1.3 Write by moving from left to right and from top to bottom.  <b><i>Penmanship (Writing Strategies)</i></b> 1.4 Write uppercase and lowercase letters of the alphabet independently, attending to the form and proper spacing of the letters.  <b><i>Spelling (Written and Oral English Language Conventions)</i></b> 1.2 Spell independently by using pre-phonetic knowledge, sounds of the alphabet, and knowledge of letter names.
1.2 Write using scribbles that are different from pictures.	1.2 Writes letter or letter-like shapes to represent words or ideas.	
1.3 Write marks to represent own name.	1.3 Writes first name nearly correctly.	

## English-Language Development

This section describes the alignment of the preschool foundations in English-Language Development (ELD) with the infant/toddler foundations in Language Development and with the kindergarten content standards for California public schools in ELD. The preschool learning foundations in ELD describe a typical developmental progression in four general categories of English acquisition: **listening, speaking, reading, and writing**. The foundations in ELD describe a continuum of beginning, middle, and later stages of English acquisition. Table 1.7 shows how the substrands of the preschool learning foundations in ELD align with the infant/toddler foundations in Language Development and with the kindergarten content standards in ELD.

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 1.7 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**.

Table 1.7 also presents the alignment of the preschool foundations in ELD with the K–12 standards for ELD. The four strands (listening, speaking, reading and writing) in the preschool foundations for ELD are aligned with the content categories of California’s ELD standards (listening and speaking, reading, writing) in K–12. The K–12 ELD standards have three levels: beginning, intermediate, and advanced. Similarly, the

preschool foundations in ELD are defined at the beginning, middle, and later stages of English acquisition.

The K–12 ELD standards do not necessarily represent a developmental progression from preschool to kindergarten. The K–12 ELD standards apply to different aspects of children’s individual levels of English acquisition. Consequently, it is not appropriate to align specific preschool foundations with specific kindergarten standards in the ELD domain. The alignment points only to corresponding content areas (substrands) in the preschool foundations and the K–12 ELD standards; it does not identify the next level of English acquisition for children entering kindergarten. Therefore, there is no table aligning specific preschool foundations with specific K–12 standards in the ELD domain.

The alignment draws upon the parallel content areas between the preschool foundations in ELD and the K–12 standards in ELD. As table 1.7 shows, for almost every substrand of preschool learning foundations in ELD, there is at least one substrand of the kindergarten content standards that reflects the content of those preschool foundations. Two substrands in the preschool learning foundations have no corresponding content in the K–12 standards in ELD: *Children demonstrate an appreciation and enjoyment of reading and literature* and *Children demonstrate awareness that print carries meaning*.

Overall, the K–12 substrands are aligned with the preschool substrands in ELD as follows: *strategies and applications (comprehension)* and *word analysis, fluency, and systematic vocabulary development (vocabulary and concept development)* are aligned with the preschool substrands related to **listening**; *strategies and applications (comprehension and organization and delivery of oral communication)* and *word analysis, fluency, and systematic vocabulary development (vocabulary and concept development)* correspond to the substrand under **speaking**; and the K–12 substrands *reading comprehension (comprehension and analysis of grade-level-appropriate text; structural features of informational materials)* and *word analysis, fluency, and systematic vocabulary development (phonemic awareness; decoding and word*

*recognition*) are aligned with the preschool substrands related to **reading**. Finally, the K–12 writing substrands, *strategies and applications (penmanship, organization and focus)* are aligned with the preschool substrand related to **writing**.

**Table 1.7**  
**Overview of the Alignment Between the English-Language Development Domain**  
**and the California Content Standards**

English Language Development		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
Language Development	English-Language Development	K–12 English-Language Development Standards
<b>Listening</b>		
Receptive Language	→ Children listen with understanding.	→
		<b>Listening and Speaking</b> Strategies and Applications: <i>Comprehension</i> <b>Reading</b> Word Analysis, Fluency, and Systematic Vocabulary Development: <i>Vocabulary and Concept Development</i>
<b>Speaking</b>		
Expressive Language	→ Children use nonverbal and verbal strategies to communicate with others. Children use language to create oral narratives about their personal experiences.	→
		<b>Listening and Speaking</b> Strategies and Applications: <i>Organization and Delivery of Oral Communication</i> <b>Reading</b> Word Analysis, Fluency, and Systematic Vocabulary Development: <i>Vocabulary and Concept Development</i>
Communication Skills and Knowledge	→ Children begin to understand and use social conventions in English.	→
		<b>Listening and Speaking</b> Strategies and Applications: <i>Organization and Delivery of Oral Communication</i>

Table 1.7 (continued)

English Language Development		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
Language Development	English-Language Development	K–12 English-Language Development Standards
	<b>Reading</b>	<b>Reading</b>
Interest in Print	<p>Children demonstrate an appreciation and enjoyment of reading and literature.</p> <p>Children show an increasing understanding of book reading.</p> <p>Children demonstrate an understanding of print conventions.</p> <p>Children demonstrate awareness that print carries meaning.</p>	<p>Reading Comprehension: <i>Comprehension and Analysis of Grade-Level-Appropriate Text; Structural Features of Informational Materials</i></p> <p>Reading Comprehension: <i>Comprehension and Analysis of Grade-Level-Appropriate Text</i></p>
Expressive Language	<p>Children demonstrate progress in their knowledge of the alphabet in English.</p> <p>Children demonstrate phonological awareness.</p>	<p>Word Analysis, Fluency, and Systematic Vocabulary Development: <i>Phonemic Awareness; Decoding and Word Recognition</i></p>
	<b>Writing</b>	<b>Writing</b>
Interest in Print	<p>Children use writing to communicate their ideas.</p>	<p>Strategies and Applications: <i>Penmanship; Organization and Focus</i></p>

## 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, (b) the CCSS for mathematics, and (c) the kindergarten content standards for mathematics.

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 1.8 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 1.8 shows how the infant/ toddler foundation *number sense* corresponds to the preschool substrands related to *number sense*, focusing 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*, focusing 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 routine* is linked to children’s ability to identify simple repeating patterns. The daily routine follows 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* (geometry strand) and about *comparing, ordering* and *measuring objects* (measurement strand). 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.

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

The foundations and the CCSS in Mathematics cover the same key areas of learning. The first four strands in the preschool foundations in Mathematics are aligned with CCSS for *mathematical content*. The preschool strand **number sense** is aligned with the CCSS categories: *counting and cardinality, operations and algebraic thinking, and number and operations in base ten*.

The preschool strand **algebra and functions (classification and patterning)** is aligned with components in the CCSS category of *measurement and data*. Content related to classification appears under **algebra and functions** in the preschool foundations and under **measurement and data** in the CCSS. 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 1.8 shows the alignment between strands and substrands in the preschool foundations and the content categories in the CCSS for Mathematics. Table 1.9 details the alignment between specific preschool foundations and specific kindergarten standards 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 preschool substrand addressing *sorting and classifying objects* aligns with the CCSS of *classify objects and count the number of objects in each category*. However, preschool substrand 2.0 on patterning has no corresponding content in the CCSS. The preschool strand on **measurement**, about comparing, ordering, and measuring objects, is aligned with the kindergarten CCSS of *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 standards in the CCSS categories under geometry: *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 1.9 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), patterning (algebra and functions 2.1; 2.2), 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, corresponding to the preschool foundations in number sense; and (2) describing shapes and space, corresponding to the preschool foundations in geometry.

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 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 1.8**

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

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

**Table 1.8 (continued)**

<b>Mathematics</b>		
<b>California Infant/Toddler Learning and Development Foundations</b>	<b>California Preschool Learning Foundations</b>	<b>Common Core State Standards Kindergarten</b>
<b>Cognitive Development</b>	<b>Mathematics</b>	<b>Mathematics</b>
	<b>Measurement</b>	<b>Measurement and Data</b>
Spatial Relationships →	Children compare, order, and measure objects. →	Describe and compare measurable attributes
	<b>Geometry</b>	<b>Geometry</b>
Spatial Relationships →	<ul style="list-style-type: none"> <li>Children identify and use shapes. →</li> <li>Children understand positions in space. →</li> </ul>	<ul style="list-style-type: none"> <li>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</li> <li>Analyze, compare, create, and compose shapes.</li> <li>Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).</li> </ul>

**Table 1.8 (continued)**

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	Common Core State Standards Kindergarten
<b>Cognitive Development</b>	<b>Mathematics</b>	<b>Mathematics</b>
<p>Problem Solving</p>	<p>→ Children use mathematical thinking to solve problems in their everyday environment.</p>	<p>→</p> <ul style="list-style-type: none"> <li>Make sense of problems and persevere in solving them.</li> <li>Reason abstractly and quantitatively.</li> <li>Construct viable arguments and critique the reasoning of others.</li> <li>Model with mathematics.</li> <li>Use appropriate tools strategically.</li> <li>Attend to precision.</li> <li>Look for and make use of structure.</li> <li>Look for and express regularity in repeated reasoning.</li> </ul>

<b>Table 1.9</b>		
<b>Detailed View of the Alignment Between the Mathematics Domain and the Common Core State Standards</b>		
<b>California Preschool Learning Foundations</b>		<b>Common Core State Standards Kindergarten</b>
<b>Domain: Mathematics</b>		<b>Mathematics</b>
<b>Strand: Number Sense</b>		<b>Counting and Cardinality Operations and Algebraic Thinking Number and Operations in Base Ten</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>1.0 Children begin to understand numbers and quantities in their everyday environment.</b>	<b>1.0 Children expand their understanding of numbers and quantities in their everyday environment.</b>	<b>Counting and Cardinality</b> <ul style="list-style-type: none"> <li>▪ Know number names and the count sequence.</li> <li>▪ Count to tell the number of objects.</li> </ul>
1.1 Recite numbers in order to ten with increasing accuracy.	1.1 Recites numbers in order to twenty with increasing accuracy.	<b>Know number names and the count sequence.</b> <ol style="list-style-type: none"> <li>1. Count to 100 by ones and by tens.</li> <li>2. Count forward beginning from a given number within the known sequence (instead of having to begin at 1).</li> </ol>
1.2 Begin to recognize and name a few written numerals.	1.2 Recognize and know the name of some written numerals.	<b>Know number names and the count sequence.</b> <ol style="list-style-type: none"> <li>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).</li> </ol>
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 with increasing accuracy.</p>	<p><b>Count to tell the number of objects.</b></p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>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.</p> <p>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>
<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 represent the total number of objects in the group (i.e., cardinality)</p>	<p><b>Count to tell the number of objects.</b></p> <p>4. Understand the relationship between numbers and quantities; connect counting to cardinality.</p> <p>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.</p> <p>c. Understand that each successive number name refers to a quantity that is one larger.</p>
<p><b>2.0 Children begin to understand number relationships and operations in their everyday environment.</b></p>	<p><b>2.0 Children expand their understanding of number relationships and operations in their everyday environment.</b></p>	<p><b>Counting and Cardinality</b></p> <ul style="list-style-type: none"> <li>▪ <b>Compare Numbers</b></li> </ul> <p><b>Operations and Algebraic Thinking</b></p> <ul style="list-style-type: none"> <li>▪ <b>Understand addition as putting and adding to, and understand subtraction as taking apart and taking from.</b></li> </ul>
<p><b>At around 48 months</b></p>	<p><b>At around 60 months</b></p>	<p><b>By the end of kindergarten</b></p>
<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><b>Compare Numbers</b></p> <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. Compares two numbers between 1 and 10 presented as written</p>

		numerals.
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 Understands that adding one or taking away one changes the number in a small group of objects by exactly one.	<p><b>Understand addition as putting and adding to, and understand subtraction as taking apart and taking from.</b></p> <ol style="list-style-type: none"> <li>1. Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., clap), acting out situations, verbal explanations, expressions, or equations.</li> <li>2. Solve addition and subtraction word problems, and add and subtract within 10, e.g., by using objects or drawings to represent the problems.</li> <li>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., <math>5 = 2 + 3</math> and <math>5 = 4 + 1</math>).</li> <li>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.</li> <li>5. Fluently add and subtract within 5.</li> </ol>
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.	
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.	
		<p><b>Number and Operations in Base Ten</b></p> <ul style="list-style-type: none"> <li>▪ <b>Work with numbers 11–19 to gain foundations for place value.</b></li> </ul> <p><b>Work with numbers 11–19 to gain foundations for place value.</b></p> <ol style="list-style-type: none"> <li>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 <math>18 = 10 + 8</math>); understand that these numbers are composed by ten ones and one, two, three, four, five, six, seven, eight, or nine ones.</li> </ol>

<b>Strand: Algebra and Functions (Classification and Patterning)</b>		<b>Measurement and Data</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>1.0 Children begin to sort and classify objects in their everyday environment.</b>	<b>1.0 Children expand their understanding of sorting and classifying objects in their everyday environment.</b>	<b>Measurement and Data</b> <ul style="list-style-type: none"> <li>▪ <b>Classify objects and count the number of objects in each category.</b></li> </ul>
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).*	3. Classify objects into given categories, count the numbers of objects in each category and sort the categories by count.
<b>2.0 Children begin to recognize simple, repeating patterns.</b>	<b>2.0 Children expand their understanding of simple, repeating patterns.</b>	
2.1 Begin to identify or recognize a simple repeating pattern.	2.1 Recognizes and duplicates simple repeating patterns.	
2.2 Attempt to create a simple repeating pattern or participate in making one.	2.2 Begin to extend and create simple repeating patterns	

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

Strand: Measurement		Measurement and Data
At around 48 months	At around 60 months	By the end of kindergarten
<b>1.0 Children begin to compare and order objects.</b>	<b>1.0 Children expand their understanding of comparing, ordering, and measuring objects.</b>	<b>Measurement and Data</b> <ul style="list-style-type: none"> <li>▪ Describe and compare measurable attributes.</li> </ul>
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).	1. Describe measurable attributes of objects, such as length or weight. Describe several measurable attributes of a single object.  2. 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.*	
		<b><u>4. Demonstrate an understanding of concepts time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar). (CA-Standard MG 1.2)</u></b> <b><u>a. Name the days of the week. ( CA-Standard 1.3)</u></b> <b><u>b. Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o’clock, bedtime is 8 o’clock at night). (CA-Standard MG 1.4).</u></b>

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

Strand: Geometry		Geometry
At around 48 months	At around 60 months	By the end of kindergarten
<b>1.0 Children begin to identify and use common shapes in their everyday environment.</b>	<b>1.0 Children identify and use a variety of shapes in their everyday environment.</b>	<b>Geometry</b> <ul style="list-style-type: none"> <li>▪ Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres).</li> <li>▪ Analyze, compare, create, and compose shapes.</li> </ul>
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.	<b>Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres).</b> <ol style="list-style-type: none"> <li>1. 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>.</li> <li>2. Correctly name shapes regardless of their orientations or overall size.</li> <li>3. Identify shapes as two-dimensional (lying in a plane, “flat”) or three-dimensional (“solid”).</li> </ol> <b>Analyze, compare, create, and compose shapes.</b> <ol style="list-style-type: none"> <li>4. 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).</li> </ol>
1.2 Use individual shapes to represent different elements of a picture or design.	1.2 Combine different shapes to create a picture design.	<b>Analyze, compare, create, and compose shapes.</b> <ol style="list-style-type: none"> <li>5. Model shapes in the world by building shapes from components (e.g., sticks and clay balls) and drawing shapes.</li> <li>6. Compose simple shapes to form larger shapes. <i>For example, “Can you join these triangles with full sides touching to make a rectangle?”</i></li> </ol>

<b>2.0 Children begin to understand positions in space.</b>	<b>2.0 Children expand their understanding of positions in space.</b>	<b>Geometry</b> <ul style="list-style-type: none"> <li>Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres).</li> </ul>
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.	<b>Identify and describe shapes (squares, circles, triangles, hexagons, cubes, cones, cylinders, and spheres).</b> <ol style="list-style-type: none"> <li>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>.</li> </ol>
<b>Strand: Mathematical Reasoning</b>		<b>Mathematical Practices</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.</b>	<b>1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.</b>	<b>Mathematical Practices</b>
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.	<b>Mathematical Practices</b> <ol style="list-style-type: none"> <li>Make sense of problems and persevere in solving them.</li> <li>Reason abstractly and quantitatively.</li> <li>Construct viable arguments and critique the reasoning of others.</li> <li>Model with mathematics.</li> <li>Use appropriate tools strategically.</li> <li>Attend to precision.</li> <li>Look for and make use of structure.</li> <li>Look for and express regularity in repeated reasoning.</li> </ol>

### **(c) Alignment of the Preschool Learning Foundations in Mathematics with the Mathematics Content Standards for Kindergarten**

In the following section, the preschool learning foundations in Mathematics are aligned with the mathematics content standards for kindergarten. The foundations and the kindergarten standards cover the same general categories (strands): **number sense**, **algebra and functions (classification and patterning)**, **measurement**, **geometry**, and **mathematical reasoning**. In the kindergarten content standards, there is an additional strand: **statistics, data analysis, and probability**, which focuses on data collection and patterning. In addition, kindergarten standards in measurement and geometry are combined into one strand, **measurement and geometry**, rather than divided into two separate strands. Table 1.10 shows the alignment between strands and substrands in the preschool foundations and the kindergarten strands and substrands. Table 1.11 details the alignment between specific preschool foundations and specific kindergarten content standards.

As table 1.10 indicates, the strands in the preschool foundations correspond directly to strands in the kindergarten standards. For every substrand of the preschool learning foundations, there are kindergarten content standards that reflect the content of those preschool foundations. The substrands under **number sense**, *understanding numbers and quantities* and *understanding number relationships and operations*, correspond directly to the kindergarten content standards of **number sense**: *Students understand the relationships between numbers and quantities*, and *students understand and describe simple additions and subtractions*. The substrand addressing *sorting and classifying objects* aligns with the kindergarten substrand *Students sort and classify objects*, and the *patterning substrand* aligns with the kindergarten substrand *Students collect information about objects and events in their environment*. The preschool strand on **measurement** (about comparing, ordering, and measuring objects) is aligned with the kindergarten substrand under measurement and geometry in which *students understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties*. The preschool substrand under **geometry**, *Children identify and use a variety of shapes in their environment*, is

aligned with the second kindergarten substrand under measurement and geometry: *Students identify common objects in their environment and describe the geometric features.* The preschool geometry substrand on the understanding of positions in space is aligned with substrands outside the mathematics domain. It is directly related to kindergarten content in the physical education standards for *movement concepts*, and in history–social science: *Students compare and contrast the locations of people, places, and environments and describe their characteristics.* Finally, the preschool strand *mathematical reasoning* matches the kindergarten strand *mathematical reasoning*.

Table 1.11 delineates the alignment between specific preschool learning foundations and specific mathematics standards for kindergarten. Close inspection of this table reveals substantial similarities in content between the preschool foundations and the kindergarten standards. These alignments illustrate a progression in learning and development of mathematical concepts and skills across age levels. For example, preschool foundation 2.1 at around 60 months, “Compare, by counting or matching, two groups of up to five objects and communicates, ‘more,’ ‘same as,’ ‘fewer,’ or ‘less’” is directly related to children’s ability to compare quantities by the end of kindergarten in standard 1.1: “Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.” Overall, all content areas in preschool and kindergarten align, with the exception of the kindergarten standards in estimation (3.1, Recognize when an estimate is reasonable) and the understanding of the concept of time (measurement and geometry standards 1.2–1.4), which appear only in the kindergarten standards.

**Table 1.10**  
**Overview of the Alignment Between the Mathematics Domain and the California Content Standards**

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
<b>Cognitive Development</b>	<b>Mathematics</b>	<b>Mathematics</b>
	<b>Number Sense</b>	<b>Number Sense</b>
Number Sense →	→ Children understand numbers and quantities in their everyday environment. → Children understand number relationships and operations in their everyday environment.	→ Students understand the relationship between numbers and quantities. → Students understand the relationship between numbers and quantities. → Students understand and describe simple additions and subtractions.
	<b>Algebra and Functions</b>	<b>Algebra and Functions</b>
Classification →	→ Children sort and classify objects in their everyday environment.	→ Students sort and classify objects.
Understanding of Personal Routine →	→ Children recognize/expand understanding of simple repeating patterns.	<b>Statistics, Data Analysis, and Probability</b> → Students collect information about objects and events in their environment.

**Table 1.10 (continued)**

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
<b>Cognitive Development</b>	<b>Mathematics</b>	<b>Mathematics</b>
Spatial Relationships →	Children compare, order, and measure objects. →	Students understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.
	<b>Geometry</b>	<b>Measurement and Geometry</b>
Spatial Relationships →	Children identify and use shapes. → Children understand positions in space. →	Students identify common objects in their environment and describe the geometric features.  <b>Domain: Physical Education Standard 2</b> <i>Movement Concepts</i> Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.  <b>Domain: History–Social Science</b> K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.

**Table 1.10 (continued)**

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
<b>Cognitive Development</b>	<b>Mathematics</b>	<b>Mathematics</b>
Problem Solving	→ Children use mathematical thinking to solve problems in their everyday environment.	→ <ul style="list-style-type: none"><li>Students make decisions about how to set up a problem.</li><li>Students solve problems in reasonable ways and justify their reasoning.</li></ul>

**Table 1.11**  
**Detailed View of the Alignment Between the Mathematics Domain and the**  
**California Content Standards**

<b>California Preschool Learning Foundations</b>		<b>California Content Standards</b> <b>Kindergarten</b>
<b>Domain:</b> <b>Mathematics</b>		<b>Domain:</b> <b>Mathematics</b>  Also aligned with components from: <b>Physical Education</b> <b>History–Social Science</b>
<b>Strand:</b> <b>Number Sense</b>		<b>Strand:</b> <b>Number Sense</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>1.0 Children begin to understand numbers and quantities in their everyday environment.</b>	<b>1.0 Children expand their understanding of numbers and quantities in their everyday environment.</b>	<b>1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement).</b>
1.1 Recite numbers in order to ten with increasing accuracy.	1.1 Recites numbers in order to twenty with increasing accuracy.	1.2 Count, recognize, represent, name, and order a number of objects (up to 30).
1.2 Begin to recognize and name a few written numerals.	1.2 Recognize and know the name of some written numerals.	
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).	

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 with increasing accuracy.*	
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).	
<b>2.0 Children begin to understand number relationships and operations in their everyday environment.</b>	<b>2.0 Children expand their understanding of number relationships and operations in their everyday environment.</b>	<p><b>1.0 Students understand the relationship between numbers and quantities (i.e., that a set of objects has the same number of objects in different situations regardless of its position or arrangement).</b></p> <p><b>2.0 Students understand and describe simple additions and subtractions.</b></p>
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 communicates, “more,” “same as” or “fewer” (or “less”).	<p><b>1.0 Students understand the relationship between numbers and quantities:</b></p> <p>1.1 Compare two or more sets of objects (up to ten objects in each group) and identify which set is equal to, more than, or less than the other.</p> <p>1.3 Know that the larger numbers describe sets with more objects in them than the smaller numbers have.</p>

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

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 Understands that adding one or taking away one changes the number in a small group of objects by exactly one.	<b>2.0 Students understand and describe simple additions and subtractions:</b> 2.1 Use concrete objects to determine the answers to addition and subtraction problems (for two numbers that are each less than 10).
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.	

*Note:* The footnotes that appear in the published version of the preschool foundations have been omitted in order for the alignments to be highlighted.

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	
		Other areas covered under Number Sense:  <b>3.0 Students use estimation strategies in computation and problem solving that involve numbers that use the ones and tens places:</b> 3.1 Recognize when an estimate is reasonable.
<b>Strand: Algebra and Functions (Classification and Patterning)</b>		<b>Strands: Algebra and Functions Statistics, Data Analysis, and Probability</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>1.0 Children begin to sort and</b>	<b>1.0 Children expand their</b>	<b>Algebra and Functions</b>

<b>classify objects in their everyday environment.</b>	<b>understanding of sorting and classifying objects in their everyday environment.</b>	<b>1.0 Students sort and classify objects.</b>
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).	1.1 Identify, sort, and classify objects by attribute and identify objects that do not belong to a particular group (e.g., all these balls are green, those are red).

<b>2.0 Children begin to recognize simple, repeating patterns.</b>	<b>2.0 Children expand their understanding of simple, repeating patterns.</b>	<b>Statistics, Data Analysis, and Probability</b> <b>1.0 Students collect information about objects and events in their environment.</b>
2.1 Begin to identify or recognize a simple repeating pattern.	2.1 Recognizes and duplicates simple repeating patterns.	1.2 Identify, describe, and extend simple patterns (such as circles or triangles) by referring to their shapes, sizes, or colors.
2.2 Attempt to create a simple repeating pattern or participate in making one.	2.2 Begin to extend and create simple repeating patterns.	
<b>Strand: Measurement</b>		<b>Strand: Measurement and Geometry</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>1.0 Children begin to compare and order objects.</b>	<b>1.0 Children expand their understanding of comparing, ordering, and measuring objects.</b>	<b>1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.</b>

<p>1.1 Demonstrate awareness that objects can be compared by length, weight, or capacity, by noting gross differences, using words such as <i>bigger</i>, <i>longer</i>, <i>heavier</i>, or <i>taller</i>, or by placing objects side by side to compare length.</p>	<p>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).</p>	<p>1.1 Compare the length, weight, and capacity of objects by making direct comparisons with reference objects (e.g., note which object is shorter, longer, taller, lighter, heavier, or holds more).</p>
<p>1.2 Order three objects by size.</p>	<p>1.2 Order four or more objects by size.</p>	
	<p>1.3 Measure length using multiple duplicates of same-size concrete units laid end to end.</p>	
		<p>Other areas covered under Measurement and Geometry:</p> <p><b>1.0 Students understand the concept of time and units to measure it; they understand that objects have properties, such as length, weight, and capacity, and that comparisons may be made by referring to those properties.</b></p> <p>1.2 Demonstrate an understanding of concepts of time (e.g., morning, afternoon, evening, today, yesterday, tomorrow, week, year) and tools that measure time (e.g., clock, calendar).</p> <p>1.3 Name the days of the week.</p> <p>1.4 Identify the time (to the nearest hour) of everyday events (e.g., lunch time is 12 o'clock; bedtime is 8 o'clock at night).</p>

<b>Strand: Geometry</b>		<b>Strand: Measurement and Geometry</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>1.0 Children begin to identify and use common shapes in their everyday environment.</b>	<b>1.0 Children identify and use a variety of shapes in their everyday environment.</b>	<b>2.0 Students identify common objects in their environment and describe the geometric features.</b>
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 a circle, triangle, rectangle, square, and other shapes.	2.1 Identify and describe common geometric objects (e.g., circle, triangle, square, rectangle, cube, sphere, cone).  2.2 Compare familiar plane and solid objects by common attributes (e.g., position, shape, size, roundness, number of corners).
1.2 Use individual shapes to represent different elements of a picture or design.	1.2 Combine different shapes to create a picture design.	
<b>2.0 Children begin to understand positions in space.</b>	<b>2.0 Children expand their understanding of positions in space.</b>	<b>Domain: Physical Education</b> Standard 2: Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.  <b>Domain: History–Social Science</b> K.4: Students compare and contrast the locations of people, places and environments and describe their characteristics.
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.	<b>Standard 2, Physical Education</b> 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.  <b>K.4: Students compare and contrast the locations of people, places and environments and describe their characteristics. (History–</b>

		<b>Social Science)</b> 1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.
<b>Strand: Mathematical Reasoning</b>		<b>Strand: Mathematical Reasoning</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<b>1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.</b>	<b>1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.</b>	<b>1.0 Students make decisions about how to set up a problem.</b>  <b>2.0 Students solve problems in reasonable ways and justify their reasoning.</b>
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.	<b>1.0 Students make decisions about how to set up a problem.</b> 1.1 Determine the approach, materials, and strategies to be used.  1.2 Use tools and strategies, such as manipulatives or sketches, to model problems. <b>2.0 Students solve problems in reasonable ways and justify their reasoning.</b> 2.1 Explain the reasoning used with concrete objects and/or pictorial representations.  2.2 Make precise calculations and check the validity of the results in the context of the problem.

## 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 1.12 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 1.12 shows the alignment between preschool substrands and kindergarten strands in Visual Arts, Music, Theatre, and Dance. Table 1.13 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 1.12 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 1.13 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 1.13 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 1.12**

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

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
	<b>Visual and Performing Arts</b>	<b>Visual and Performing Arts: Visual Arts, Music, Theatre, and Dance</b>
<p>Social–Emotional Development</p> <p>Language Development</p> <p>Cognitive Development</p> <p>Perceptual and Motor Development</p>	<p>Notice, Respond, and Engage</p> <p>Develop Skills in Visual Art</p> <p>Create, Invent, and Express Through Visual Art</p>	<p>Artistic Perception: <i>Develop Perceptual Skills and Visual Arts Vocabulary; Analyze Art Elements and Principles of Design</i></p> <p>Historical and Cultural Context: <i>Diversity of the Visual Arts</i></p> <p>Aesthetic Valuing: <i>Derive Meaning; Make Informed Judgments</i></p> <p>Creative Expression: <i>Skills, Processes, Materials, and Tools; Communication and Expression Through Original Works of Art</i></p> <p>Artistic Perception: <i>Develop Perceptual Skills and Visual Arts Vocabulary</i></p> <p>Creative Expression: <i>Communication and Expression Through Original Works of Art</i></p>

**Table 1.12 (continued)**

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
<b>Visual and Performing Arts</b>		<b>Visual and Performing Arts: Visual Arts, Music, Theatre, and Dance</b>
<b>Music</b>		<b>Music</b>
<p>Social–Emotional Development</p> <p>Language Development</p> <p>Cognitive Development</p> <p>Perceptual and Motor Development</p>	<p>Notice, Respond, and Engage</p> <p>Develop Skills in Music</p> <p>Create, Invent, and Express Through Music</p>	<p>Artistic Perception: <i>Listen to, Analyze, and Describe Music</i></p> <p>Historical and Cultural Context: <i>Diversity of Music</i></p> <p>Aesthetic Valuing: <i>Derive Meaning</i></p> <p>Creative Expression: <i>Apply Vocal and Instrumental Skills</i></p> <p>Creative Expression: <i>Compose, Arrange, and Improvise</i></p> <p>Aesthetic Valuing: <i>Derive Meaning</i></p>
<b>Drama</b>		<b>Theatre</b>
<p>Social–Emotional Development</p> <p>Language Development</p> <p>Cognitive Development</p> <p>Perceptual and Motor Development</p>	<p>Notice, Respond, and Engage</p> <p>Develop Skill Used to Create, Invent, and Express Through Drama</p>	<p>Artistic Perception: <i>Development of the Vocabulary of Theatre; Comprehension and Analysis of the Elements of Theatre</i></p> <p>Aesthetic Valuing: <i>Critical Assessment of Theatre; Derivation of Meaning from Works of Theatre</i></p> <p>Creative Expression: <i>Development of Theatrical Skills; Creation/Invention in Theatre</i></p> <p>Historical and Cultural Context: <i>Role and Cultural Significance of Theatre</i></p>

**Table 1.12 (continued)**

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
<b>Visual and Performing Arts</b>		<b>Visual and Performing Arts: Visual Arts, Music, Theatre, and Dance</b>
<b>Dance</b>		
<p>Social–Emotional Development</p> <p>Language Development</p> <p>Cognitive Development</p> <p>Perceptual and Motor Development</p>	<p>Notice, Respond, and Engage</p> <p>Develop Skills in Dance</p> <p>Create, Invent, and Express Through Dance</p>	<p><b>Dance</b></p> <p><i>Artistic Perception: Development of Motor Skills and Technical Expertise; Comprehension and Analysis of Dance Elements; Development of Dance Vocabulary</i></p> <p><i>Aesthetic Valuing: Description, Analysis, and Criticism of Dance</i></p> <p><i>Artistic Perception: Development of Motor Skill and Technical Expertise</i></p> <p><b>Domain: Physical Education Standard 1</b></p> <p><i>Movement Concepts; Rhythmic Skills</i></p> <p><b>Standard 2</b></p> <p>Movement Concepts</p> <p><i>Creative Expression: Creation/Invention of Dance Movements</i></p>

**Table 1.13**  
**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
<b>Domain:</b> <b>Visual and Performing Arts</b>	<b>Domains:</b> <b>Visual and Performing Arts</b> <ul style="list-style-type: none"> <li>• Visual Arts</li> <li>• Music</li> <li>• Theatre</li> <li>• Dance</li> </ul>
<b>Strand:</b> <b>Visual Art</b>	<b>Visual Arts</b>
<b>1.0 Notice, Respond, and Engage</b>	<b>1.0 Artistic Perception:</b> <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  <b>3.0 Historical and Cultural Context:</b> <i>Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts</i> Diversity of the Visual Arts  <b>4.0 Aesthetic Valuing: Responding to, Analyzing, and Making Judgments About Works in the Visual Arts</b> Derive Meaning; Make Informed Judgments

At around 48 months	At around 60 months	By the end of kindergarten
<p>1.1 Notice and communicate about objects or forms that appear in art.</p>	<p>1.1 Communicate about elements appearing in art (such as line, texture, or perspective), and describe how objects are positioned in the artwork.</p>	<p><b>Develop Perceptual Skills and Visual Arts Vocabulary</b>            1.1 Recognize and describe simple patterns found in the environment and works of art.</p> <p><b>Analyze Art Elements and Principles of Design</b>            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>
<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.</p>	<p>1.2 Begin to plan art and show increasing care and persistence in completing it.</p>	<p><b>Derive Meaning</b>            4.1 Discuss their own works of art, using appropriate art vocabulary (e.g., color, shape/form, texture).</p>
<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.</p>	<p>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>	<p><b>Derive Meaning</b>            4.2 Describe what is seen (including both literal and expressive content) in selected works of art.</p> <p><b>Diversity of the Visual Arts</b>            3.3 Look and discuss works of art from a variety of times and places.</p>
<p>1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.</p>	<p>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>	<p><b>Make Informed Judgments</b>            4.3 Discuss how and why they make a specific work of art.            4.4 Give reasons why they like a particular work of art they made, using appropriate art vocabulary</p>

<b>2.0 Develop Skills in Visual Art</b>		<b>2.0 Creative Expression: <i>Creating, Performing, and Participating in the Visual Arts</i></b> Skills, Processes, Materials, and Tools; Communication and Expression Through Original Works of Art  Also aligned with an element from: <b>1.0 Artistic Perception: <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to the Visual Arts</i></b> Develop Perceptual Skills and Visual Arts Vocabulary
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Make a straight and curved marks and lines; begin to draw rough circle shapes.	2.1 Draw single circle and adds lines to create representations of people and things.	<b><i>Skills, Processes, Materials, and Tools</i></b> 2.1 Use lines, shapes/forms, and colors to make patterns.  2.3 Make a collage with cut or torn paper shapes/forms.
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.	<b><i>Communication and Expression Through Original Works of Art</i></b> 2.4 Paint pictures expressing ideas about family and neighborhood.  2.5 Use lines in drawings and paintings to express feelings.
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).	2.6 Use geometric shapes/forms (circle, triangle, square) in a work of art.
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.	2.7 Create a three-dimensional form, such as a real or imaginary animal.

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.*	<b>Develop Perceptual Skills and Visual Arts Vocabulary</b> 1.2 Name art materials (e.g., clay, paint, crayons) introduced in lessons.
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.*	<b>Skills, Processes, Materials, and Tools</b> 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.
<b>3.0 Create, Invent, and Express Through Visual Art</b>		<b>2.0 Creative Expression: Creating, Performing, and Participating in the Visual Arts</b> Communication and Expression Through Original Works of Art
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
3.1 Create art and sometimes name the work.	3.1 Intentionally create content in a work of art.	<b>Communication and Expression Through Original Works of Art</b> 2.4 Paint pictures expressing ideas about family and neighborhood.  2.5 Use lines in drawings and paintings to express feelings.  2.7 Create a three-dimensional form, such as a real or imaginary animal.
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 feeling or mood.	

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

Other areas covered under the visual arts content standards for kindergarten:

**3.0 Historical and Cultural Context: *Understanding the Historical Contributions and Cultural Dimensions of the Visual Arts***

Role and Development of the Visual Arts

***Role and Development of the Visual Arts***

- 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.
- 3.2 Identify and describe works of art that show people doing things together.

**5.0 Connections, Relationships, Applications:**

***Connecting and Applying What Is Learned in the Visual Arts to Other Art Forms and Subject Areas and to Careers***

Connections and Applications; Visual Literacy; Careers and Career-Related Skills

***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.

<b>Strand: Music</b>		<b>Music</b>
<b>1.0 Notice, Respond, and Engage</b>		<p><b>1.0 Artistic Perception: <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music</i></b> Listen to, Analyze, and Describe Music; Read and Notate Music</p> <p><b>3.0 Historical and Cultural Context: <i>Understanding the Historical Contributions and Cultural Dimensions of Music</i></b> Diversity of Music</p> <p><b>4.0 Aesthetic Valuing: <i>Derive Meaning</i></b> Responding to, Analyzing, and Making Judgments About Works of Music</p>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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><b><i>Listen to, Analyze, and Describe Music</i></b> 1.2 Identify and describe basic elements in music (e.g., high/low, fast/slow, loud/soft, beat)</p> <p><b><i>Derive Meaning</i></b> 4.2 Identify, talk about, sing, or play music written for specific purposes (e.g., work song, lullaby).</p> <p><b><i>Diversity of Music</i></b> 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.*	<b>Derive Meaning</b> 4.1 Create movements that correspond to specific music.
		Other areas covered under the kindergarten content standards in Music:  <b>Read and Notate Music</b> 1.1 Use icons or invented symbols to represent beat.
<b>2.0 Develop Skills In Music</b>		<b>2.0 Creative Expression: <i>Creating, Performing, and Participating in Music</i></b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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, various instrumental and environmental sounds, and follow words in a song.	<b>Apply Vocal and Instrumental Skills</b> 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 pitch ranges.	

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

<b>3.0 Create, Invent, and Express Through Music</b>		<b>2.0 Creative Expression: <i>Compose, Arrange, and Improvise</i></b> Creating, Performing, and Participating in Music  <b>4.0 Aesthetic Valuing: <i>Responding to, Analyzing, and Making Judgments About Works of Music</i></b> Derive Meaning
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
3.2 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.	<b><i>Compose, Arrange, and Improvise</i></b> 2.4 Create accompaniments, using the voice or a variety of classroom instruments.  <b><i>Derive Meaning</i></b> 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:  <b>3.0 Historical and Cultural Context: <i>Understanding the Historical Contributions and Cultural Dimensions of Music</i></b> Role of Music; Diversity of Music  <b><i>Role of Music</i></b> 3.1 Identify the various uses of music in daily experiences.

	<p><b><i>Diversity of Music</i></b>  3.2 Sing and play simple singing games from various cultures.</p> <p>3.4 Use developmentally appropriate movements in responding to music from various genres and styles (rhythm, melody).</p> <p><b>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></b>  Connections and Applications; Careers and Career-Related Skills</p> <p><b><i>Connections and Applications</i></b>  5.1 Use music, together with dance, theatre, and the visual arts, for storytelling.</p> <p><b><i>Careers and Career-Related Skills</i></b>  5.2 Identify and talk about the reasons artists have for creating dances, music, theatre pieces, and works of visual art.</p>
<p><b>Strand: Drama</b></p>	<p><b>Theatre</b></p>
<p><b>1.0 Notice, Respond, and Engage</b></p>	<p><b>1.0 Artistic Perception:</b>  <b><i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Theatre</i></b>  Development of the Vocabulary of Theatre; Comprehension and Analysis of the Elements of Theatre</p> <p><b>2.0 Aesthetic Valuing:</b>  <b><i>Responding to, Analyzing, and Critiquing Theatrical Experiences</i></b></p>

		Critical Assessment of Theatre; Derivation of Meaning from Works of Theatre
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.*	<b><i>Development of the Vocabulary of Theatre</i></b> 1.1 Use the vocabulary of theatre, such as <i>actor, character, cooperation, setting, the five senses, and audience</i> , to describe theatrical experiences.
1.2 Identify preferences and interests related to participating in drama.	1.2 Explain preferences and interests related to participating in drama.	<b><i>Critical Assessment of Theatre</i></b> 4.1 Respond appropriately to a theatrical experience as an audience member.
1.3 Demonstrate knowledge of simple plot of a participatory drama.	1.3 Demonstrate knowledge of extended plot and conflict of a participatory drama.	<b><i>Comprehension and Analysis of the Elements of Theatre</i></b> 1.2 Identify differences between real people and imaginary characters.  <b><i>Derivation of Meaning from Works of Theatre</i></b> 4.2 Compare a real story with a fantasy story.

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

<b>2.0 Develop Skills to Create, Invent, and Express Through Drama</b>			<b>2.0 Creative Expression:</b> <i>Creating, Performing, and Participating in Theatre</i> Development of Theatrical Skills; Creation/Invention in Theatre  <b>3.0 Historical and Cultural Context:</b> <i>Understanding the Historical Contributions and Cultural Dimensions of Theatre</i> Role and Cultural Significance of Theatre
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>	
2.1 Demonstrate basic role-play skills with imagination and creativity.	2.1 Demonstrate extended role play skills with increased imagination and creativity.	<b><i>Development of Theatrical Skills</i></b> 2.1 Perform imitative movements, rhythmical activities, and theatre games (freeze, statues, and mirrors).  <b><i>Creation/Invention in Theatre</i></b> 2.2 Perform group pantomimes and improvisations to retell familiar stories.  <b><i>Role and Cultural Significance of Theatre</i></b> 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.	<b><i>Creation/Invention in Theatre</i></b> 2.3 Use costumes and props in role playing.	

	<p>Other areas covered under the theatre content standards for kindergarten:</p> <p><b>5.0 Connections, Relationships, Applications:</b>  <b><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></b>  Connections and Applications; Career and Career-Related Skills</p> <p><b><i>Connections and Applications</i></b>  5.1 Dramatize information from other content areas. Use movement and voice, for example, to reinforce vocabulary, such as <i>fast, slow, in, on, through, over, under</i>.</p> <p><b><i>Career and Career-Related Skills</i></b>  5.2 Demonstrate the ability to participate cooperatively in performing a pantomime or dramatizing a story.</p>
--	--

<p><b>Strand:</b>  <b>Dance</b></p>	<p><b>Dance</b></p> <p>Also aligned with elements from:  <b>Physical Education</b></p>
<p><b>1.0 Notice, Respond, and Engage</b></p>	<p><b>1.0 Artistic Perception:</b>  <b><i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to</i></b></p>

		<p><b>Dance</b> Development of Motor Skills and Technical Expertise; Comprehension and Analysis of Dance Elements; Development of Dance Vocabulary</p> <p><b>4.0 Aesthetic Valuing:</b> <b>Responding to, Analyzing, and Making Judgment About Works of Dance</b> Description, Analysis, and Criticism of Dance</p>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Engage in dance movements.	1.1 Further engage and participate in dance movements.	<p><b>Development of Motor Skills and Technical Expertise</b> 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).</p>
1.2 Begin to understand and use vocabulary related to dance.	1.2 Connect dance terminology with demonstrated steps.	<p><b>Comprehension and Analysis of Dance Elements</b> 1.3 Understand and respond to a wide range of opposites (e.g., high/low, forward/backward, wiggle/freeze).</p> <p><b>Development of Dance Vocabulary</b> 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).</p> <p><b>Description, Analysis, and Criticism of Dance</b> 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	<p><b>Development of Motor Skills and Technical Expertise</b> 1.1 Build the range and capacity to move in a variety of ways.</p> <p><b>Comprehension and Analysis of Dance Elements</b> 1.3 Understand and respond to a wide range of opposites (e.g.,</p>

	skills.	high/low, forward/backward, wiggle/freeze).  <b>Development of Dance Vocabulary</b> 1.4 Perform simple movements in response to oral instructions (e.g., walk, turn, reach).
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.	

<b>2.0 Develop Skills in Dance</b>		<b>1.0 Artistic Perception:</b> <i>Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Dance</i> Development of Motor Skills and Technical Expertise  <b>Domain: Physical Education</b> <b>Standard 1: Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities: <i>Movement Concepts; Rhythmic Skills.</i></b>  <b>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></b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Begin to be aware of own body in space.	2.1 Continue to develop awareness of body in space.	<b>Development of Motor Skills and Technical Expertise</b> 1.1 Build the range and capacity to move in a variety of ways.

2.2 Begin to be aware of other people in dance or when moving in space.	2.2 Show advanced awareness and coordination of movement with other people in dance or when moving in space.	1.2 Perform basic locomotor skills (e.g., walk, run, gallop, jump, hop, and balance).  <b>Movement Concepts (Standard 1, Physical Education)</b> 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.  <b>Movement Concepts (Standard 2, Physical Education)</b> 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.
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.	<b>Rhythmic Skills (Standard 1, Physical Education)</b> 1.16 Perform locomotor and nonlocomotor movements to a steady beat.  1.17 Clap in time to a simple, rhythmic beat.
<b>3.0 Create, Invent, and Express Through Dance</b>		<b>2.0 Creative Expression: Creating, Performing, and Participating in Dance</b>  Creation/Invention of Dance Movements
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>Creation/Invention of Dance Movements</b> 2.1 Create movements that reflect a variety of personal experiences (e.g., recall feeling happy, sad, angry, excited).  2.2 Respond to a variety of stimuli (e.g., sounds, words, songs, props, and images) with original movements.
3.2 Invent dance movements.	3.2 Invent and recreate dance movements.	2.3 Respond spontaneously to different types of music, rhythms, and sounds.
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.	

<p>3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.</p>	<p>3.4 Communicate and express feelings intentionally through dance.</p>	
		<p>Other areas covered under the dance content standards for kindergarten:</p> <p><b>3.0 Historical and Cultural Context:</b>  <i>Understanding the Historical Contributions and Cultural Dimensions of Dance</i></p> <p><i>Development of Dance</i></p> <p>3.1 Name and perform folk/traditional dances from the United States and other countries.</p> <p><b>5.0 Connections, Relationships, Applications:</b>  <i>Connecting and Applying What Is Learned in Dance to Learning in Other Art Forms and Subject Areas and to Careers</i></p> <p>5.1 Give examples of the relationship between everyday movement in school and dance movement.</p>

## 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 skills 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 1.14 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 1.14 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 1.14 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 1.14 shows the alignment between strands and substrands in the domain of Physical Development with key content standards for kindergarten in physical education.

As table 1.14 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 1.14 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 1.15 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 1.14**

**Overview of the Alignment Between the Physical Development Domain and the California Content Standards**

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

**Table 1.14 (continued)**

<b>Physical Development</b>		
<b>California Infant/Toddler Learning and Development Foundations</b>	<b>California Preschool Learning Foundations</b>	<b>California Content Standards Kindergarten</b>
<b>Perceptual and Motor Development</b> Also aligned with elements from: <b>Cognitive Development</b>	<b>Physical Development</b>	<b>Physical Education</b>
	<b>Active Physical Play</b>	<b>Standard 3:</b> Level of Physical Fitness <b>Standard 4:</b> 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 1.15**  
**Detailed View of the Alignment Between the Physical Development Domain Alignment and the California Content Standards**

California Preschool Learning Foundations		California Content Standards Kindergarten
<b>Domain:</b> <b>Physical Development</b>		<b>Domain:</b> <b>Physical Education</b>
<b>Strand:</b> <b>Fundamental Movement Skills</b>		<p><b>Standard 1:</b> Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><b>Standard 2:</b> Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p>
<b>1.0 Balance</b>		<b>Standard 1: <i>Movement Concepts; Body Management</i></b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Maintain balance while holding still; sometimes may need assistance.	1.1 Show increasing balance and control when holding still.	<p><b>Standard 1: <i>Movement Concepts</i></b> 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><b>Standard 1: <i>Body Management</i></b> 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.
<b>2.0 Locomotor Skills</b>		<b>Standard 1: Locomotor Movement</b> <b>Standard 2: Locomotor Movement</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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 movement, and relatively narrow base of support (space between feet).	<b>Standard 1: Body Management</b> 1.7 Balance while walking forward and sideways on a narrow, elevated surface.  <b>Standard 2: Locomotor Movement</b> 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.	<b>Standard 1: Locomotor Movement</b> 1.10 Travel in straight, curved, and zigzag pathways.  <b>Standard 2: Locomotor Movement</b> 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.	<b>Standard 1: Locomotor Movement</b> 1.11 Jump over a stationary rope several times in succession, using forward-and-back and side-to-side movement patterns.  <b>Standard 2: Locomotor Movement</b> 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.	<b>Standard 2: Locomotor Movement</b> 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:  <b>Standard 1: Locomotor Movement</b> 1.9 Perform a continuous log roll.
<b>3.0 Manipulative Skills</b>		<b>Standard 1: Manipulative Skills</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	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.	1.12 Strike a stationary ball or balloon with the hands, arms, and feet.  1.13 Toss a ball to oneself, using the underhand throw pattern, and catch it before it bounces twice.  1.14 Kick a stationary object, using a simple kicking pattern.  1.15 Bounce a ball continuously, using two hands.
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.	

<b>Strand: Perceptual–Motor Skills and Movement Concepts</b>		<p><b>Standard 1:</b> Students demonstrate the motor skills and movement patterns needed to perform a variety of physical activities.</p> <p><b>Standard 2:</b> Students demonstrate knowledge of movement concepts, principles, and strategies that apply to the learning and performance of physical activities.</p>
<b>1.0 Body Awareness</b>		<b>Standard 2: <i>Body Management</i></b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Demonstrate knowledge of the names of body parts.	1.1 Demonstrate knowledge of an increasing number of body parts.	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.  2.4 Explain base of support.
<b>2.0 Spatial Awareness</b>		<p><b>Standard 1: <i>Movement Concepts</i></b> <b>Standard 2: <i>Movement Concepts</i></b></p>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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><b>Standard 1: <i>Movement Concepts</i></b> 1.1 Travel within a large group, without bumping into others or falling, while using locomotor skills.</p> <p><b>Standard 2: <i>Movement Concepts</i></b> 2.2 Identify and independently use personal space, general space, and boundaries and discuss why they are important.</p>
<b>3.0 Directional Awareness</b>		<b>Standard 1: <i>Body Management; Movement Concepts</i></b>

		<b>Standard 2: Movement Concepts</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>Standard 1: Body Management</b> 1.8 Demonstrate the relationship of <i>under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of</i> 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.	<b>Standard 1: Movement Concepts</b> 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.	<b>Standard 2: Movement Concepts</b> 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:  <b>Standard 2: Manipulative Skills</b> 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.  <b>Standard 1: Movement Concepts</b> 1.3 Demonstrate contrasts between slow and fast speeds while using locomotor skills.

<b>Strand: Active Physical Play</b>		<p><b>Standard 3:</b> Students assess and maintain a level of physical fitness to improve health and performance.</p> <p><b>Standard 4:</b> Students demonstrate knowledge of physical fitness concepts, principles, and strategies to improve health and performance.</p>
<b>1.0 Active Participation</b>		<p><b>Standard 3: <i>Fitness Concepts</i></b> <b>Standard 4: <i>Fitness Concepts</i></b></p>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Initiate or engage in simple physical activities for a short to moderate period of time.	1.1 Initiate more complex physical activities for a sustained period of time.	<p><b>Standard 3: <i>Fitness Concepts</i></b> 3.1 Participate in physical activities that are enjoyable and challenging.</p> <p><b>Standard 4: <i>Fitness Concepts</i></b> 4.1 Identify physical activities that are enjoyable and challenging.</p>
		<p><b>Standard 4: <i>Fitness Concepts</i></b> 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>
<b>2.0 Cardiovascular Endurance</b>		<p><b>Standard 3: <i>Aerobic Capacity</i></b> <b>Standard 4: <i>Aerobic Capacity</i></b></p>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<p><b>Standard 3: <i>Aerobic Capacity</i></b> 3.2 Participate three to four days each week in moderate to vigorous physical activities that increase breathing and heart rate.</p> <p><b>Standard 4: <i>Aerobic Capacity</i></b> 4.4 Identify the location of the heart and explain that it is a muscle.</p>

		<p>4.5 Explain that physical activity increases the heart rate.</p> <p>4.6 Identify the location of the lungs and explain the role of the lungs in the collection of oxygen.</p>
<b>3.0 Muscular Strength, Muscular Endurance, and Flexibility</b>		<p><b>Standard 3: <i>Muscular Strength/Endurance; Flexibility</i></b></p> <p><b>Standard 4: <i>Muscular Strength/Endurance; Flexibility</i></b></p>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
<p>3.1 Engages in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.</p>	<p>3.1 Engage in increasing amounts of active play activities that enhance leg and arm strength, muscular endurance, and flexibility.</p>	<p><b>Standard 3: <i>Muscular Strength/Endurance</i></b></p> <p>3.3 Hang from overhead bars for increasing periods of time.</p> <p>3.4 Climb a ladder, jungle gym, or apparatus.</p> <p><b>Standard 3: <i>Flexibility</i></b></p> <p>3.5 Stretch shoulders, legs, arms, and back without bouncing.</p> <p><b>Standard 4: <i>Muscular Strength/Endurance</i></b></p> <p>4.9 Explain that strong muscles help the body to climb, hang, push, and pull.</p> <p>4.8 Describe the role of muscles in moving the bones.</p> <p><b>Standard 4: <i>Flexibility</i></b></p> <p>4.9 Identify the body part involved when stretching.</p>
		<p>Other areas covered under the physical education content standards for kindergarten:</p> <p><b>Standard 3: <i>Body Composition</i></b></p> <p>3.6 Sustain continuous movement for increasing periods of time while participating in moderate to vigorous physical activity.</p> <p><b>Standard 3: <i>Assessment</i></b></p> <p>3.7 Identify indicators of increased capacity to participate in vigorous physical activity.</p>

	<p><b>Standard 4: <i>Body Composition</i></b> 4.10 Explain that the body is composed of bones, organs, fat, and other tissues.</p> <p><b>Standard 5:</b> Students demonstrate and utilize knowledge of psychological and sociological concepts, principles, and strategies that apply to the learning and performance of physical activity.</p> <p><b><i>Self-Responsibility</i></b> 5.1 Identify the feelings that result from participation in physical activity. 5.2 Participate willingly in physical activities.</p> <p><b><i>Social Interaction</i></b> 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.</p> <p><b><i>Group Dynamics</i></b> 5.5 Participate as a leader and a follower during physical activities.</p>
--	---

## 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 1.16, 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**

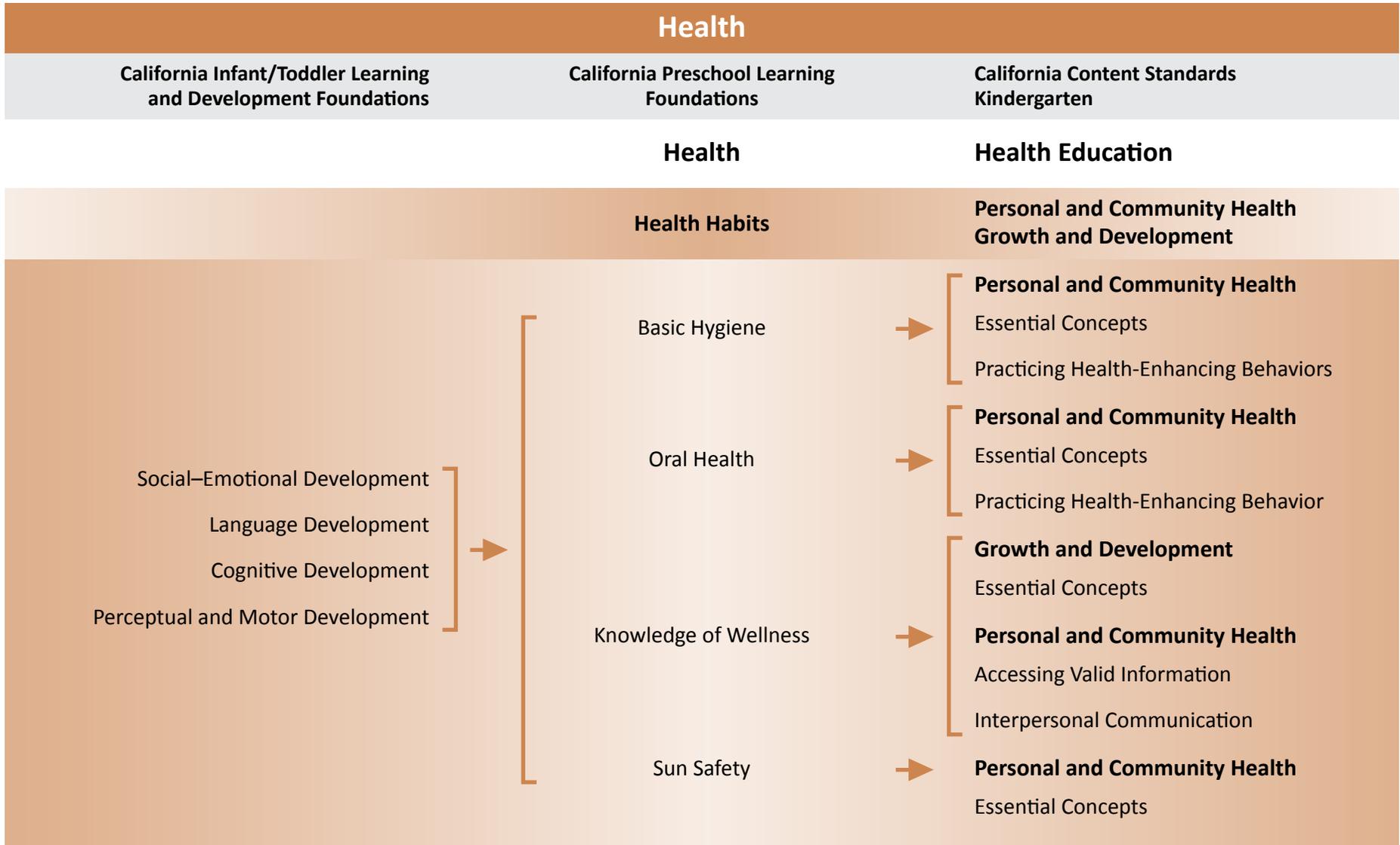
**activity; growth and development; injury prevention and safety, alcohol, tobacco, and other drugs; mental, emotional and social health; and personal and community health.** Table 1.16 shows the alignment of the kindergarten strands in health education with the strands in the preschool foundations. 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 1.16 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 1.16 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 1.17 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 1.16**  
**Overview of the Alignment Between the Health Domain and the California Content Standards**



**Table 1.16 (continued)**

<b>Health</b>		
<b>California Infant/Toddler Learning and Development Foundations</b>	<b>California Preschool Learning Foundations</b>	<b>California Content Standards Kindergarten</b>
	<b>Health</b>	<b>Health Education</b>
	<b>Safety</b>	<b>Injury Prevention and Safety</b>
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
	<b>Nutrition</b>	<b>Nutrition and Physical Activity</b>
Social–Emotional Development Language Development Cognitive Development Perceptual and Motor Development	→ Nutrition Knowledge → Nutrition Choices → Self-Regulation of Eating	→ Essential Concepts → Essential Concepts Analyzing Influences Interpersonal Communication Practicing Health-Enhancing Behaviors

<b>Table 1.17</b> <b>Detailed View of the Alignment Between the Health Domain and the California Content Standards</b>		
<b>California Preschool Learning Foundations</b>		<b>California Content Standards Kindergarten</b>
<b>Domain:</b> <b>Health</b>		<b>Domain:</b> <b>Health Education</b>
<b>Strand:</b> <b>Health Habits</b>		<b>Personal and Community Health Growth and Development</b>
<b>1.0 Basic Hygiene</b>		<b>Personal and Community Health</b> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> <li>• <b>Standard 7: Practicing Health-Enhancing Behaviors</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Demonstrate knowledge of some steps in the handwashing routine.	1.1 Demonstrate knowledge of more steps in the handwashing routine.	<b>Standard 1: Essential Concepts</b> 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.	<b>Standard 7: Practicing Health-Enhancing Behaviors</b> 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).

<b>2.0 Oral Health</b>		<b>Personal and Community Health</b> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> <li>• <b>Standard 7: Practicing Health-Enhancing Behaviors</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>Standard 1: Essential Concepts</b> 1.1.P Identify effective dental and personal hygiene practices.  <b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.1.P Show effective dental and personal hygiene practices.
<b>3.0 Knowledge of Wellness</b>		<b>Growth and Development</b> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> </ul> <b>Personal and Community Health</b> <ul style="list-style-type: none"> <li>• <b>Standard 3: Accessing Valid Information</b></li> <li>• <b>Standard 4: Interpersonal Communication</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>Standard 1: Essential Concepts (Growth and Development)</b> 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.	<b>Standard 1: Essential Concepts (Growth and Development)</b> 1.4.G Identify trusted adults who promote healthy growth and development (e.g., physicians, nurses, dentists, and optometrists).  <b>Standard 3: Accessing Valid Information (Personal and Community</b>

		<p><b>Health)</b></p> <p>3.1.P Identify health care workers who can help promote healthy practices.</p>
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.	<p><b>Standard 4: Interpersonal Communication (Personal and Community Health)</b></p> <p>4.1.P Demonstrate how to ask for assistance with a health-related problem.</p>
<b>4.0 Sun Safety</b>		<p><b>Personal and Community Health</b></p> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<p><b>Standard 1: Essential Concepts</b></p> <p>1.2 Describe sun-safety practices.</p>
<b>Strand: Safety</b>		<b>Injury Prevention and Safety</b>
<b>1.0 Injury Prevention</b>		<p><b>Injury Prevention and Safety</b></p> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> <li>• <b>Standard 3: Accessing Valid Information</b></li> <li>• <b>Standard 4: Interpersonal Communication</b></li> <li>• <b>Standard 5: Decision Making</b></li> <li>• <b>Standard 7: Practicing Health-Enhancing Behaviors</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Follow safety rules with adult support and prompting.	1.1 Follow safety rules more independently though may still need adult support and	<p><b>Standard 1: Essential Concepts</b></p> <p>1.1 Identify safety rules for the home, the school, and the community.</p>

	prompting.	<b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.1 Follow rules for safe play and safety routines.
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.	<b>Standard 1: Essential Concepts</b> 1.2 Identify emergency situations.  <b>Standard 3: Accessing Valid Information</b> 3.1 Identify trusted adults who can help in emergency situations.  <b>Standard 4: Interpersonal Communication</b> 4.1 Demonstrate how to ask a trusted adult for help or call 9-1-1.  <b>Standard 5: Decision Making</b> 5.1 Identify situations when it is necessary to seek adult help or call 9-1-1.
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.	<b>Standard 1: Essential Concepts</b> 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.  <b>Standard 7: Practicing Health-Enhancing Behaviors</b> 7.2.S Show how to cross the street safely.
		Other areas covered under the health education content standards for kindergarten in Injury Prevention and Safety:  <b>Standard 1: Essential Concepts</b> 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.

	<p>1.6.S Describe school rules about getting along with others.</p> <p>1.7.S Recognize the characteristics of bullying.</p> <p>1.9.S Recognize that anything may be poisonous or cause harm if used unsafely.</p> <p>1.10.S Identify people who are strangers and how to avoid contact with strangers.</p> <p>1.11.S Demonstrate how to ask trusted adults for help.</p> <p>1.12.S Define and explain the dangers of weapons.</p> <p>1.13.S Explain the importance of telling a trusted adult if you see or hear about someone having a weapon.</p> <p><b>Standard 4: Interpersonal Communication</b></p> <p>4.2.S Show how to answer the phone in a safe way.</p> <p><b>Standard 5: Decision Making</b></p> <p>5.2.S Role-play what to do if a stranger at home, in a car, or on the street approaches you.</p> <p><b>Standard 8: Health Promotion</b></p> <p>8.1.S Show how to tell a trusted adult when you or a friend find a weapon.*</p>
<p><b>Strand:</b> <b>Nutrition</b></p>	<p><b>Nutrition and Physical Activity</b></p>
<p><b>1.0 Nutrition Knowledge</b></p>	<p><b>Nutrition and Physical Activity</b></p> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> </ul>

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.	<b>Standard 1: Essential Concepts</b> 1.1.N Name a variety of healthy foods and explain why they are necessary for good health.

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

<b>2.0 Nutrition Choices</b>		<b>Nutrition and Physical Activity</b> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> <li>• <b>Standard 2: Analyzing Influences</b></li> <li>• <b>Standard 4: Interpersonal Communication</b></li> <li>• <b>Standard 7: Practicing Health-Enhancing Behaviors</b></li> </ul>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<p><b>Standard 1: Essential Concepts</b></p> <p>1.1.N Name a variety of healthy foods and explain why they are necessary for good health.</p> <p>1.2.N Identify a variety of healthy snacks.</p> <p>1.4.N Recognize the importance of a healthy breakfast.</p>
2.2 Indicate food preferences that reflect familial and cultural practices.	2.2 Indicate food preferences based on familial and cultural practices, as well as some knowledge of healthy choices.	<p><b>Standard 2: Analyzing Influences</b></p> <p>2.1.N Recognize that not all products advertised or sold are good for them.</p> <p><b>Standard 4: Interpersonal Communication</b></p> <p>4.1.N Explain how to ask family members for healthy food options.</p> <p><b>Standard 7: Practicing Health-Enhancing Behaviors</b></p> <p>7.1.N Select nutritious snacks.</p> <p>7.2.N Plan a nutritious breakfast.</p> <p>7.3.N Choose healthy foods in a variety of settings.</p>

<b>3.0 Self-Regulation of Eating</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
3.1 Indicate awareness of own hunger and fullness.	3.1 Indicate greater awareness of own hunger and fullness.	
		<p>Other areas covered under the health education content standards for kindergarten:</p> <p><b>Alcohol, Tobacco, and Other Drugs</b></p> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> </ul> <p><b>Mental, Emotional, and Social Health</b> (See the alignment for Social–Emotional Development)</p> <ul style="list-style-type: none"> <li>• <b>Standard 1: Essential Concepts</b></li> <li>• <b>Standard 2: Analyzing Influences</b></li> <li>• <b>Standard 3: Accessing Valid Information</b></li> <li>• <b>Standard 4: Interpersonal Communication</b></li> <li>• <b>Standard 5: Decision Making</b></li> <li>• <b>Standard 6: Goal Setting</b></li> <li>• <b>Standard 7: Practicing Health-Enhancing Behaviors</b></li> <li>• <b>Standard 8: Health Promotion</b></li> </ul>

## 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 1.18 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 1.18 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 1.18 shows the alignment between preschool substrands/foundations and the kindergarten substrands, and table 1.19 delineates the alignment between specific preschool learning foundations and specific kindergarten content standards in history–social science. As table 1.18 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 1.19, 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 1.18**

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

California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
<p><b>Social–Emotional Development</b> <b>Cognitive Development</b></p>	<p><b>History–Social Science</b></p>	<p><b>History–Social Science</b></p>
<b>Self and Society</b>		
<p>Identity of Self in Relation to Others →</p> <p>Relationships with Adults Relationships with Peers ] →</p>	<p>Culture and Diversity →</p> <p>Relationships →</p> <p>Social Roles and Occupations →</p>	<p><b>K.2</b> 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><b>K.1</b> Students understand that being a good citizen involves acting in certain ways.</p> <p><b>K.3</b> 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.</p>
<b>Becoming a Preschool Community Member (Civics)</b>		
<p>Impulse Control ]</p> <p>Interactions with Adults ]</p> <p>Interactions with Peers ]</p> <p>Empathy ] →</p> <p>Cause and Effect (Cognitive Development) ]</p> <p>Problem Solving (Cognitive Development) ]</p>	<p>Skills for Democratic Participation ]</p> <p>Responsible Conduct ]</p> <p>Fairness and Respect for Other People ]</p> <p>Conflict Resolution ]</p>	<p><b>K.1</b> Students understand that being a good citizen involves acting in certain ways.</p>

**Table 1.18 (continued)**

<b>History–Social Science</b>		
<b>California Infant/Toddler Learning and Development Foundations</b>	<b>California Preschool Learning Foundations</b>	<b>California Content Standards Kindergarten</b>
<b>Social–Emotional Development Cognitive Development</b>	<b>History–Social Science</b>	<b>History–Social Science</b>
<b>Sense of Time (History)</b>		
	Understanding Past Events	→ <b>K.5</b> 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	→ <b>K.6</b> Students understand that history relates to events, people, and places of other times. <b>K.1</b> Students understand that being a good citizen involves acting in certain ways.
	<b>Understanding the Physical World Through Drawings and Maps</b>	
Spatial Relationships (Cognitive Development)	→	→ <b>K.4</b> Students compare and contrast the locations of people, places, and environments and describe their characteristics.
	Caring for the Natural World	
<b>Exchange</b>		

**Table 1.19  
Detailed View of the Alignment Between the History–Social Science Domain and the  
California Content Standards**

<b>California Preschool Learning Foundations</b>		<b>California Content Standards Kindergarten</b>
<b>Domain: History–Social Science</b>		<b>Domain: History–Social Science</b>
<b>Strand: Self and Society</b>		<p><b>K.1 Students understand that being a good citizen involves acting in certain ways.</b></p> <p><b>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.</b></p> <p><b>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.</b></p>
<b>1.0 Culture and Diversity</b>		<b>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.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Exhibit developing cultural,	1.1 Manifest stronger cultural,	<b>K.2 Students recognize national and state symbols and icons such as</b>

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.	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.	<b>the national and state flags, the bald eagle, and the Statue of Liberty.</b>
<b>2.0 Relationships</b>		<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b> 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.
<b>3.0 Social Roles and Occupations</b>		<b>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.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>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.</b>

<b>Strand: Becoming a Preschool Community Member (Civics)</b>		<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b>
<b>1.0 Skills for Democratic Participation</b>		<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b> 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.
<b>2.0 Responsible Conduct</b>		<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Strive to cooperate with group expectations to maintain adult approval and get along with others. Self-control,	2.1 Exhibit responsible conduct more reliably as children develop self-esteem (and adult approval) from being	<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b> 1. Follow rules, such as sharing and taking turns, and know the consequences of breaking them.

however, is inconsistent, especially when children are frustrated or upset.	responsible group members. May also manage others' behavior to ensure that others also fit in with group expectations.	2. Learn examples of honesty, courage, determination, individual responsibility, and patriotism in American and world history from stories and folklore.
<b>3.0 Fairness and Respect for Other People</b>		<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b> 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.
<b>4.0 Conflict Resolution</b>		<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b> 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.

<b>Strand: Sense of Time (History)</b>		<p><b>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</b></p> <p><b>K.6 Students understand that history relates to events, people, and places of other times.</b></p>
<b>1.0 Understanding Past Events</b>		<b>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	<b>K.5 Students put events in temporal order using a calendar, placing days, weeks, and months in proper order.</b>

<b>2.0 Anticipating and Planning Future Events</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
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.	
<b>3.0 Personal History</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
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.	
<b>4.0 Historical Changes in People and the World</b>		<b>K.1 Students understand that being a good citizen involves acting in certain ways.</b> <b>K.6 Students understand that history relates to events, people, and places of other times.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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	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.	<b>K.6 Students understand that history relates to events, people, and places of other times.</b> 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.

<p>events on a timeline.</p>		<p>Day, Memorial Day, Labor Day, Columbus Day, Veterans Day).</p> <p>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.</p> <p>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).</p> <p><b>K.1 Students understand that being a good citizen involves acting in certain ways.</b></p> <p>3. Know beliefs and related behaviors of characters in stories from times past and understand the consequences of the characters' actions.</p>
<p><b>Strand: Sense of Place (Geography and Ecology)</b></p>		<p><b>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</b></p>
<p><b>1.0 Navigating Familiar Locations</b></p>		<p><b>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</b></p>
<p><b>At around 48 months</b></p>	<p><b>At around 60 months</b></p>	<p><b>By the end of kindergarten</b></p>
<p>1.1 Identify the characteristics of familiar locations such as home and school, describe objects and activities associated with</p>	<p>1.1 Comprehend larger familiar locations, such as the characteristics of their community and region (including hills and streams,</p>	<p><b>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</b></p> <p>1. Determine the relative locations of objects using the terms near/far, left/right, and behind/in front.</p>

each, recognize the routes between them, and begin using simple directional language (with various degrees of accuracy).	weather, common activities), the distances between familiar locations (such as between home and school); and compare their home community with those of others.	5. Demonstrate familiarity with the school’s layout, environs, and the jobs people do there.
<b>2.0 Caring for the Natural World</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
2.1 Show an interest in nature (including animals, plants, and weather) especially as children experience it directly. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.	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 negative impacts of people on the natural world (e.g., recycling, putting trash in trash cans).	
<b>3.0 Understanding the Physical World Through Drawings and Maps</b>		<b>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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	<b>K.4 Students compare and contrast the locations of people, places, and environments and describe their characteristics.</b> 2. Distinguish between land and water on maps and globes and locate general areas referenced in historical legends and

	basic problem solving (such as locating objects) with adult guidance.	<p>stories.</p> <p>3. Identify traffic symbols and map symbols (e.g., those for land, water, roads, cities).</p> <p>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.</p>
<b>Strand: Marketplace (Economics)</b>		
<b>1.0 Exchange</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
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 foundations in Science with the infant/toddler learning and development foundations and with the California science content standards in kindergarten. The preschool science foundations describe the behaviors, skills, 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, is about basic scientific skills and language that are fundamental to the process of doing science (e.g., observing, investigating, documenting), and includes two substrands: *observation and investigation* and *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*.

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. The practice of scientific inquiry draws on children’s cognitive, language, social, and physical competencies. 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 something works and how things 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 1.20 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 ideas and explanations with others. Language and communication skills are fundamental 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). These language and literacy skills emerge at a young age and involve 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 1.20 indicates, the infant/toddler foundations in *receptive language*, *expressive language*, and *interest in print* are aligned with the preschool science substrand *documentation and communication*.

The preschool learning foundations in science are also aligned with the kindergarten content standards in science. Table 1.20 shows the alignment between strands and substrands in the preschool foundations in Science and the corresponding kindergarten strands. As table 1.20 indicates, the foundations and the kindergarten standards cover the same general categories (strands): **physical sciences**, **life sciences**, and **earth sciences**. The preschool strand **scientific inquiry** is aligned with the kindergarten strand **investigation and experimentation**.

Each of the kindergarten strands in science includes key content standards. Table 1.21 details the alignment between particular preschool foundations and the kindergarten content standards in the Science domain. Though the content of specific foundations and standards at the preschool and kindergarten levels is organized somewhat differently within the strands and may not always correspond one to one, there is a noteworthy correspondence in content between the preschool foundations and the kindergarten standards. Both the foundations in *observation and investigation* and the kindergarten standards in **investigation and experimentation** focus on children's ability to ask meaningful questions, conduct careful investigations, and observe and describe properties of common objects. The preschool foundations and the kindergarten

standards in physical sciences, life sciences, and earth sciences center on the same key ideas: children’s ability to observe and describe the properties of materials, the similarities and differences in the appearance and behavior of plants and animals, and the basic characteristics of the earth. The foundations in *documentation and communication* are also aligned with one kindergarten standard in the Mathematics domain: “Pose information questions, collect data, and record the results using objects, pictures, and picture graphs.” Both the foundations and standard describe a similar set of skills related to collecting and recording information.

**Table 1.20**  
**Overview of the Alignment Between the Science Domain and the California Content Standards**

Science		
California Infant/Toddler Learning and Development Foundations	California Preschool Learning Foundations	California Content Standards Kindergarten
<b>Cognitive Development Language Development</b>	<b>Science</b>	<b>Science</b>
<b>Scientific Inquiry</b>		<b>Investigation and Experimentation</b>
Problem Solving	→ Observation and Investigation	→ Scientific progress is made by asking meaningful questions and conducting careful investigations.
Receptive Language (Language Development) Expressive Language (Language Development) Interest in Print (Language Development)	→ Documentation and Communication	<b>Investigation and Experimentation</b> Scientific progress is made by asking meaningful questions and conducting careful investigations.  <b>Domain: Mathematics</b> Statistics, Data Analysis, and Probability  Students collect information about objects and events in their environment.

**Table 1.20 (continued)**

<b>Science</b>		
<b>California Infant/Toddler Learning and Development Foundations</b>	<b>California Preschool Learning Foundations</b>	<b>California Content Standards Kindergarten</b>
<b>Cognitive Development Language Development</b>	<b>Science</b>	<b>Science</b>
<b>Physical Sciences</b>		<b>Physical Sciences</b>
Cause-and-Effect Spatial Relationships Problem Solving Classification	→ Properties and Characteristics of Nonliving Objects and Materials Changes in Nonliving Objects and Materials	→ Properties of materials can be observed, measured, and predicted.
<b>Life Sciences</b>		<b>Life Sciences</b>
Cause-and-Effect Spatial Relationships Problem Solving Classification	→ Properties and Characteristics of Living Things Changes in Living Things	→ Different types of plants and animals inhabit the earth.
<b>Earth Sciences</b>		<b>Earth Sciences</b>
Cause-and-Effect Spatial Relationships Problem Solving Classification	→ Properties and Characteristics of Earth Materials Changes in the Earth	→ Earth is composed of land, air, and water.

**Table 1.21**

**Detailed View of the Alignment Between the Science Domain and the California Content Standards**

<b>California Preschool Learning Foundations</b>		<b>California Content Standards Kindergarten</b>
<b>Domain: Science</b>		<b>Domain: Science</b>  Also aligned with an element from: <b>Mathematics</b>
<b>Strand: Scientific Inquiry</b>		<b>Investigation and Experimentation</b> 4. Scientific progress is made by asking meaningful questions and conducting careful investigations. As a basis for understanding this concept and addressing the content in the other three strands, students should develop their own questions and perform investigations. Students will:
<b>1.0 Observation and Investigation</b>		<b>Investigation and Experimentation</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Demonstrate curiosity and raise simple questions about objects and events in the environment.	1.1 Demonstrate curiosity and an increased ability to raise questions about objects and events in the environment.	
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.	a. Observe common objects by using the five senses.  b. Describe the properties of common objects.  c. Describe the relative position of objects by using one reference (e.g., above or below).

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.	
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.	d. Compare and sort common objects by one physical attribute (e.g., color, shape, texture, size, weight.).
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.	
<b>2.0 Documentation and Communication</b>		<b>Investigation and Experimentation</b>  <b>Domain: Mathematics</b> • <b>Statistics, Data Analysis, and Probability</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals,	2.1 Record information more regularly and in greater detail in various ways, with adult assistance, including pictures, words (dictated to	<b>Investigation and Experimentation</b> e. Communicate observations orally and through drawings.  <b>Statistics, Data Analysis, and Probability (Mathematics)</b> 1.1 Pose information questions; collect data; and record the results

models, and photos.	adults), charts, journals, models, photos, or by tallying and graphing information.	using objects, pictures, and picture graphs.
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.	
<b>Strand: Physical Sciences</b>		<b>Physical Sciences</b> 1. Properties of materials can be observed, measured, and predicted. As a basis for understanding this concept:
<b>1.0 Properties and Characteristics of Nonliving Objects and Materials</b>		<b>Physical Sciences</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Observe, investigate, and identify 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 (size, weight, shape, color, texture, and sound) of objects and of solid and nonsolid materials.	a. Students know that objects can be described in terms of the materials they are made of (e.g., clay, cloth, paper) and their physical properties (e.g., color, size, shape, weight, texture, flexibility, attraction to magnets, floating, sinking).
<b>2.0 Changes in Nonliving Objects and Materials</b>		<b>Physical Sciences</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Demonstrate awareness that objects and materials can change, and explore and describe changes in objects and materials (rearrangement	2.1 Demonstrate an increased awareness that objects and materials can change in various ways. Explore and describe in greater detail	b. Students know water can be a liquid or a solid and can be made to change back and forth from one form to the other. c. Students know water left in an open container evaporates (goes into the air) but water in a closed container does not.

of parts; change in color, shape, texture, temperature).	changes in objects and materials (rearrangement of parts; change in color, shape, texture, form, and temperature).	
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, ways thing move), and to explore the effect of own actions on the motion of objects, including changes in speed and direction.	
<b>Strand: Life Sciences</b>		<b>Life Sciences</b> 2. Different types of plants and animals inhabit the earth. As a basis for understanding this concept:
<b>1.0 Properties and Characteristics of Living Things</b>		<b>Life Sciences</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
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.	a. Students know how to observe and describe similarities and differences in the appearance and behavior of plants and animals (e.g., seed-bearing plants, birds, fish, insects).
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.	c. Students know how to identify major structures of common plants and animals (e.g., stems, leaves, roots, arms, wings, legs).

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.	
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.	1.4 Indicate knowledge of the difference between animate and inanimate objects, providing greater detail, and recognize that living things (humans, animals, and plants) undergo biological processes such as growth, illness, healing, and death.	b. Students know stories sometimes give plants and animals attributes they do not really have.
<b>2.0 Changes in Living Things</b>		
<b>At around 48 months</b>	<b>At around 60 months</b>	
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.	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 related to the life cycle (for example, from a caterpillar to butterfly).	
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).	
<b>Strand:</b>		

<b>Earth Sciences</b>		<b>Earth Sciences</b> 3. Earth is composed of land, air, and water. As a basis for understanding this concept:
<b>1.0 Properties and Characteristics of Earth Materials and Objects</b>		<b>Earth Sciences</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	1.1 Demonstrate increased ability to investigate and compare characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water, and air.	a. Students know characteristics of mountains, rivers, oceans, valleys, deserts, and local landforms.
<b>2.0 Changes in the Earth</b>		<b>Earth Sciences</b>
<b>At around 48 months</b>	<b>At around 60 months</b>	<b>By the end of kindergarten</b>
2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds).	2.1 Demonstrate an increased ability to observe and describe natural objects in the sky; begin to notice how they appear to move and change.	
2.2 Notice and describe changes in weather.	2.2 Demonstrate an increased ability to observe, describe, and discuss changes in weather.	b. Students know changes in weather occur from day to day and across seasons, affecting Earth and its inhabitants.
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.	

<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>c. Students know how to identify resources from Earth that are used in everyday life and understand that many resources can be conserved.</p>
--	---	--

## **Section 2**

# **Alignment Between the California Preschool Learning Foundations and the Head Start Child Development and Early Learning Framework**

The Head Start Act (as amended in 2007) promotes alignment of the *Head Start Child Development and Early Learning Framework* (hereafter referred as the *Head Start Learning Framework*) with state curriculum, assessment, and standards. In California, these standards are represented by the *California Preschool Learning Foundations, Volumes 1–3* (CDE 2008, 2010, and forthcoming).

The California Head Start Collaboration Office—in partnership with the California Head Start Association, California Center of the Office of Head Start Training and Technical Assistance Network, California Department of Education, and WestEd—spearheaded the development of an alignment of the *Head Start Learning Framework* with the *California Preschool Learning Foundations* to address the needs of Head Start programs.

This document supports Head Start education managers and education supervisors by showing how these two sources align with each other and the similarities of goals for children in all areas of learning and development. The alignment of the *Head Start Learning Framework* with the *California Preschool Learning Foundations* provides a valuable resource to make sure all the components of education in an early childhood program—curriculum goals, teaching strategies, and assessment—are coordinated and aligned.

The California Center of the Office of Head Start Training and Technical Assistance Network can provide support to programs through the process of reviewing the alignment of the *Head Start Learning Framework* and the *California Preschool Learning Foundations* to ensure the programs' curriculum, assessment, and school-readiness goals are also aligned with these two documents.

The *California Preschool Learning Foundations* and the *Head Start Learning Framework* share common goals—to strengthen preschool education and young children's readiness for school and to promote all aspects of child learning and development in early childhood programs. The California preschool learning foundations describe knowledge and skills that most children, with appropriate support, can be expected to exhibit as they complete their first and second year of preschool.

Foundations are established for children 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 *Head Start Learning*

*Framework* delineates the developmental building blocks essential for children’s school and long-term success. The Framework is intended for children three to five years old and is organized into 11 domains: Physical Development & Health, Social & Emotional Development, Approaches to Learning, Logic & Reasoning, Language Development, English Language Development, Literacy Knowledge & Skills, Mathematics Knowledge & Skills, Science Knowledge & Skills, Creative Arts Expression, and Social Studies Knowledge & Skills.

## **About the Alignment**

The following analysis describes the alignment between the *California Preschool Learning Foundations* and the *Head Start Learning Framework*. The alignment shows the **ways in which these two sources correspond in content and share similar goals for children in all areas of learning and development**. In this alignment, the nine domains of the preschool foundations are presented in the same order and structure shown as the original *California Preschool Learning Foundations* volumes. For each foundation, the alignment indicates the components in the *Head Start Learning Framework* that correspond in content. In other words, the preschool foundations are the starting point of the alignment, and components from the 11 domains in the Framework are aligned with the preschool learning foundations.

An alternative version of the alignment, one in which components of the preschool learning foundations are aligned with the *Head Start Learning Framework*, may be viewed at <http://www.cde.ca.gov/sp/cd/re/documents/alignmentheadstart.doc>. The 11 domains in the *Head Start Learning Framework* are presented in the same structure and order as the original Framework. For each domain in the Framework, the alignment indicates the components of the preschool foundations that correspond in content.

While the *Head Start Learning Framework* generally applies to children who are three to five years old, the preschool learning foundations are separated at two age levels, showing a progression on a continuum of learning. Foundations are established for children at around 48 months of age (four years) and at around 60 months of age (five years). The alignment of the preschool learning foundations and the Framework presents only the foundations for children at around 48 months of age, a midpoint in the age range addressed in the *Head Start Learning Framework*. The complete set of foundations, including the foundations for children at about 60 months of age, can be found in the *California Preschool Learning Foundations, Volumes 1–3* (CDE 2008, 2010, and forthcoming).

## General Alignment at the Domain Level

Table 2.1 outlines the nine domains in the preschool learning foundations and the corresponding domain(s) in the *Head Start Learning Framework*. The table also delineates other domains in the Framework with content corresponding to the foundations. For example, the Social–Emotional Development domain of the preschool foundations is aligned with the **Social & Emotional Development** domain in the Framework, as well as with components from two additional domains in the Framework: namely, **Approaches to Learning** and **Logic & Reasoning**. Table 2.1 shows how both the *California Preschool Learning Foundations* and the *Head Start Learning Framework* cover parallel content, though some of it is organized differently.

**Table 2.1**

**Overview Alignment of the Domains in the California Preschool Learning Foundations and the Head Start Child Development and Early Learning Framework**

<b>Domains in the California Preschool Learning Foundations</b>	<b>Domains in the Head Start Child Development and Early Learning Framework</b>	<b>Additional Domains in the Head Start Framework with Corresponding Content</b>
Social–Emotional Development	Social & Emotional Development	Approaches to Learning Logic & Reasoning
Language and Literacy	Language Development Literacy Knowledge & Skills	
English–Language Development	English Language Development	Literacy Knowledge & Skills
Mathematics	Mathematics Knowledge & Skills	Logic & Reasoning Approaches to Learning
Visual and Performing Arts	Creative Arts Expression	Logic & Reasoning
Physical Development	Physical Development & Health	
Health	Physical Development & Health	
History–Social Science	Social Studies Knowledge & Skills	Social & Emotional Development
Science	Science Knowledge & Skills	Approaches to Learning Logic & Reasoning

As evident in table 2.1, each domain in the preschool learning foundations maps to a major corresponding domain in the *Head Start Learning Framework*. For example, the Mathematics domain in the preschool foundations is aligned with the Mathematics Knowledge & Skills domain from the Framework. In addition, some of the domains align with multiple domains from the Framework. The Mathematics domain, for example, is also aligned with components from the Approaches to Learning and Logic & Reasoning domains. The Language and Literacy domain has two corresponding domains in the *Head Start Learning Framework*: (1) Language Development and (2) Literacy Knowledge & Skills. The preschool foundations in **English-Language Development** are aligned with the Head Start **English Language Development** domain and with components in the Head Start **Literacy Knowledge & Skills** domain. Also, the preschool foundations in History–Social Science are aligned with components in the Head Start domains of **Social Studies Knowledge & Skills** and **Social & Emotional Development**. Although the **Approaches to Learning** and **Logic & Reasoning** domains appear only in the *Head Start Learning Framework*, the content of those two domains is covered by different domains of the preschool learning foundations: Mathematics, Social–Emotional Development, Visual and Performing Arts, and Science.

### **Alignment within Each Domain**

The extent of the alignment between the *California Preschool Learning Foundations* and the *Head Start Learning Framework* becomes clear when the elements within each domain of these two resources are directly lined up next to each other. 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 Head Start Learning Framework, each domain includes elements and examples to illustrate key knowledge, behaviors, or skills within the element. The alignment draws connections between (1) the strands and substrands within each domain of the preschool foundations and the corresponding Head Start domain elements; and (2) the foundations under each substrand and the corresponding examples in the Head Start Learning Framework. Table 2.2 shows how different components in each document align with or match each other.

**Table 2.2**

**Organization of the California Preschool Learning Foundations and the Head Start Child Development and Early Learning Framework**

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
Domain	Domain
Strands	-----
Substrands	Domain elements
Foundations	Examples

In sum, for each of the nine domains in the preschool foundations, the alignment draws the connection between the strands and substrands in the preschool learning foundations domain and the corresponding domain elements in the *Head Start Learning Framework*, and between specific foundations in each substrand and the corresponding examples in the Framework.

**Analysis of the Alignment**

The alignment indicates a close correspondence between the domains and foundations in the preschool learning foundations and the matching components in the *Head Start Learning Framework*. Overall, as evident in the tables, for almost every substrand in the preschool learning foundations, there is at least one domain element in the Framework that reflects the content of the corresponding preschool foundations. The few substrands in the preschool foundations with no corresponding content in the *Head Start Learning Framework* are *social conventions* in the English-Language Development domain, *body awareness* in the Physical Development domain, *self-regulation of eating* in the Health domain, and *marketplace (economics)* in the History–Social Science domain. Similarly, a close inspection of the Head Start alignment indicates that 36 of the 37 domain elements in the *Head Start Learning Framework* have a corresponding substrand with similar content in the preschool foundations.

The only domain element with no direct correspondence in the preschool foundations is *physical health status* (Head Start, Physical Development & Health). This domain element addresses the health aspects that programs need to monitor in order to ensure children’s physical well-being. Although *physical health status* is not addressed in the alignment, this domain element is significant, and programs should follow local policy for monitoring children’s physical health status.

In some domains, there is a noteworthy amount of direct correspondence, both in content and in level of specificity, between the preschool foundations and the corresponding examples in the *Head Start Learning Framework*. This correspondence is particularly evident in domains such as Social–Emotional Development, Language and Literacy, and Mathematics. In domains such as English–Language Development, Visual and Performing Arts, Physical Development, History–Social Science, and Science, the preschool foundations are more detailed. Even so, the preschool foundations and the Framework cover the same key content areas in those domains.

**Table 2.3**  
**Detailed View of the Alignment Between the Social–Emotional Development Domain and Head Start Learning Framework**

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
<b>Domain:</b> <b>Social–Emotional Development<sup>2</sup></b>	<b>Domain:</b> <b>Social &amp; Emotional Development</b>  Also aligned with domain elements from: <b>Approaches to Learning</b> <b>Logic &amp; Reasoning</b>
<b>Strand:</b> <b>Self</b>	<b>Corresponding domain elements:</b> <ul style="list-style-type: none"> <li>▶ <b>Self-Concept &amp; Self-Efficacy</b></li> <li>▶ <b>Self-Regulation</b></li> <li>▶ <b>Social Relationships</b></li> <li>▶ <b>Emotional &amp; Behavioral Health</b></li> <li>▶ <b>Persistence &amp; Attentiveness (Approaches to Learning)</b></li> </ul>
At around 48 months of age <sup>3</sup> <b>1.0 Self-Awareness</b>	Three to five years old ▶ <b>Self-Concept &amp; Self-Efficacy</b> The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.
1.1 Describe their physical characteristics, behavior, and abilities positively.	<ul style="list-style-type: none"> <li>• Identifies personal characteristics, preferences, thoughts, and feelings.</li> </ul>
<b>2.0 Self-Regulation</b>	<ul style="list-style-type: none"> <li>▶ <b>Self-Regulation</b>                      The ability to recognize and regulate emotions, attention, impulses, and behavior.</li> <li>▶ <b>Emotional &amp; Behavioral Health</b>                      A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.</li> <li>▶ <b>Persistence &amp; Attentiveness</b></li> </ul>

<sup>2</sup>. The foundations for Social–Emotional Development can be found on pages 6–20 of the *California Preschool Learning Foundations, Volume 1* (CDE 2008).

<sup>3</sup>. Foundations are established at around 48 months of age and at around 60 months of age. The alignment with the *Head Start Learning Framework* shows the foundations only at around 48 months of age.

	<p style="text-align: center;"><b>(Approaches to Learning)</b></p> <p>The ability to begin and finish activities with persistence and attention.</p>
<p>2.1 Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.</p>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>• Handles impulses and behavior with minimal direction from adults.</li> <li>• Follows simple rules, routines, and directions.</li> <li>• Shifts attention between tasks and moves through transitions with minimal direction from adults.</li> </ul> <p><b>Emotional &amp; Behavioral Health</b></p> <ul style="list-style-type: none"> <li>• Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.</li> <li>• Refrains from disruptive, aggressive, angry, or defiant behaviors.</li> <li>• Adapts to new environments with appropriate emotions and behaviors.</li> </ul> <p><b>Persistence &amp; Attentiveness (Approaches to Learning)</b></p> <ul style="list-style-type: none"> <li>• Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.</li> </ul>
<p><b>3.0 Social and Emotional Understanding</b></p>	<p>▶ <b>Social Relationships</b></p> <p>The healthy relationships and interactions with adults and peers.</p>
<p>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.</p>	<ul style="list-style-type: none"> <li>• Recognizes and labels others’ emotions.</li> <li>• Recognizes how actions affect others and accepts consequences of one’s actions.</li> </ul>
<p><b>4.0 Empathy and Caring</b></p>	<p>▶ <b>Social Relationships</b></p> <p>The healthy relationships and interactions with adults and peers.</p>
<p>4.1 Demonstrate concern for the needs of others and people in distress.</p>	<ul style="list-style-type: none"> <li>• Expresses empathy and sympathy to peers.</li> </ul>
<p><b>5.0 Initiative in Learning</b></p>	<p>▶ <b>Self-Concept &amp; Self-Efficacy</b></p> <p>The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.</p> <p>▶ <b>Initiative &amp; Curiosity (Approaches to Learning)</b></p> <p>An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.</p>

	<p>► <b>Persistence &amp; Attentiveness (Approaches to Learning)</b> The ability to begin and finish activities with persistence and attention.</p>
5.1 Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	<p><b>Self-Concept &amp; Self-Efficacy</b></p> <ul style="list-style-type: none"> <li>• Demonstrate age-appropriate independence in a range of activities, routines, and tasks.</li> <li>• Shows confidence in a range of abilities in the capacity to accomplish tasks and take on new tasks.</li> <li>• Demonstrate age-appropriate independence in decision making regarding activities and materials.</li> </ul> <p><b>Initiative &amp; Curiosity (Approaches to Learning)</b></p> <ul style="list-style-type: none"> <li>• Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.</li> </ul> <p><b>Persistence &amp; Attentiveness (Approaches to Learning)</b></p> <ul style="list-style-type: none"> <li>• Maintains interest in a project or activity until completed.</li> <li>• Sets goals and develops and follows through on plans.</li> </ul>
<b>Strand: Social Interaction</b>	<p><b>Corresponding domain elements:</b></p> <ul style="list-style-type: none"> <li>► <b>Social Relationships</b></li> <li>► <b>Symbolic Representation (Logic &amp; Reasoning)</b></li> <li>► <b>Cooperation (Approaches to Learning)</b></li> </ul>
At around 48 months of age <b>1.0 Interactions with Familiar Adults</b>	<p>Three to five years old</p> <ul style="list-style-type: none"> <li>► <b>Social Relationships</b></li> </ul> <p>The healthy relationships and interactions with adults and peers.</p>
1.1 Interact with familiar adults comfortably and competently, especially in familiar settings.	<ul style="list-style-type: none"> <li>• Communicates with familiar adults and accepts or request guidance.</li> </ul>
<b>2.0 Interactions with Peers</b>	<ul style="list-style-type: none"> <li>► <b>Social Relationships</b></li> </ul> <p>The healthy relationships and interactions with adults and peers.</p> <ul style="list-style-type: none"> <li>► <b>Symbolic Representation (Logic &amp; Reasoning)</b></li> </ul> <p>The use of symbols or objects to represent something else.</p>
2.1 Interact easily with peers in shared activities that occasionally become cooperative efforts.	<p><b>Social Relationships</b></p> <ul style="list-style-type: none"> <li>• Cooperates with others.</li> <li>• Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</li> </ul>

2.2 Participate in simple sequences of pretend play.	<p><b>Symbolic Representation (Logic &amp; Reasoning)</b></p> <ul style="list-style-type: none"> <li>Engages in pretend play and acts out roles.</li> <li>Recognizes the difference between pretend or fantasy situations and reality.</li> </ul>
2.3 Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	<p><b>Social Relationships</b></p> <ul style="list-style-type: none"> <li>Resolves conflict with peers alone and/or with adult intervention as appropriate.</li> </ul>
<b>3.0 Group Participation</b>	<p>▶ <b>Social Relationships</b> The healthy relationships and interactions with adults and peers.</p> <p>▶ <b>Cooperation (Approaches to Learning)</b> An interest and engagement in group experience.</p>
3.1 Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	<p><b>Social Relationships</b></p> <ul style="list-style-type: none"> <li>Cooperates with others.</li> <li>Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</li> </ul> <p><b>Cooperation (Approaches to Learning)</b></p> <ul style="list-style-type: none"> <li>Joins in cooperative play with others and invites others to play.</li> <li>Helps, shares, and cooperates in a group.</li> </ul>
<b>4.0 Cooperation and Responsibility</b>	<p>▶ <b>Social Relationships</b> The healthy relationships and interactions with adults and peers.</p> <p>▶ <b>Cooperation (Approaches to Learning)</b> An interest and engagement in group experience.</p>
4.1 Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	<p><b>Social Relationships</b></p> <ul style="list-style-type: none"> <li>Cooperates with others.</li> <li>Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</li> </ul> <p><b>Cooperation (Approaches to Learning)</b></p> <ul style="list-style-type: none"> <li>Plans, initiates, and completes learning activities with peers.</li> <li>Joins in cooperative play with others and invites others to play.</li> <li>Models or teaches peers.</li> <li>Helps, shares, and cooperates in a group.</li> </ul>
<b>Strand: Relationships</b>	<p><b>Corresponding domain element:</b></p> <p>▶ <b>Social Relationships</b></p>
At around 48 months of age <b>1.0 Attachment to Parents</b>	<p>Three to five years old</p> <p>▶ <b>Social Relationships</b> The healthy relationships and interactions with adults and peers.</p>

1.1 Seek security and support from their primary family attachment figures.	<ul style="list-style-type: none"> <li>• Communicates with familiar adults and accepts or request guidance.</li> <li>• Establishes secure relationships with adults.</li> </ul>
1.2 Contribute to maintaining positive relationships with their primary family attachment figures.	<ul style="list-style-type: none"> <li>• Establishes secure relationships with adults.</li> <li>• Cooperates with others.</li> </ul>
1.3 After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	<ul style="list-style-type: none"> <li>• Establishes secure relationships with adults.</li> </ul>

<b>2.0 Close Relationships with Teachers and Caregivers</b>	<p>► <b>Social Relationships</b> The healthy relationships and interactions with adults and peers.</p>
2.1 Seek security and support from their primary teachers and caregivers.	<ul style="list-style-type: none"> <li>• Establishes secure relationships with adults.</li> <li>• Communicates with familiar adults and accepts or request guidance.</li> </ul>
2.2 Contribute to maintaining positive relationships with primary teachers and caregivers.	<ul style="list-style-type: none"> <li>• Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</li> </ul>
<b>3.0 Friendships</b>	<p>► <b>Social Relationships</b> The healthy relationships and interactions with adults and peers.</p>
3.1 Choose to play with one or two special peers whom they identify as friends.	<ul style="list-style-type: none"> <li>• Develops friendships with peers.</li> </ul>

**Table 2.4**  
**Detailed View of the Language and Literacy Domain Alignment**  
**and Head Start Learning Framework**

<b>California Preschool Learning Foundations</b>	<b>Head Start Child Development and Early Learning Framework</b>
Domain: <b>Language and Literacy<sup>4</sup></b>	Domains: <b>Language Development</b> <b>Literacy Knowledge &amp; Skills</b>
<b>Language and Literacy</b>	<b>Language Development</b>
Strand: <b>Listening and Speaking</b>	Corresponding domain elements: ▶ <b>Receptive Language</b> ▶ <b>Expressive Language</b>
At around 48 months of age <sup>5</sup> <b>1.0 Language Use and Conventions</b> Children understand and use language to communicate with others effectively.	Three to five years old ▶ <b>Receptive Language</b> The ability to comprehend or understand language. ▶ <b>Expressive Language</b> The ability to use language.
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.	<p><b>Receptive Language</b></p> <ul style="list-style-type: none"> <li>• Attends to language during conversations, songs, stories, or other learning experiences.</li> <li>• Comprehends different forms of language, such as questions or exclamations.</li> </ul> <p><b>Expressive Language</b></p> <ul style="list-style-type: none"> <li>• Uses language to express ideas and needs.</li> <li>• Engages in conversations with peers and adults.</li> <li>• Uses different forms of language.</li> <li>• Engages in communication and conversation with others.</li> </ul>

---

<sup>4</sup>. The foundations for Language and Literacy can be found on pages 56–70 of the *California Preschool Learning Foundations, Volume 1* (CDE 2008).

<sup>5</sup>. Foundations are established for children at around 48 months of age and at around 60 months of age. The alignment with the Head Start Learning Framework shows only the foundations at around 48 months of age.

<p>1.2 Speak clearly enough to be understood by familiar adults and children.</p> <p>1.3 Use accepted language and style during communication with familiar adults and children.</p>	<p><b>Expressive Language</b></p> <ul style="list-style-type: none"> <li>Engages in communication and conversation with others.</li> <li>Engages in conversations with peers and adults.</li> <li>Uses different forms of language.</li> </ul>
<p>1.4 Use language to construct short narratives that are real or fictional.</p>	<p><b>Expressive Language</b></p> <ul style="list-style-type: none"> <li>Engages in storytelling.</li> </ul>
<p><b>2.0 Vocabulary</b> Children develop age-appropriate vocabulary.</p>	<p>▶ <b>Receptive Language</b> The ability to comprehend or understand language.</p> <p>▶ <b>Expressive Language</b> The ability to use language.</p>
<p>2.1 Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.</p> <p>2.2 Understand and use accepted words for categories of objects encountered and used frequently in everyday life.</p> <p>2.3 Understand and use simple words that describe the relations between objects.</p>	<p><b>Receptive Language</b></p> <ul style="list-style-type: none"> <li>Comprehends increasingly complex and varied vocabulary.</li> </ul> <p><b>Expressive language</b></p> <ul style="list-style-type: none"> <li>Uses increasingly complex and varied vocabulary.</li> </ul>
<p><b>3.0 Grammar</b> Children develop age-appropriate grammar.</p>	<p>▶ <b>Receptive Language</b> The ability to comprehend or understand language.</p> <p>▶ <b>Expressive Language</b> The ability to use language.</p>
<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>3.2 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><b>Receptive Language</b></p> <ul style="list-style-type: none"> <li>Comprehends different grammatical structures or rules for using language.</li> </ul> <p><b>Expressive language</b></p> <ul style="list-style-type: none"> <li>Uses different grammatical structures for a variety of purposes.</li> </ul>
<p><b>Language and Literacy</b></p>	<p><b>Literacy Knowledge &amp; Skills</b></p>
<p><b>Strand:</b> <b>Reading</b></p>	<p><b>Corresponding domain elements:</b></p> <ul style="list-style-type: none"> <li>▶ <b>Book Appreciation and Knowledge</b></li> <li>▶ <b>Phonological Awareness</b></li> <li>▶ <b>Alphabet Knowledge</b></li> <li>▶ <b>Print Concepts &amp; Conventions</b></li> </ul>

<p>At around 48 months of age</p> <p><b>1.0 Concepts about Print</b></p> <p>Children begin recognize print conventions and understand that print carries specific meaning.</p>	<p>Three to five years old</p> <p>► <b>Print Concepts &amp; Conventions</b></p> <p>The concepts about print and early decoding (identifying letter-sound relationships).</p>
<p>1.1 Begin to display appropriate book-handling behaviors and begin to recognize print conventions.</p>	<ul style="list-style-type: none"> <li>• Recognizes print in everyday life, such as numbers, letters, one's name, words, and familiar logos and signs.</li> <li>• Understands conventions, such as print moves from left to right and top to bottom of a page.</li> <li>• Recognizes how books are read, such as front-to-back and one page at a time, and recognizes basic characteristics, such as title, author, and illustrator (Under "Book Appreciation and Knowledge").</li> </ul>
<p>1.2 Recognize print as something that can be read.</p>	<ul style="list-style-type: none"> <li>• Understands that print conveys meaning.</li> <li>• Recognizes words as a unit of print and understands that letters are grouped to form words.</li> <li>• Recognizes the association between spoken or signed and written words.</li> </ul>
<p>At around 60 months<sup>6</sup></p> <p><b>2.0 Phonological Awareness</b></p> <p>Children develop age-appropriate phonological awareness.</p>	<p>Three to five years old</p> <p>► <b>Phonological Awareness</b></p> <p>An awareness that language can be broken into words, syllables, and smaller pieces of sound.</p>
<p>2.1 Orally blend and delete words and syllables without the support of pictures or objects.</p>	<ul style="list-style-type: none"> <li>• Identifies and discriminates between words in language.</li> <li>• Identifies and discriminates between separate syllables in words.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.</li> </ul>
<p>At around 48 months of age</p> <p><b>3.0 Alphabets and Word/Print Recognition</b></p> <p>Children begin to recognize letters of the alphabet.</p>	<p>Three to five years old</p> <p>► <b>Alphabet Knowledge</b></p> <p>The names and sounds associated with letters.</p>
<p>3.1 Recognize the first letter of own name.</p>	<ul style="list-style-type: none"> <li>• Attends to the beginning letters and sounds in familiar words.</li> </ul>

<sup>6</sup>. 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>3.2 Match some letter names to their printed form.</p>	<ul style="list-style-type: none"> <li>Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.</li> <li><i>Identifies letters</i> and associates correct sounds with letters. (Emphasis added.)</li> </ul>
<p><b>At around 60 months of age</b> 3.3 Begin to recognize that letters have sounds.</p>	<ul style="list-style-type: none"> <li>Recognizes that letters of the alphabet have distinct sound(s) associated with them.</li> <li>Identifies letters and <i>associates correct sounds</i> with letters. (Emphasis added.)</li> </ul>
<p><b>4.0 Comprehension and Analysis of Age-Appropriate Text</b> Children demonstrate understanding of age-appropriate text read aloud.</p>	<p>► <b>Book Appreciation and Knowledge</b> The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.</p>
<p>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.</p>	<ul style="list-style-type: none"> <li>Asks and answers questions and makes comments about print materials.</li> <li>Retells stories or information from books through conversation, artistic works, creative movement, or drama.</li> </ul>
<p>4.2 Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.</p>	<ul style="list-style-type: none"> <li>Asks and answers questions and makes comments about print materials.</li> </ul>
<p><b>5.0 Literacy Interest and Response</b> Children demonstrate motivation for literacy activities.</p>	<p>► <b>Book Appreciation and Knowledge</b> The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.</p>
<p>5.1 Demonstrate enjoyment of literacy and literacy-related activities.  5.2 Engage in routines associated with literacy activities.</p>	<ul style="list-style-type: none"> <li>Shows interest in shared reading experiences and looking at books independently.</li> <li>Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.</li> </ul>
<p><b>Strand:</b> <b>Writing</b></p>	<p><b>Corresponding domain element:</b> ► <b>Early Writing</b></p>
<p>At around 48 months of age <b>1.0 Writing Strategies</b> Children demonstrate emergent writing skills.</p>	<p>Three to five years old ► <b>Early Writing</b> The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.</p>

<p>1.1 Experiment with grasp and body position using a variety of drawing and writing tools.</p>	<ul style="list-style-type: none"> <li>• Experiments with writing tools and materials.</li> </ul>
<p>1.2 Write using scribbles that are different from pictures.</p>	<ul style="list-style-type: none"> <li>• Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.</li> <li>• Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.</li> </ul>
<p>1.3 Write marks to represent own name.</p>	<ul style="list-style-type: none"> <li>• Copies, traces, or independently writes letters or words.</li> </ul>

**Table 2.5**

**Detailed View of the Alignment Between the English-Language Development Domain and Head Start Learning Framework**

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
<b>Domain:</b> <b>English-Language Development<sup>7</sup></b>	<b>Domain:</b> <b>English Language Development</b> Also aligned with domain elements from: <b>Literacy Knowledge &amp; Skills</b>
<b>Strand:</b> <b>Listening</b>	<b>Corresponding domain element:</b> <b>► Receptive English Language Skills</b>
Later <sup>8</sup> <b>1.0 Children listen with understanding.</b>	Three to five years old <b>► Receptive English Language Skills</b> The ability to comprehend or understand the English language.
<b>Beginning words</b> 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.	<ul style="list-style-type: none"> <li>• Participates with movement and gestures while other children and the teachers dance and sing in English.</li> <li>• Acknowledges or responds nonverbally to common words or phrases, such as “hello,” “good-bye” “snack time,” “bathroom,” when accompanied by adult gestures.</li> <li>• Points to body parts when asked, “Where is your nose, hand, leg . . . ?”</li> </ul>
<b>Requests and directions</b> 1.2 Follow directions that involve a one- or two-step sequence, relying less on contextual cues.	<ul style="list-style-type: none"> <li>• Follows multi-step directions in English with minimal cues or assistance.</li> </ul>
<b>Basic and advanced concepts</b> 1.3 Demonstrate an understanding of words in English related to more advanced concepts.	<ul style="list-style-type: none"> <li>• Comprehends and responds to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” “Why do you think the caterpillar is</li> </ul>

<sup>7</sup>. The foundations for English-Language Development can be found on pages 112–136 of the *California Preschool Learning Foundations, Volume 1* (CDE 2008).

<sup>8</sup>. The preschool learning foundations in English-language development describe a typical developmental progression for preschool English learners along a continuum of beginning, middle, and later levels. The alignment with the Head Start Learning Framework shows only the foundations at the later level in the continuum.

hungry?”

<b>Strand:</b> <b>Speaking</b>	<b>Corresponding domain element</b> <b>► Expressive English Language Skills</b>
Later <b>1.0 Children use nonverbal and verbal strategies to communicate with others.</b>	Three to five years old <b>► Expressive English Language Skills</b> The ability to speak or use English.
<p><b>Communication of needs</b>            1.1 Show increasing reliance on verbal communication in English to be understood by others.</p> <p><b>Vocabulary production</b>            1.2 Use new English vocabulary to share knowledge of concepts.</p> <p><b>Conversation</b>            1.3 Sustain a conversation in English about a variety of topics.</p>	<ul style="list-style-type: none"> <li>• Repeats word or phrase to self, such as “bus” while group sings the “Wheels on the Bus” or “brush teeth” after lunch.</li> <li>• Requests items in English, such as “car,” “milk,” “book,” “ball.”</li> <li>• Uses one or two English words, sometimes joined to represent a bigger idea, such as “throw ball.”</li> <li>• Uses increasingly complex and varied English vocabulary.</li> </ul>
<p><b>Utterance length and complexity</b>            1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunction (e.g., and, or); or other elements (e.g., adjectives, adverbs).</p> <p><b>Grammar</b>            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>	<ul style="list-style-type: none"> <li>• Constructs sentences, such as “The apple is round.” or “I see a fire truck with lights on.”</li> <li>• Constructs sentences, such as “The apple is round.” or “I see a fire truck with lights on.”</li> </ul>
<p><b>Inquiry</b>            1.6 Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.</p>	<ul style="list-style-type: none"> <li>• Uses increasingly complex and varied English vocabulary.</li> </ul>
<b>2.0 Children begin to understand and use social conventions in English.</b>	
<p><b>Social conventions</b>            2.1 Appropriately use words and tone of voice associated</p>	

with social conventions in English.	
<b>3.0 Children use language to create oral narratives about their personal experiences.</b>	<p>► <b>Engagement in English Literacy Activities</b> Understanding and responding to books, storytelling, and songs presented in English.</p>
<p><b><i>Narrative development</i></b> 3.1 Produce simple narratives in English that are real or fictional.</p>	<ul style="list-style-type: none"> <li>Tells a story in English with a beginning, middle, and end from a book or about a personal experience.</li> </ul>
<b>Strand: Reading</b>	<p><b>Corresponding domain elements:</b> ► <b>Engagement in English Literacy Activities</b></p>
Later	Three to five years old
<b>1.0 Children demonstrate an appreciation and enjoyment of reading and literature.</b>	<p>► <b>Engagement in English Literacy Activities</b> Understanding and responding to books, storytelling, and songs presented in English.</p>
<p><b><i>Participate in read-aloud activity</i></b> 1.1 Participates in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).</p>	<ul style="list-style-type: none"> <li>Demonstrate eagerness to participate in songs, rhymes and stories in English.</li> </ul>
<p><b><i>Interest in books and reading</i></b> 1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English.</p>	<ul style="list-style-type: none"> <li>Points to pictures and says the word in English, such as “frog,” “baby,” “run.”</li> <li>Learns part of a song or poem in English and repeats it.</li> </ul>
<b>2.0 Children show an increasing understanding of book reading.</b>	<p>► <b>Engagement in English Literacy Activities</b> Understanding and responding to books, storytelling, and songs presented in English.</p>
<p><b><i>Personal connections to the story</i></b> 2.1 Begin to engage in extended conversations in English about stories.</p>	<ul style="list-style-type: none"> <li>Talks with peers or adults about a story read in English.</li> </ul>
<p><b><i>Story structure</i></b> 2.2 Retell in English the majority of a story read or told in English.</p>	<ul style="list-style-type: none"> <li>Tells a story in English with a beginning, middle, and end from a book or about a personal experience.</li> </ul>
<b>Domain: English-Language Development (continued)</b>	<b>Domain: Literacy Knowledge &amp; Skills</b>
<b>Strand: Reading (cont.)</b>	<p><b>Corresponding domain elements:</b> ► <b>Print Concepts &amp; Conventions</b> ► <b>Alphabet Knowledge</b> ► <b>Phonological Awareness</b></p>

<p>Later</p> <p><b>3.0 Children demonstrate an understanding of print conventions.</b></p>	<p>Three to five years old</p> <p>► <b>Print Concepts &amp; Conventions</b> The concepts about print and early decoding (identifying letter-sound relationships).</p>
<p><b>Book handling</b></p> <p>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.</p>	<ul style="list-style-type: none"> <li>• Understands conventions, such as print moves from left to right and top to bottom of page.</li> </ul>
<p><b>4.0 Children demonstrate awareness that print carries meaning.</b></p>	<p>► <b>Print Concepts &amp; Conventions</b> The concepts about print and early decoding (identifying letter-sound relationships).</p>
<p><b>Environmental print</b></p> <p>4.1 Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.</p>	<ul style="list-style-type: none"> <li>• Recognizes print in everyday life, such as numbers, one's name, words, and familiar logos and signs.</li> </ul>
<p><b>5.0 Children demonstrate progress in their knowledge of the alphabet in English.</b></p>	<p>► <b>Alphabet Knowledge</b> The names and sounds associated with letters.</p>
<p><b>Letter awareness</b></p> <p>5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.</p>	<ul style="list-style-type: none"> <li>• Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.</li> <li>• Recognizes that letters of the alphabet have distinct sound(s) associated with them.</li> <li>• Attends to the beginning letters and sounds in familiar words.</li> </ul>
<p><b>Letter recognition</b></p> <p>5.2 Identify ten or more letters of the alphabet in English.</p>	<ul style="list-style-type: none"> <li>• Identifies letters and associates correct sounds with letters.</li> </ul>
<p><b>6.0 Children demonstrate phonological awareness.</b></p>	<p>► <b>Phonological Awareness</b> An awareness that language can be broken into words, syllables, and smaller pieces of sound.</p>
<p><b>Rhyming</b></p> <p>6.1 Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.</p> <p><b>Onset</b></p> <p>6.2 Recognize and produce words that have a similar onset (initial sound) in English.</p> <p><b>Sound differences in the home language and English</b></p> <p>6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.</p>	<ul style="list-style-type: none"> <li>• Identifies and discriminates between words in language.</li> <li>• Identifies and discriminates between separate syllables in words.</li> <li>• Identifies and discriminates between sounds and phonemes in language, such as attention to beginning and ending sounds of words and recognition that different words begin or end with the same sound.</li> </ul>

<b>Strand:</b> <b>Writing</b>	<b>Corresponding domain element:</b> <b>► Early Writing</b>
Later <b>1.0 Children use writing to communicate their ideas.</b>	Three to five years old <b>► Early Writing</b> The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
<b>Writing as communication</b> 1.1 Develop an increasing understanding that what is said in English can be written down and read by others.	<ul style="list-style-type: none"> <li>Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.</li> </ul>
<b>Writing to represent words or ideas</b> 1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English.  <b>Writing their name</b> 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.	<ul style="list-style-type: none"> <li>Experiments with writing tools and materials.</li> <li>Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.</li> <li>Copies, traces, or independently writes letters or words.</li> </ul>

**Table 2.6**  
**Detailed View of the Alignment Between the Mathematics Domain and**  
**Head Start Learning Framework**

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
<b>Domain:</b> <b>Mathematics<sup>9</sup></b>	<b>Domain:</b> <b>Mathematics Knowledge &amp; Skills</b>  Also aligned with domain elements from: <b>Logic &amp; Reasoning</b> <b>Approaches to Learning</b>
<b>Strand:</b> <b>Number Sense</b>	<b>Corresponding domain elements:</b> ▶ <b>Number Concepts &amp; Quantities</b> ▶ <b>Number Relationships &amp; Operations</b>
At around 48 months of age <sup>10</sup> <b>1.0 Children begin to understand numbers and quantities in their everyday environment.</b>	Three to five years old ▶ <b>Number Concepts &amp; Quantities</b> The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).
1.1 Recite numbers in order to ten with increasing accuracy.	<ul style="list-style-type: none"> <li>Recites numbers in the correct order and understands that numbers come “before” or “after” one another.</li> </ul>
1.2 Begin to recognize and name a few written numerals.	<ul style="list-style-type: none"> <li>Recognizes numbers and quantities in the everyday environment.</li> <li>Associates quantities and the names of numbers with written numerals.</li> </ul>
1.3 Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	<ul style="list-style-type: none"> <li>Recognizes numbers and quantities in the everyday environment.</li> <li>Uses one-to-one counting and <i>subitizing</i> (identifying the number of objects without counting) to determine quantity [emphasis added].</li> </ul>

<sup>9</sup>. The foundations for Mathematics can be found on pages 148–159 of the *California Preschool Learning Foundations, Volume 1* (CDE 2008).

<sup>10</sup>. Foundations are established at around 48 months of age and at around 60 months of age. The alignment with the *Head Start Learning Framework* shows only the foundations at around 48 months of age.

<p>1.4 Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.</p>	<ul style="list-style-type: none"> <li>• Uses <i>one-to-one counting</i> and subitizing (identifying the number of objects without counting) to determine quantity [emphasis added].</li> </ul>
<p>1.5 Use the number name of the last object counted to answer the question, “How many . . . ?”</p>	<ul style="list-style-type: none"> <li>• Uses the number name of the last object counted to represent the number of objects in the set.</li> </ul>
<p><b>2.0 Children begin to understand number relationships and operations in their everyday environment.</b></p>	<p>► <b>Number Relationships &amp; Operations</b> The use of numbers to describe relationships and solve problems.</p>
<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>	<ul style="list-style-type: none"> <li>• Uses a range of strategies, such as counting, subitizing, or matching, to compare quantity in two sets of objects and describes the comparison with terms, such as more, less, greater than, fewer, or equal to.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Identifies the new number created when numbers are combined or separated.</li> </ul>
<p>2.3 Understand that putting two groups of objects together will make a bigger group.</p>	<ul style="list-style-type: none"> <li>• Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.</li> </ul>
<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>	<ul style="list-style-type: none"> <li>• Identifies the new number created when numbers are combined or separated.</li> </ul>
<p><b>Strand:</b> <b>Algebra and Functions (Classification and Patterning)</b></p>	<p><b>Corresponding domain element:</b> ► <b>Patterns</b></p>
<p>At around 48 months of age <b>1.0 Children begin to sort and classify objects in their everyday environment.</b></p>	<p>Three to five years old</p> <p>► <b>Patterns</b> The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.</p> <p>► <b>Reasoning &amp; Problem-Solving (Logic &amp; Reasoning)</b> The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p>
<p>1.1 Sort and classify objects by one attribute into two or more groups, with increasing accuracy.</p>	<p><b>Patterns</b></p> <ul style="list-style-type: none"> <li>• Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size.</li> </ul>

	<p><b>Reasoning &amp; Problem-Solving (Logic &amp; Reasoning)</b></p> <ul style="list-style-type: none"> <li>Classifies, compares, and contrasts objects, events, and experiences.</li> </ul>
--	---

<p><b>2.0 Children begin to recognize simple, repeating patterns.</b></p>	<p>► <b>Patterns</b></p> <p>The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.</p>
<p>2.1 Begin to identify or recognize a simple repeating pattern.</p>	<ul style="list-style-type: none"> <li>Recognizes, duplicates, and extends simple patterns.</li> </ul>
<p>2.2 Attempt to create a simple repeating pattern or participate in making one.</p>	<ul style="list-style-type: none"> <li>Creates patterns through the repetition of a unit.</li> </ul>
<p><b>Strand:</b> <b>Measurement</b></p>	<p><b>Corresponding domain element:</b> ► <b>Measurement &amp; Comparison</b></p>
<p>At around 48 months of age <b>1.0 Children begin to compare and order objects.</b></p>	<p>Three to five years old ► <b>Measurement &amp; Comparison</b></p> <p>The understanding of attributes and relative properties of objects as related to size, capacity, and area.</p>
<p>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.</p>	<ul style="list-style-type: none"> <li>Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier).</li> </ul>
<p>1.2 Order three objects by size.</p>	<ul style="list-style-type: none"> <li>Orders objects by size or length.</li> </ul>
<p><b>At around 60 months of age</b> 1.3 Measure length using multiple duplicates of same-size concrete units laid end to end.</p>	<ul style="list-style-type: none"> <li>Uses nonstandard and standard techniques and tools to measure and compare.</li> </ul>
<p><b>Strand:</b> <b>Geometry</b></p>	<p><b>Corresponding domain element:</b> ► <b>Geometry &amp; Spatial Sense</b></p>
<p>At around 48 months of age <b>1.0 Children begin to identify and use common shapes in their everyday environment.</b></p>	<p>Three to five years old ► <b>Geometry &amp; Spatial Sense</b></p> <p>The understanding of shapes, their properties, and how objects are related to one another.</p>
<p>1.1 Identify simple two-dimensional shapes, such as a circle and square.</p>	<p>7. Recognizes and names common shapes, their parts, and attributes.</p> <p>8. Compares objects in size and shape.</p>

1.2 Use individual shapes to represent different elements of a picture or design.	<ul style="list-style-type: none"> <li>• Combines and separates shapes to make other shapes.</li> </ul>
---	---

<b>2.0 Children begin to understand positions in space.</b>	<p>▶ <b>Geometry &amp; Spatial Sense</b> The understanding of shapes, their properties, and how objects are related to one another.</p>
2.1 Identify positions of objects and people in space, such as in/on/under, up/down, and inside/outside.	<ul style="list-style-type: none"> <li>• Understands directionality, order, and position of objects, such as up, down, in front, behind.</li> </ul>
<b>Strand:</b> <b>Mathematical Reasoning</b>	<p><b>Corresponding domain elements:</b></p> <ul style="list-style-type: none"> <li>▶ <b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b></li> <li>▶ <b>Initiative &amp; Curiosity (Approaches to Learning)</b></li> </ul>
<p>At around 48 months of age</p> <b>1.0 Children use mathematical thinking to solve problems that arise in their everyday environment.</b>	<p>Three to five years old</p> <ul style="list-style-type: none"> <li>▶ <b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b> The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</li> <li>▶ <b>Initiative &amp; Curiosity (Approaches to Learning)</b> An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.</li> </ul>
1.1 Begin to apply simple mathematical strategies to solve problems in their environment.	<p><b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b></p> <ul style="list-style-type: none"> <li>• Seeks multiple solutions to a question, task, or problem.</li> </ul> <p><b>Initiative &amp; Curiosity (Approaches to Learning)</b></p> <ul style="list-style-type: none"> <li>• Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.</li> <li>• Asks questions and seeks new information.</li> </ul>

**Table 2.7**  
**Detailed View of the Alignment Between the Visual and Performing Arts Domain**  
**and Head Start Learning Framework**

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
<b>Domain:</b> <b>Visual and Performing Arts<sup>11</sup></b>	<b>Domain:</b> <b>Creative Arts Expression</b>  Also aligned with domain elements from: <b>Logic &amp; Reasoning</b> <b>Approaches to Learning</b>
<b>Strand:</b> <b>Visual Art</b>	<b>Corresponding domain elements:</b> ▶ <b>Art</b> ▶ <b>Symbolic Representation (Logic &amp; Reasoning)</b>
At around 48 months of age <sup>12</sup> <b>1.0 Notice, Respond, and Engage</b>	Three to five years old ▶ <b>Art</b> The use of a range of media and materials to create drawings, pictures, or other objects.
1.1 Notice and communicate about objects or forms that appear in art.  1.5 Create marks with crayons, paints, and chalk and then identify them; mold and build with dough and clay and then identify them.  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.  1.4 Choose own art for display in the classroom or for inclusion in a portfolio or book and briefly explain choice.	<ul style="list-style-type: none"> <li>• Discusses one’s own artistic creations and those of others.</li> </ul>

<sup>11</sup>. The foundations for Visual and Performing Arts can be found on pages 5–21 of the *California Preschool Learning Foundations, Volume 2* (CDE 2010).

<sup>12</sup>. Foundations are established at around 48 months of age and at around 60 months of age. The alignment with the Head Start Learning Framework shows only the foundations at around 48 months of age.

<p><b>2.0 Develop Skills In Visual Art</b></p>	<p>► <b>Art</b> The use of a range of media and materials to create drawings, pictures, or other objects.</p>
<p>2.1 Make a straight and curved marks and lines; begin to draw rough circle shapes.</p> <p>2.2 Begin to create paintings or drawings that suggest people, animals, and objects.</p> <p>2.3 Make somewhat regular-shaped balls and coils out of dough or clay.</p> <p>2.4 Begin to use paper and other materials to assemble simple collages.</p> <p>2.5 Begin to recognize and name materials and tools used for visual arts.</p> <p>2.6 Demonstrate some motor control when working with visual arts tools.</p>	<ul style="list-style-type: none"> <li>• Uses different materials and techniques to make art creations.</li> </ul>
<p><b>3.0 Create, Invent, and Express Through Visual Art</b></p>	<p>► <b>Art</b> The use of a range of media and materials to create drawings, pictures, or other objects.</p> <p>► <b>Symbolic Representation (Logic &amp; Reasoning)</b> The use of symbols or objects to represent something else.</p> <p>► <b>Initiative &amp; Curiosity (Approaches to Learning)</b> An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.</p>
<p>3.1 Create art and sometimes name the work.</p> <p>3.2 Begin to draw figures or objects.</p> <p>3.3 Begin to use intensity of marks and color to express a feeling or mood.</p>	<p><b>Art</b></p> <ul style="list-style-type: none"> <li>• Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.</li> </ul> <p><b>Symbolic Representation (Logic &amp; Reasoning)</b></p> <ul style="list-style-type: none"> <li>• Represents people, places, or things through drawings, movement, and three-dimensional objects.</li> </ul> <p><b>Initiative &amp; Curiosity (Approaches to Learning)</b></p> <ul style="list-style-type: none"> <li>• Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.</li> </ul>

<b>Strand:</b> <b>Music</b>	<b>Corresponding domain elements:</b> ▶ <b>Music</b> ▶ <b>Creative Movement and Dance</b>
At around 48 months of age <b>1.0 Notice, Respond, and Engage</b>	Three to five years old ▶ <b>Music</b> The use of voice and instruments to create sounds.
1.1 Sustain attention and begin to reflect verbally about music; demonstrate familiarity with words that describe music.  1.2 Recognize simple repeating melody and rhythm patterns.  1.3 Identify the sources of a limited variety of musical sounds.  1.4 Use body movement freely to respond loosely to beat—loud versus quiet (dynamics)—and tempo.	<ul style="list-style-type: none"> <li>• Participates in music activities, such as listening, singing, or performing.</li> <li>• Experiments with musical instruments.</li> </ul>
<b>2.0 Develop Skills In Music</b>	▶ <b>Music</b> The use of voice and instruments to create sounds.
2.1 Begin to discriminate between different voices and certain instrumental and environmental sounds. Follow words in a song.  2.2 Explore vocally; sing repetitive patterns and parts of songs alone and with others.	<ul style="list-style-type: none"> <li>• Participates in music activities, such as listening, singing, or performing.</li> <li>• Experiments with musical instruments.</li> </ul>
<b>3.0 Create, Invent, and Express Through Music</b>	▶ <b>Music</b> The use of voice and instruments to create sounds.  ▶ <b>Creative Movement &amp; Dance</b> The use of the body to move to music and express oneself.  ▶ <b>Initiative &amp; Curiosity (Approaches to Learning)</b> An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.

<p>3.1 Explore vocal and instrumental skills and use instruments to produce simple rhythms and tones.</p> <p>3.2 Move or use body to demonstrate beat and tempo, often spontaneously.</p> <p>3.3 Improvise vocally and instrumentally.</p>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>Participates in music activities, such as listening, singing, or performing.</li> <li>Experiments with musical instruments.</li> </ul> <p><b>Creative Movement &amp; Dance</b></p> <ul style="list-style-type: none"> <li>Expresses what is felt and heard in various musical tempos and styles.</li> </ul> <p><b>Initiative &amp; Curiosity (Approaches to Learning)</b></p> <ul style="list-style-type: none"> <li>Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.</li> </ul>
<p><b>Strand: Drama</b></p>	<p><b>Corresponding domain element: ► Drama</b></p>
<p>At around 48 months of age <b>1.0 Notice, Respond, and Engage</b></p>	<p>Three to five years old <b>► Drama</b> The portrayal of events, characters, or stories through acting and using props and language.</p>
<p>1.1 Demonstrate an understanding of simple drama vocabulary.</p> <p>1.2 Identify preferences and interests related to participating in drama.</p> <p>1.3 Demonstrate knowledge of simple plot of a participatory drama.</p>	<ul style="list-style-type: none"> <li>Uses dialogues, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.</li> </ul>
<p><b>2.0 Develop Skills to Create, Invent, and Express Through Drama</b></p>	<p><b>► Drama</b> The portrayal of events, characters, or stories through acting and using props and language.</p> <p><b>► Initiative &amp; Curiosity (Approaches to Learning)</b> An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.</p>
<p>2.1 Demonstrate basic role-play skills with imagination and creativity.</p> <p>2.2 Add props and costumes to enhance dramatization of familiar stories and fantasy play with peers.</p>	<ul style="list-style-type: none"> <li>Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.</li> </ul> <p><b>Initiative &amp; Curiosity (Approaches to Learning)</b></p> <ul style="list-style-type: none"> <li>Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.</li> </ul>

<b>Strand:</b> <b>Dance</b>	<b>Corresponding domain element:</b> <b>► Creative Movement &amp; Dance</b>
At around 48 months of age <b>1.0 Notice, Respond, and Engage</b>	Three to five years old <b>► Creative Movement &amp; Dance</b> The use of the body to move to music and express oneself.
1.1 Engage in dance movements.  1.2 Begin to understand and use vocabulary related to dance.  1.3 Respond to instruction of one skill at a time during movement, such as a jump or fall.  1.4 Explore and use different steps and movements to create or form a dance.	<ul style="list-style-type: none"> <li>• Moves to different patterns of beat and rhythm in music.</li> </ul>
<b>2.0 Develop Skills in Dance</b>	<b>► Creative Movement &amp; Dance</b> The use of the body to move to music and express oneself.
2.1 Begin to be aware of own body in space.  2.2 Begin to be aware of other people in dance or when moving in space.  2.3 Begin to respond to tempo and timing through movement.	<ul style="list-style-type: none"> <li>• Moves to different patterns of beat and rhythm in music</li> </ul>
<b>3.0 Create, Invent, and Express Through Dance</b>	<b>► Creative Movement &amp; Dance</b> The use of the body to move to music and express oneself.  <b>► Initiative &amp; Curiosity (Approaches to Learning)</b> An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.  <b>► Symbolic Representation (Logic &amp; Reasoning)</b> The use of symbols or objects to represent something else.

<p>3.1 Begin to act out and dramatize through music and movement patterns.</p> <p>3.2 Invent dance movements.</p> <p>3.3 Improvise simple dances that have a beginning and an end.</p> <p>3.4 Communicate feelings spontaneously through dance and begin to express simple feelings intentionally through dance when prompted by adults.</p>	<p><b>Creative Movement &amp; Dance</b></p> <ul style="list-style-type: none"> <li>• Moves to different patterns of beat and rhythm in music</li> <li>• Uses creative movement to express concepts, ideas, or feelings.</li> </ul> <p><b>Initiative &amp; Curiosity (Approaches to Learning)</b></p> <ul style="list-style-type: none"> <li>• Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.</li> </ul> <p><b>Symbolic Representation (Logic &amp; Reasoning)</b></p> <ul style="list-style-type: none"> <li>• Represents people, places, or things through drawings, movement, and three-dimensional objects.</li> </ul>
--	--

**Table 2.8**  
**Detailed View of the Alignment Between the Physical Development Domain**  
**and Head Start Learning Framework**

<b>California Preschool Learning Foundations</b>	<b>Head Start Child Development and Early Learning Framework</b>
<b>Domain:</b> <b>Physical Development<sup>13</sup></b>	<b>Domain:</b> <b>Physical Development &amp; Health</b>
<b>Strand:</b> <b>Fundamental Movement Skills</b>	<b>Corresponding domain elements:</b> <ul style="list-style-type: none"> <li>▶ <b>Gross Motor Skills</b></li> <li>▶ <b>Fine Motor Skills</b></li> </ul>
At around 48 months of age <sup>14</sup> <b>1.0 Balance</b>	Three to five years old <ul style="list-style-type: none"> <li>▶ <b>Gross Motor Skills</b></li> </ul> The control of large muscles for movement, navigation, and balance.
1.1 Maintain balance while holding still; sometimes may need assistance.  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.	<ul style="list-style-type: none"> <li>• Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</li> </ul>
<b>2.0 Locomotor Skills</b>	<ul style="list-style-type: none"> <li>▶ <b>Gross Motor Skills</b></li> </ul> The control of large muscles for movement, navigation, and balance.

<sup>13</sup>. The foundations for Physical Development can be found on pages 46–57 of the *California Preschool Learning Foundations, Volume 2* (CDE 2010).

<sup>14</sup>. Foundations are established at around 48 months of age and at around 60 months of age. The alignment with the *Head Start Learning Framework* shows only the foundations at around 48 months of age.

<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>2.2 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>2.3 Jump for height (up or down) and for distance with beginning competence.</p> <p>2.4 Begin to demonstrate a variety of locomotor skills, such as galloping, sliding, hopping and leaping.</p>	<ul style="list-style-type: none"> <li>• Develops motor control and balance for a range of physical activities, such as walking, propelling a wheelchair or mobility device, skipping, running, climbing, and hopping.</li> </ul>
--	---

<p><b>3.0 Manipulative Skills</b></p>	<p>► <b>Gross Motor Skills</b> The control of large muscles for movement, navigation, and balance.</p> <p>► <b>Fine Motor Skills</b> The control of small muscles for such purposes as using utensils, self-care, building, and exploring.</p>
<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><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Develops motor coordination and skill in using objects for a range of physical activities, such as pulling, throwing, catching, kicking, bouncing or hitting balls, and riding a tricycle.</li> </ul>
<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><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>• Develops hand strength and dexterity.</li> <li>• Develops eye-hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.</li> <li>• Manipulates a range of objects, such as blocks or books.</li> <li>• Manipulates writing, drawing, and art tools.</li> </ul>
<p><b>Strand:</b> <b>Perceptual–Motor Skills and Movement Concepts</b></p>	<p><b>Corresponding domain element:</b> ► <b>Gross Motor Skills</b></p>
<p><i>At around 48 months of age</i> <b>1.0 Body Awareness</b></p>	<p>Three to five years old</p>
<p>1.1 Demonstrate knowledge of the names of body parts.</p>	
<p><b>2.0 Spatial Awareness</b></p>	<p>► <b>Gross Motor Skills</b> The control of large muscles for movement, navigation, and balance.</p>

<p>2.1 Use own body as reference point when locating or relating to other people or objects in space.</p>	<ul style="list-style-type: none"> <li>• Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.</li> </ul>
<p><b>3.0 Directional Awareness</b></p>	<p>► <b>Gross Motor Skills</b> The control of large muscles for movement, navigation, and balance.</p>
<p>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”).</p> <p>3.2 Move forward and backward or up and down easily.</p> <p>3.3 Can place an object on top of or under something with some accuracy.</p> <p>3.4 Use any two body parts together.</p>	<ul style="list-style-type: none"> <li>• Understands movement concepts, such as control of the body, how the body moves (such as an awareness of space and directionality), and that the body can move independently or in coordination with other objects.</li> </ul>
<p><b>Strand:</b> <b>Active Physical Play</b></p>	<p><b>Corresponding domain element:</b> ► <b>Health Knowledge and Practice</b></p>
<p>At around 48 months of age <b>1.0 Active Participation</b></p>	<p>Three to five years old ► <b>Health Knowledge and Practice</b> The understanding of healthy and safe habits and practicing healthy habits.</p>
<p>1.1 Initiate or engage in simple physical activities for a short to moderate period of time.</p>	<ul style="list-style-type: none"> <li>• Participates in structured and unstructured physical activities.</li> </ul>
<p><b>2.0 Cardiovascular Endurance</b></p>	<p>► <b>Health Knowledge and Practice</b> The understanding of healthy and safe habits and practicing healthy habits.</p>
<p>2.1 Engage in frequent bursts of active play that involves the heart, the lungs, and the vascular system.</p>	<ul style="list-style-type: none"> <li>• Participates in structured and unstructured physical activities.</li> </ul>
<p><b>3.0 Muscular Strength, Muscular Endurance, and Flexibility</b></p>	<p>► <b>Health Knowledge and Practice</b> The understanding of healthy and safe habits and practicing healthy habits.</p>
<p>3.1 Engage in active play activities that enhance leg and arm strength, muscular endurance, and flexibility.</p>	<ul style="list-style-type: none"> <li>• Participates in structured and unstructured physical activities.</li> </ul>

**Table 2.9**  
**Detailed View of the Alignment Between the Health Domain and**  
**Head Start Learning Framework**

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
<b>Domain:</b> <b>Health<sup>15</sup></b>	<b>Domain:</b> <b>Physical Development &amp; Health</b>
<b>Strand:</b> <b>Health Habits</b>	<b>Corresponding domain element:</b> ▶ <b>Health Knowledge and Practice</b>
At around 48 months of age <sup>16</sup> <b>1.0 Basic Hygiene</b>	Three to five years old ▶ <b>Health Knowledge and Practice</b> The understanding of healthy and safe habits and practicing healthy habits.
1.1 Demonstrate knowledge of some steps in the hand washing routine.  1.2 Practice health habits that prevent infectious diseases and infestations (for example, lice) when appropriate, with adult support, instruction and modeling.	<ul style="list-style-type: none"> <li>• Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.</li> <li>• Communicate an understanding of the importance of health and safety rules.</li> </ul>
<b>2.0 Oral Health</b>	▶ <b>Health Knowledge and Practice</b> The understanding of healthy and safe habits and practicing healthy habits.
2.1 Demonstrate knowledge of some steps of the routine for brushing teeth, with adult supervision and instruction.	<ul style="list-style-type: none"> <li>• Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.</li> </ul>
<b>3.0 Knowledge of Wellness</b>	▶ <b>Health Knowledge and Practice</b> The understanding of healthy and safe habits and practicing healthy habits.
3.1 Identify a few internal body parts (most commonly the bones, brain, and heart) but may not understand their basic function.	

<sup>15</sup>. The foundations for Health can be found on pages 80–87 of the *California Preschool Learning Foundations, Volume 2* (CDE 2010).

<sup>16</sup>. Foundations are established at around 48 months of age and at around 60 months of age. The alignment with the Head Start Learning Framework shows the foundations only at around 48 months of age.

<p>3.2 Begin to understand that health care providers try to keep people well and help them when they are not well.</p> <p>3.3 Communicate to an adult about not feeling well, feeling uncomfortable, or about a special health need, with varying specificity and reliability.</p>	<ul style="list-style-type: none"> <li>• Recognizes the importance of doctor and dentist visits.</li> <li>• Cooperates during doctor and dentist visits and health and developmental screenings.</li> </ul>
<p><b>4.0 Sun Safety</b></p>	<p>▶ <b>Health Knowledge and Practice</b> The understanding of healthy and safe habits and practicing healthy habits.</p>
<p>4.1 Begin to practice sun-safe actions, with adult support and guidance.</p>	<ul style="list-style-type: none"> <li>• Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.</li> </ul>
<p><b>Strand: Safety</b></p>	<p><b>Corresponding domain element: ▶ Health Knowledge and Practice</b></p>
<p>At around 48 months of age <b>1.0 Injury Prevention</b></p>	<p>Three to five years old ▶ <b>Health Knowledge and Practice</b> The understanding of healthy and safe habits and practicing healthy habits.</p>
<p>1.1 Follow safety rules with adult support and prompting.</p> <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>1.3 Show beginning ability to follow transportation and pedestrian safety rules with adult instruction and supervision.</p>	<ul style="list-style-type: none"> <li>• Communicates an understanding of the importance of health and safety routines and rules.</li> <li>• Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.</li> </ul>
<p><b>Strand: Nutrition</b></p>	<p><b>Corresponding domain element: ▶ Health Knowledge and Practice</b></p>
<p>At around 48 months of age <b>1.0 Nutrition Knowledge</b></p>	<p>Three to five years old ▶ <b>Health Knowledge and Practice</b> The understanding of healthy and safe habits and practicing healthy habits.</p>
<p>1.1 Identify different kinds of foods.</p>	<ul style="list-style-type: none"> <li>• Eats a variety of nutritious foods.</li> <li>• Distinguishes food on a continuum from most healthy to less healthy.</li> </ul>
<p><b>2.0 Nutrition Choices</b></p>	<p>▶ <b>Health Knowledge and Practice</b> The understanding of healthy and safe habits and practicing healthy habits.</p>

<p>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.</p> <p>2.2 Indicate food preferences that reflect familial and cultural practices.</p>	<ul style="list-style-type: none"> <li>• Eats a variety of nutritious foods.</li> <li>• Distinguishes food on a continuum from most healthy to less healthy.</li> </ul>
<p><b>3.0 Self-Regulation of Eating</b></p>	
<p>3.1 Indicate awareness of when hungry and when full.</p>	

**Table 2.10**  
**Detailed View of the Alignment Between the History–Social Science Domain**  
**and Head Start Learning Framework**

California Preschool Learning Foundations	Head Start Child Development and Early Learning Framework
<b>Domain:</b> <b>History–Social Science<sup>17</sup></b>	<b>Domain:</b> <b>Social Studies Knowledge &amp; Skills</b>  Also aligned with domain elements from: <b>Social &amp; Emotional Development</b> <b>Logic &amp; Reasoning</b>
<b>Strand:</b> <b>Self and Society</b>	<b>Corresponding domain elements:</b> ▶ <b>Self, Family &amp; Community</b> ▶ <b>Social Relationships (Social &amp; Emotional Development)</b>
At around 48 months of age <sup>18</sup> <b>1.0 Culture and Diversity</b>	Three to five years old ▶ <b>Self, Family &amp; Community</b> The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.
1.2 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.	<ul style="list-style-type: none"> <li>• Identifies personal and family structure.</li> <li>• Understands similarities and respects differences among people.</li> </ul>
<b>2.0 Relationships</b>	▶ <b>Social Relationships (Social &amp; Emotional Development)</b> The healthy relationships and interactions with adults and peers.
2.2 Interact comfortably with many peers and adults; actively contribute to creating and maintaining relationships with a few significant adults and peers.	<ul style="list-style-type: none"> <li>• Cooperates with others.</li> <li>• Develops friendships with peers.</li> <li>• Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.</li> </ul>

<sup>17</sup>. All foundations for History–Social Science can be found in the California Preschool Learning Foundations, Volume 3 (CDE forthcoming)

<sup>18</sup>. Foundations are established at around 48 months of age and at around 60 months of age. The alignment with the *Head Start Learning Framework* shows only the foundations at around 48 months of age.

<p><b>3.0 Social Roles and Occupations</b></p>	<p>▶ <b>Self, Family &amp; Community</b> The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.</p>
<p>3.1 Plays familiar adult social roles and occupations (such as parent, teacher, and doctor) consistent with their developing knowledge of these roles.</p>	<ul style="list-style-type: none"> <li>Recognizes a variety of jobs and the work associated with them.</li> </ul>
<p><b>Strand: Becoming a Preschool Community Member (Civics)</b></p>	<p><b>Corresponding domain elements:</b></p> <ul style="list-style-type: none"> <li>▶ <b>Self, Family &amp; Community</b></li> <li>▶ <b>Social Relationships (Social &amp; Emotional Development)</b></li> <li>▶ <b>Self-Regulation (Social &amp; Emotional Development)</b></li> </ul>
<p><i>At around 48 months of age</i> <b>1.0 Skills for Democratic Participation</b></p>	<p>Three to five years old</p> <ul style="list-style-type: none"> <li>▶ <b>Self, Family &amp; Community</b> The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity</li> </ul>
<p>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.</p>	<ul style="list-style-type: none"> <li>Understands the reasons for rules in the home and classroom and for laws in the community.</li> </ul>
<p><b>2.0 Responsible Conduct</b></p>	<ul style="list-style-type: none"> <li>▶ <b>Self, Family &amp; Community</b> The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity</li> <li>▶ <b>Self-Regulation (Social &amp; Emotional Development)</b> The ability to recognize and regulate emotions, attention, impulses, and behavior.</li> <li>▶ <b>Emotional &amp; Behavioral Health(Social &amp; Emotional Development)</b> A healthy range of emotional expression and learning positives alternatives to aggressive or isolating behaviors.</li> </ul>
<p>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.</p>	<p><b>Self, Family &amp; Community</b></p> <ul style="list-style-type: none"> <li>Understands the reasons for rules in the home and classroom and for laws in the community.</li> </ul>

	<p><b>Self-Regulation (Social &amp; Emotional Development)</b></p> <ul style="list-style-type: none"> <li>Follow simple rules, routines, and directions.</li> <li>Handles impulses and behavior with minimal direction from adults.</li> </ul> <p><b>Emotional &amp; Behavioral Health (Social &amp; Emotional Development)</b></p> <ul style="list-style-type: none"> <li>Refrains from disruptive, aggressive, angry, or defiant behaviors.</li> </ul>
<b>3.0 Fairness and Respect for Other People</b>	<p>► <b>Self, Family &amp; Community</b></p> <p>The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.</p>
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.	<ul style="list-style-type: none"> <li>Understands the reasons for rules in the home and classroom and for laws in the community.</li> </ul>
<b>4.0 Conflict Resolution</b>	<p>► <b>Social Relationships (Social &amp; Emotional Development)</b></p> <p>The healthy relationships and interactions with adults and peers.</p>
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.	<ul style="list-style-type: none"> <li>Resolves conflict with peers alone and/or with adult intervention as appropriate.</li> </ul>
<b>Strand: Sense of Time (History)</b>	<b>Corresponding domain element: ► History &amp; Events</b>
At around 48 months of age <b>1.0 Understanding Past Events</b>	<p>Three to five years old</p> <p>► <b>History &amp; Events</b></p> <p>The understanding that events happened in the past and how these events relate to one’s self, family, and community.</p>
1.2 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.	<ul style="list-style-type: none"> <li>Differentiates between past, present, and future.</li> <li>Recognizes events that happened in the past, such as family or personal history.</li> </ul>
<b>2.0 Anticipating and Planning Future Events</b>	<p>► <b>History &amp; Events</b></p> <p>The understanding that events happened in the past and how these events relate to one’s self, family, and community.</p>
2.1 Anticipate events in familiar situations in the near	<ul style="list-style-type: none"> <li>Differentiates between past, present, and future.</li> </ul>

future, with adult assistance.	
<b>3.0 Personal History</b>	<p>► <b>History &amp; Events</b></p> <p>The understanding that events happened in the past and how these events relate to one’s self, family, and community.</p>
3.1 Proudly display developing skills to attract adult attention and share simple accounts about recent experiences.	<ul style="list-style-type: none"> <li>Recognizes events that happened in the past, such as family or personal history.</li> </ul>
<b>4.0 Historical Changes in People and the World</b>	<p>► <b>History &amp; Events</b></p> <p>The understanding that events happened in the past and how these events relate to one’s self, family, and community.</p>
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.	<ul style="list-style-type: none"> <li>Recognizes events that happened in the past, such as family or personal history.</li> <li>Understands how people live and what they do changes over time.</li> </ul>
<b>Strand: Sense of Place (Geography and Ecology)</b>	<p><b>Corresponding domain elements:</b></p> <ul style="list-style-type: none"> <li><b>People &amp; the Environment</b></li> <li><b>Self, Family &amp; Community</b></li> <li><b>Symbolic Representation (Logic &amp; Reasoning)</b></li> </ul>
At around 48 months of age <b>1.0 Navigating Familiar Locations</b>	<p>Three to five years old</p> <p>► <b>People &amp; the Environment</b></p> <p>The understanding of the relationship between people and the environment in which they live.</p>
1.2 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).	<ul style="list-style-type: none"> <li>Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.</li> </ul>
<b>2.0 Caring for the Natural World</b>	<p>► <b>People &amp; the Environment</b></p> <p>The understanding of the relationship between people and the environment in which they live.</p>
2.1 Show an interest in nature (including animals, plants, and weather) especially as children experience it directly. Begin to understand human interactions with the environment (such as pollution in a lake or stream) and the importance of taking care of plants and animals.	<ul style="list-style-type: none"> <li>Recognizes that people share the environment with other people, animals, and plants.</li> <li>Understands that people can take care of the environment through activities, such as recycling.</li> </ul>
<b>3.0 Understanding the Physical World Through Drawings and Maps</b>	<p>► <b>Self, Family &amp; Community</b></p> <p>The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.</p>

	<p>► <b>Symbolic Representation (Logic &amp; Reasoning)</b> The use of symbols or objects to represent something else.</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>	<ul style="list-style-type: none"> <li>• Describes or draws aspects of the geography of the classroom, home, and community.</li> </ul> <p><b>Symbolic Representation (Logic &amp; Reasoning)</b></p> <ul style="list-style-type: none"> <li>• Represents people, places, or things through drawings, movement, and three-dimensional objects.</li> </ul>
<p><b>Strand:</b> <b>Marketplace (Economics)</b></p>	
<p>At around 48 months of age <b>1.0 Exchange</b></p>	
<p>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.</p>	

**Table 2.11**  
**Detailed View of the Alignment Between the Science Domain and Head Start Learning Framework**

<b>California Preschool Learning Foundations</b>	<b>Head Start Child Development and Early Learning Framework</b>
<b>Domain:</b> <b>Science<sup>19</sup></b>	<b>Domain:</b> <b>Science Knowledge &amp; Skills</b>  Also aligned with domain elements from: <b>Approaches to Learning</b> <b>Logic &amp; Reasoning</b> <b>History-Social Science</b>
<b>Strand:</b> <b>Scientific Inquiry</b>	<b>Corresponding domain elements:</b> <ul style="list-style-type: none"> <li>▶ <b>Scientific Skills &amp; Method</b></li> <li>▶ <b>Initiative and Curiosity (Approaches to Learning)</b></li> <li>▶ <b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b></li> </ul>
At around 48 months of age <sup>20</sup> <b>1.0 Observation and Investigation</b>	Three to five years old <ul style="list-style-type: none"> <li>▶ <b>Scientific Skills &amp; Method</b> The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.</li> <li>▶ <b>Initiative and Curiosity (Approaches to Learning)</b> An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.</li> <li>▶ <b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b> The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</li> </ul>
1.1 Demonstrate curiosity and raise simple questions about objects and events in their environment.	<b>Initiative and Curiosity (Approaches to Learning)</b> <ul style="list-style-type: none"> <li>• Demonstrates eagerness to learn about and discuss</li> </ul>

<sup>19</sup>. All foundations for science can be found in the *California Preschool Learning Foundations, Volume 3* (CDE forthcoming).

<sup>20</sup>. Foundations include foundations at around 48 months of age and at around 60 months of age. The alignment with the *Head Start Learning Framework* shows only the foundations at around 48 months of age.

	<p>a range of topics, ideas, and tasks.</p> <ul style="list-style-type: none"> <li>Asks questions and seeks new information.</li> </ul>
<p>1.2 Observe objects and events in their environment and describe their observations.</p> <p>1.3 Begin to identify and use some observation and measuring tools, with adult support.</p>	<p><b>Scientific Skills &amp; Method</b></p> <ul style="list-style-type: none"> <li>Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.</li> <li>Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.</li> <li>Observes and discusses common properties, differences, and comparisons among objects.</li> </ul>
<p>1.4 Compare and contrast objects and events and begin to describe similarities and differences.</p>	<p><b>Scientific Skills &amp; Method</b></p> <ul style="list-style-type: none"> <li>Observes and discusses common properties, differences, and comparisons among objects.</li> </ul> <p><b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b></p> <ul style="list-style-type: none"> <li>Classifies, compares, and contrasts objects, events, and experiences.</li> </ul>
<p>1.5 Make predictions and check them, with adult support, through concrete experiences.</p> <p>1.6 Make inferences and form generalizations based on evidence.</p>	<p><b>Scientific Skills &amp; Method</b></p> <ul style="list-style-type: none"> <li>Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.</li> <li>Describes and discusses predictions, explanations, and generalizations based past on experience.</li> </ul> <p><b>Initiative and Curiosity (Approaches to Learning)</b></p> <ul style="list-style-type: none"> <li>Demonstrate flexibility, imagination, and inventiveness in approaching tasks and activities.</li> </ul> <p><b>Reasoning and Problem Solving (Logic &amp; Reasoning)</b></p> <ul style="list-style-type: none"> <li>Recognizes cause and effect relationships.</li> <li>Uses past knowledge to build new knowledge.</li> </ul>
<p><b>2.0 Documentation and Communication</b></p>	<p>► <b>Scientific Skills &amp; Method</b></p> <p>The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.</p>
<p>2.1 Record observations or findings in various ways, with adult assistance, including pictures, words (dictated to adults), charts, journals, models, and photos.</p>	<ul style="list-style-type: none"> <li>Collects, describes, and records information through discussions, drawings, maps, and charts.</li> </ul>
<p>2.2 Share findings and explanations, which may be correct or incorrect, with or without adult prompting.</p>	<ul style="list-style-type: none"> <li>Describes and discusses predictions, explanations, and generalizations based on past experience.</li> </ul>

<p><b>Strand:</b> <b>Physical Sciences</b></p>	<p><b>Corresponding domain elements:</b></p> <ul style="list-style-type: none"> <li>▶ <b>Conceptual Knowledge of the Natural &amp; Physical World</b></li> <li>▶ <b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b></li> </ul>
<p>At around 48 months of age <b>1.0 Properties and Characteristics of Nonliving Objects and Materials</b></p>	<p>Three to five years old</p> <ul style="list-style-type: none"> <li>▶ <b>Conceptual Knowledge of the Natural &amp; Physical World</b></li> </ul> <p>The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.</p> <ul style="list-style-type: none"> <li>▶ <b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b></li> </ul> <p>The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p>
<p>1.1 Observe, investigate and identify characteristics and physical properties of objects and of solid and nonsolid materials (size, weight, shape, color, texture, and sound).</p>	<p><b>Conceptual Knowledge of the Natural &amp; Physical World</b></p> <ul style="list-style-type: none"> <li>• Observes, describes, and discusses properties of materials and transformation of substances.</li> </ul> <p><b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b></p> <ul style="list-style-type: none"> <li>• Classifies, compares, and contrasts objects, events, and experiences.</li> </ul>
<p><b>2.0 Changes in Nonliving Objects and Materials</b></p>	<ul style="list-style-type: none"> <li>▶ <b>Conceptual Knowledge of the Natural &amp; Physical World</b></li> </ul> <p>The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.</p> <ul style="list-style-type: none"> <li>▶ <b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b></li> </ul> <p>The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p>
<p>2.1 Demonstrate awareness that objects and materials can change, and explore and describe changes in objects and materials (rearrangement of parts; change in color, shape, texture, temperature).</p> <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><b>Conceptual Knowledge of the Natural &amp; Physical World</b></p> <ul style="list-style-type: none"> <li>• Observes, describes, and discusses properties of materials and transformation of substances.</li> </ul> <p><b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b></p> <ul style="list-style-type: none"> <li>• Recognizes cause and effect relationships.</li> </ul>

<p><b>Strand:</b> <b>Life Sciences</b></p>	<p><b>Corresponding domain element:</b></p> <ul style="list-style-type: none"> <li>▶ <b>Conceptual Knowledge of the Natural &amp; Physical World</b></li> <li>▶ <b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b></li> </ul>
<p>At around 48 months of age <b>1.0 Properties and Characteristics of Living Things</b></p>	<p>Three to five years old</p> <ul style="list-style-type: none"> <li>▶ <b>Conceptual Knowledge of the Natural &amp; Physical World</b></li> </ul> <p>The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.</p> <ul style="list-style-type: none"> <li>▶ <b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b></li> </ul> <p>The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p>
<p>1.1 Identify characteristics of a variety of animals and plants, including their appearance (inside and outside) and behavior, and begin to categorize them.</p> <p>1.2 Begin to indicate knowledge of body parts and processes (e.g., eating, sleeping, breathing, walking) in humans and other animals.</p> <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>1.4 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><b>Conceptual Knowledge of the Natural &amp; Physical World</b></p> <ul style="list-style-type: none"> <li>• Observes, describes, and discusses living things and natural processes.</li> </ul> <p><b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b></p> <ul style="list-style-type: none"> <li>• Classifies, compares, and contrasts objects, events, and experiences.</li> </ul>
<p><b>2.0 Changes in Living Things</b></p>	<ul style="list-style-type: none"> <li>▶ <b>Conceptual Knowledge of the Natural &amp; Physical World</b></li> </ul> <p>The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.</p>

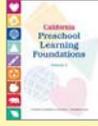
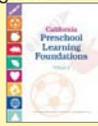
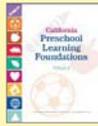
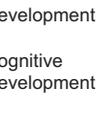
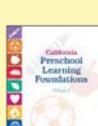
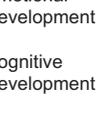
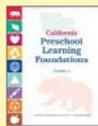
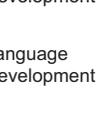
<p>2.1 Observe and explore growth and changes in humans, animals, and plants and demonstrate an understanding that living things change over time in size and in other capacities as they grow.</p> <p>2.2 Recognize that animals and plants require care and begin to associate feeding and watering with the growth of humans, animals, and plants.</p>	<ul style="list-style-type: none"> <li>• Observes, describes, and discusses living things and natural processes.</li> </ul>
<p><b>Strand:</b> <b>Earth Sciences</b></p>	<p><b>Corresponding domain elements:</b></p> <ul style="list-style-type: none"> <li>▶ <b>Conceptual Knowledge of the Natural &amp; Physical World</b></li> <li>▶ <b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b></li> <li>▶ <b>People &amp; the Environment (History-Social Science)</b></li> </ul>
<p>At around 48 months of age</p> <p><b>1.0 Properties and Characteristics of Earth Materials and Objects</b></p>	<p>Three to five years old</p> <ul style="list-style-type: none"> <li>▶ <b>Conceptual Knowledge of the Natural &amp; Physical World</b></li> </ul> <p>The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.</p> <ul style="list-style-type: none"> <li>▶ <b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b></li> </ul> <p>The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.</p>
<p>1.1 Investigate characteristics (size, weight, shape, color, texture) of earth materials such as sand, rocks, soil, water and air.</p>	<p><b>Conceptual Knowledge of the Natural &amp; Physical World</b></p> <ul style="list-style-type: none"> <li>• Observes, describes, and discusses living things and natural processes.</li> </ul> <p><b>Reasoning &amp; Problem Solving (Logic &amp; Reasoning)</b></p> <ul style="list-style-type: none"> <li>• Classifies, compares, and contrasts objects, events, and experiences.</li> </ul>
<p><b>2.0 Changes in the Earth</b></p>	<ul style="list-style-type: none"> <li>▶ <b>Conceptual Knowledge of the Natural &amp; Physical World</b></li> </ul> <p>The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.</p> <ul style="list-style-type: none"> <li>• <b>People &amp; the Environment (History-Social Science)</b></li> </ul> <p>The understanding of the relationship between people and the environment in which they live.</p>

<p>2.1 Observe and describe natural objects in the sky (sun, moon, stars, clouds).</p> <p>2.2 Notice and describe changes in weather.</p> <p>2.3 Begin to notice the effects of weather and seasonal changes on their own lives and on plants and animals.</p>	<ul style="list-style-type: none"> <li>• Observes, describes, and discusses living things and natural processes</li> </ul>
<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><b>People &amp; the Environment</b></p> <ul style="list-style-type: none"> <li>• Understands that people can take care of the environment through activities, such as recycling.</li> </ul>

## Bibliography

- California Department of Education. *California Infant/Toddler Learning & Development Foundations*. Sacramento: California Department of Education, 2009.
- . *California Preschool Learning Foundations (Volume 1)*. Sacramento: California Department of Education, 2008.
- . *California Preschool Learning Foundations (Volume 2)*. Sacramento: California Department of Education, 2010.
- . *California Preschool Learning Foundations (Volume 3)*. Sacramento: California Department of Education, forthcoming.
- . *English–Language Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento: California Department of Education, 1998.
- . *Health Education Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento: California Department of Education, 2009.
- . *History–Social Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento: California Department of Education, 2000.
- . *Mathematics Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento: California Department of Education, 1999.
- . *Physical Education Model Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento: California Department of Education, 2006.
- . *Science Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento: California Department of Education, 2000.
- . *Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve*. Sacramento: California Department of Education, 2001.
- Sacramento County Office of Education. *California’s Common Core Content Standards for English Language Arts & Literacy in History Social Studies, Science, and Technical Subjects*. Sacramento, 2010.
- . *California’s Common Core Content Standards for Mathematics*. Sacramento, 2010.
- U.S. Department of Health and Human Services, Administration for Children and Families, Office of Head Start. *The Head Start Child Development and Learning Framework: Promoting Positive Outcomes in Early Childhood Programs Serving Children 3–5 Years Old*. Arlington, VA: U.S. Department of Health and Human Services: Administration for Children and Families, Office of Head Start, 2010.

## Overview of the Domains in the California Preschool Learning Foundations with Domains in Key Early Education Resources

Domains					
California Preschool Learning Foundations	California Infant/Toddler Learning and Development Foundations	California Kindergarten Content Standards	Common Core State Standards	Head Start Child Development and Early Learning Framework	Additional Domains in the Head Start Child Development and Early Learning Framework with Corresponding Content
<b>Social–Emotional Development</b>  	<b>Social–Emotional Development</b>  	<b>Health Education Mental, Emotional, Social Health</b> 		<b>Social &amp; Emotional Development</b> 	Approaches to Learning Logic & Reasoning
<b>Language and Literacy</b>  	<b>Language Development</b>  	<b>English–Language Arts</b> 	<b>English–Language Arts</b> 	<b>Language Development</b> <b>Literacy Knowledge &amp; Skills</b> 	
<b>English–Language Development</b>  	<b>Language Development</b>  	<b>English–Language Development</b> 		<b>English Language Development</b> 	Literacy Knowledge & Skills
<b>Mathematics</b>  	<b>Cognitive Development</b>  	<b>Mathematics</b> 	<b>Mathematics</b> 	<b>Mathematics Knowledge &amp; Skills</b> 	Logic & Reasoning Approaches to Learning
<b>Visual and Performing Arts</b>  	<b>All Domains</b>  	<b>Visual and Performing Arts</b> 		<b>Creative Arts Expression</b> 	Logic & Reasoning
<b>Physical Development</b>  	<b>Perceptual and Motor Development</b>  <b>Cognitive Development</b>  	<b>Physical Education</b> 		<b>Physical Development &amp; Health</b> 	
<b>Health</b>  	<b>All Domains</b>  	<b>Health Education</b> 		<b>Physical Development &amp; Health</b> 	
<b>History–Social Science</b>  	<b>Social–Emotional Development</b>  <b>Cognitive Development</b>  	<b>History–Social Science</b> 		<b>Social Studies Knowledge &amp; Skills</b> 	Social & Emotional Development
<b>Science</b>  	<b>Cognitive Development</b>  <b>Language Development</b>  	<b>Science</b> 		<b>Science Knowledge &amp; Skills</b> 	Approaches to Learning Logic & Reasoning