



Alignment of



The Creative Curriculum[®] *for* Preschool



WITH

**Alignment of *The Creative Curriculum*[®] for Preschool
With
*California Preschool Learning Foundations, Volume 1***

This document aligns the content in the *California Preschool Learning Foundations, Volume 1* with the goals and ideals of *The Creative Curriculum*[®] for Preschool. *The Creative Curriculum*[®] for Preschool is a comprehensive, research-based curriculum designed to help educators at all levels of experience plan and implement a developmentally appropriate, content-rich program for children with diverse backgrounds and skill levels.

References

California Department of Education. (2008). *California preschool learning foundations, volume 1*. Sacramento, CA: Author. Retrieved from <http://www.cde.ca.gov/sp/cd/re/documents/preschoollf.pdf>

Teaching Strategies, LLC. (2010). *The Creative Curriculum*[®] for preschool. Washington, DC: Author.

<i>California Preschool Learning Foundations, Volume 1</i>	<i>How The Creative Curriculum® for Preschool meets California Preschool Learning Foundations, Volume 1</i>
Social-Emotional Development	
Around 48 months of age	
Self	
1.0. Self-Awareness	
1.1. Describe their physical characteristics, behavior, and abilities positively.	Demonstrates knowledge about self
2.0. Self-Regulation	
2.1. Need adult guidance in managing their attention, feelings, and impulses and show some effort at self-control.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
3.0. Social and Emotional Understanding	
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.	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others Shows basic understanding of people and how they live
4.0. Empathy and Caring	
4.1. Demonstrate concern for the needs of others and people in distress.	Establishes and sustains positive relationships Responds to emotional cues Demonstrates concern about the feelings of others

5.0. Initiative in Learning	
5.1. Enjoy learning and are confident in their abilities to make new discoveries although may not persist at solving difficult problems.	<p>Demonstrates positive approaches to learning Attends and engages Sustains interest in working on a task, especially when adults offer suggestions, questions, and comments</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Explores and investigates ways to make something happen</p>
Social Interaction	
1.0. Interactions with Familiar Adults	
1.1. Interact with familiar adults comfortably and competently, especially in familiar settings.	<p>Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults</p>
2.0. Interactions with Peers	
2.1. Interact easily with peers in shared activities that occasionally become cooperative efforts.	<p>Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> <p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns</p>
2.2. Participate in simple sequences of pretend play.	<p>Uses symbols and images to represent something not present Engages in sociodramatic play Acts out familiar or imaginary scenarios; may use props to stand for something else</p>
2.3. Seek assistance in resolving peer conflict, especially when disagreements have escalated into physical aggression.	<p>Participates cooperatively and constructively in group situations Solves social problems Seeks adult help to resolve social problems</p>

3.0. Group Participation	
3.1. Participate in group activities and are beginning to understand and cooperate with social expectations, group rules, and roles.	Establishes and sustains positive relationships Interacts with peers Uses successful strategies for entering groups Participates cooperatively and constructively in group situations Balances needs and rights of self and others Takes turns
4.0. Cooperation and Responsibility	
4.1. Seek to cooperate with adult instructions but their capacities for self-control are limited, especially when they are frustrated or upset.	Regulates own emotions and behaviors Follows limits and expectations Accepts redirection from adults
Relationships	
1.0. Attachments to Parents	
1.1. Seek security and support from their primary family attachment figures.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
1.2. Contribute to maintaining positive relationships with their primary family attachment figures.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
1.3. After experience with out-of-home care, manage departures and separations from primary family attachment figures with the teacher's assistance.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults
2.0. Close Relationships with Teachers and Caregivers	
2.1. Seek security and support from their primary teachers and caregivers.	Regulates own emotions and behaviors Manages feelings Comforts self by seeking out special object or person
2.2. Contribute to maintaining positive relationships with primary teachers and caregivers.	Establishes and sustains positive relationships Forms relationships with adults Manages separations without distress and engages with trusted adults

3.0. Friendships	
3.1. Choose to play with one or two special peers whom they identify as friends.	Establishes and sustains positive relationships Makes friends Plays with one or two preferred playmates
Around 60 months of age	
Self	
1.0. Self-Awareness	
1.1. Compare their characteristics with those of others and display a growing awareness of their psychological characteristics, such as thoughts and feelings.	Demonstrates knowledge about self Shows basic understanding of people and how they live
2.0. Self-Regulation	
2.1. Regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary.	Regulates own emotions and behaviors Manages feelings Controls strong emotions in an appropriate manner most of the time Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
3.0. Social and Emotional Understanding	
3.1. Begin to comprehend the mental and psychological reasons people act as they do and how they contribute to differences between people.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately Shows basic understanding of people and how they live
4.0. Empathy and Caring	
4.1. Respond to another's distress and needs with sympathetic caring and are more likely to assist.	Establishes and sustains positive relationships Responds to emotional cues Identifies basic emotional reactions of others and their causes accurately

5.0. Initiative in Learning	
5.1. Take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out.	<p>Demonstrates positive approaches to learning Attends and engages Sustains work on age-appropriate, interesting tasks; can ignore most distractions and interruptions</p> <p>Demonstrates positive approaches to learning Persists Plans and pursues a variety of appropriately challenging tasks</p> <p>Demonstrates positive approaches to learning Shows curiosity and motivation Shows eagerness to learn about a variety of topics and ideas</p>
Social Interaction	
1.0. Interactions with Familiar Adults	
1.1. Participate in longer and more reciprocal interactions with familiar adults and take greater initiative in social interaction.	<p>Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests</p>
2.0. Interactions with Peers	
2.1. More actively and intentionally cooperate with each other.	<p>Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children</p> <p>Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors</p>
2.2. Create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation.	<p>Uses symbols and images to represent something not present Engages in sociodramatic play Interacts with two or more children during pretend play, assigning and/or assuming roles and discussing actions; sustains play scenario for up to 10 minutes</p>

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.	Participates cooperatively and constructively in group situations Solves social problems Suggests solutions to social problems
3.0. Group Participation	
3.1. Participate positively and cooperatively as group members.	Establishes and sustains positive relationships Interacts with peers Initiates, joins in, and sustains positive interactions with a small group of two to three children Participates cooperatively and constructively in group situations Balances needs and rights of self and others Initiates the sharing of materials in the classroom and outdoors
4.0. Cooperation and Responsibility	
4.1. Have growing capacities for self-control and are motivated to cooperate in order to receive adult approval and think approvingly of themselves.	Regulates own emotions and behaviors Follows limits and expectations Manages classroom rules, routines, and transitions with occasional reminders
Relationships	
1.0. Attachments to Parents	
1.1. Take greater initiative in seeking support from their primary family attachment figures.	Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests
1.2. Contribute to positive mutual cooperation with their primary family attachment figures.	Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests
1.3. After experience with out-of-home care, comfortably depart from primary family attachment figures. Also maintain well-being while apart from primary family attachment figures during the day.	Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests

2.0. Close Relationships with Teachers and Caregivers	
2.1. Take greater initiative in seeking the support of their primary teachers and caregivers.	Regulates own emotions and behaviors Manages feelings Is able to look at a situation differently or delay gratification
2.2. Contribute to positive mutual cooperation with primary teachers and caregivers.	Establishes and sustains positive relationships Forms relationships with adults Engages with trusted adults as resources and to share mutual interests
3.0. Friendships	
3.1. Friendships are more reciprocal, exclusive, and enduring.	Establishes and sustains positive relationships Makes friends Maintains friendships for several months or more

Language and Literacy	
Around 48 months of age	
Listening and Speaking	
1.0 Language Use and Conventions	
Children understand and use language to communicate with others effectively.	
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.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
1.2. Speak clearly enough to be understood by familiar adults and children.	Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words
1.3. Use accepted language and style during communication with familiar adults and children.	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
1.4. Use language to construct short narratives that are real or fictional.	Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details
2.0 Vocabulary	
Children develop age-appropriate vocabulary.	
2.1. Understand and use accepted words for objects, actions, and attributes encountered frequently in both real and symbolic contexts.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
2.2. Understand and use accepted words for categories of objects encountered and used frequently in everyday life.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
2.3. Understand and use simple words that describe the relations between objects.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items

3.0 Grammar	
Children develop age-appropriate grammar.	
3.1. Understand and use increasingly complex and longer sentences, including sentences that combine two phrases or two to three concepts to communicate ideas.	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
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.	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
Reading	
1.0 Concepts about Print	
Children begin to recognize print conventions and understand that print carries meaning.	
1.1. Begin to display appropriate book-handling behaviors and begin to recognize print conventions.	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers
1.2. Recognize print as something that can be read.	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
3.0 Alphabets and Word/Print Recognition	
Children begin to recognize letters of the alphabet.	
3.1. Recognize the first letter of own name.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes and names a few letters in own name
3.2. Match some letter names to their printed form.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name

4.0 Comprehension and Analysis of Age-Appropriate Text	
Children demonstrate understanding of age-appropriate text read aloud.	
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, or creating artwork.	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures</p> <p>Comprehends and responds to books and other texts Retells stories Retells a familiar story in proper sequence, including major events and characters</p>
4.2. Demonstrate knowledge from informational text through labeling, describing, playing, or creating artwork.	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Uses various types of books for their intended purposes</p>
5.0 Literacy Interest and Response	
Children demonstrate motivation for literacy activities.	
5.1. Demonstrate enjoyment of literacy and literacy-related activities.	<p>Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>
5.2. Engage in routines associated with literacy activities.	<p>Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues</p>

Writing	
1.0 Writing Strategies	
Children demonstrate emergent writing skills.	
1.1. Experiment with grasp and body position using a variety of drawing and writing tools.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
1.2. Write using scribbles that are different from pictures.	Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles
1.3. Write marks to represent own name.	Demonstrates emergent writing skills Writes name Mock letters or letter-like forms
Around 60 months of age	
Listening and Speaking	
1.0 Language Use and Conventions	
Children extend their understanding and usage of language to communicate with others effectively.	
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.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations
1.2. Speak clearly enough to be understood by both familiar and unfamiliar adults and children.	Uses language to express thoughts and needs Speaks clearly Is understood by most people; may mispronounce new, long, or unusual words
1.3. Use accepted language and style during communication with both familiar and unfamiliar adults and children.	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences

1.4. Use language to construct extended narratives that are real or fictional.	Uses language to express thoughts and needs Tells about another time or place Tells elaborate stories that refer to other times and places
2.0 Vocabulary	
Children develop age-appropriate vocabulary.	
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.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations
2.2. Understand and use accepted words for categories of objects encountered in everyday life.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations
2.3. Understand and use both simple and complex words that describe the relations between objects.	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Incorporates new, less familiar or technical words in everyday conversations
3.0 Grammar	
Children develop age-appropriate grammar.	
3.1. Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas.	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
3.2. Understand and typically use age-appropriate grammar, including accepted words forms, such as subject-verb agreement, progressive tense, regular and irregular plurals, pronouns, and possessives.	Uses language to express thoughts and needs Uses conventional grammar Uses long, complex sentences and follows most grammatical rules
Reading	
1.0 Concepts about Print	
Children recognize print conventions and understand that print carries specific meaning.	
1.1. Display appropriate book-handling behaviors and knowledge of print conventions.	Demonstrates knowledge of print and its uses Uses and appreciates books Knows some features of a book (title, author, illustrator); connects specific books to authors

1.2. Understand that print is something that is read and has specific meaning.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
2.0 Phonological Awareness	
Children develop age-appropriate phonological awareness.	
2.1. Orally blend and delete words and syllables without the support of pictures or objects.	Demonstrates phonological awareness Notifies and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words
2.2. Orally blend the onsets, rimes, and phonemes of words and orally delete the onsets of words, with the support of pictures or objects.	Demonstrates phonological awareness Notifies and discriminates smaller and smaller units of sound Verbally separates and blends onset and rime
3.0 Alphabets and Word/Print Recognition	
Children extend their recognition of letters of the alphabet.	
3.1. Recognize own name or other common words in print.	Demonstrates knowledge of print and its uses Uses print concepts Shows awareness of various features of print: letters, words, spaces, upper- and lowercase letters, some punctuation
3.2. Match more than half of uppercase letter names and more than half of lowercase letter names to their printed form.	Demonstrates knowledge of the alphabet Identifies and names letters Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
3.3. Begin to recognize that letters have sounds.	Demonstrates knowledge of the alphabet Uses letter–sound knowledge Produces the correct sounds for 10–20 letters

4.0 Comprehension and Analysis of Age-Appropriate Text	
Children demonstrate understanding of age-appropriate text read aloud.	
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.	<p>Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Identifies story-related problems, events, and resolutions during conversations with an adult</p> <p>Comprehends and responds to books and other texts Retells stories Retells a familiar story in proper sequence, including major events and characters</p>
4.2. Use information from informational text in a variety of ways, including describing, relating, categorizing, or comparing and contrasting.	<p>Demonstrates knowledge of print and its uses Uses and appreciates books Uses various types of books for their intended purposes</p>
5.0 Literacy Interest and Response	
Children demonstrate motivation for a broad range of literacy activities.	
5.1. Demonstrate with increasing independence, enjoyment of literacy and literacy-related activities.	<p>Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p>
5.2. Engage in more complex routines associated with literacy activities.	<p>Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult</p>

Writing	
1.0. Writing Strategies	
Children demonstrate increasing emergent writing skills.	
1.1. Adjust grasp and body position for increased control in drawing and writing.	Demonstrates fine-motor strength and coordination Uses writing and drawing tools Holds drawing and writing tools by using a three-point finger grip but may hold the instrument too close to one end
1.2. Write letters or letter-like shapes to represent words or ideas.	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
1.3. Write first name nearly correctly.	Demonstrates emergent writing skills Writes name Partially accurate name

English Language Development	
Beginning	
Listening	
1.0. Children listen with understanding.	
Beginning words	
1.1. Attend to English oral language in both real and pretend activity, relying on intonation, facial expressions, or the gestures of the speaker.	Demonstrates progress in listening to and understanding English Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English
Requests and directions	
1.2. Begin to follow simple directions in English, especially when there are contextual cues.	Demonstrates progress in listening to and understanding English Responds to common English words and phrases when they are accompanied by gestures or other visual aids
Basic and advanced concepts	
1.3. Demonstrate an understanding of words related to basic and advanced concepts in the home language that are appropriate for the age (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Listens to and understands increasingly complex language Comprehends language Responds appropriately to specific vocabulary and simple statements, questions, and stories
Speaking	
1.0. Children use nonverbal and verbal strategies to communicate with others.	
Communication of needs	
1.1. Use nonverbal communication, such as gestures or behaviors, to seek attention, request objects, or initiate a response from others.	Demonstrates progress in speaking English Repeats sounds and words in English, sometimes very quietly

Vocabulary production	
1.2. Use vocabulary in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others and with the assistance of an interpreter if necessary).	Uses language to express thoughts and needs Uses an expanding expressive vocabulary Describes and tells the use of many familiar items
Conversation	
1.3. Converse in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
Utterance length and complexity	
1.4. Use a range of utterance lengths in the home language that is age-appropriate (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
Grammar	
1.5. Use age-appropriate grammar in the home language (e.g., plurals; simple past tense; use of subject, verb, object), sometimes with errors (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Uses language to express thoughts and needs Uses conventional grammar Uses complete, four- to six-word sentences
Inquiry	
1.6. Ask a variety of types of questions (e.g., “what,” “why,” “how,” “when,” and “where”) in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
2.0. Children begin to understand and use social conventions in English.	
Social conventions	
2.1. Use social conventions of the home language (as reported by teachers, parents, assistants, or others, with the assistance of an interpreter if necessary).	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders

3.0. Children use language to create oral narratives about their personal experiences.	
Narrative development	
3.1. Create a narrative in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Uses language to express thoughts and needs Tells about another time or place Tells stories about other times and places that have a logical order and that include major details
Reading	
1.0. Children demonstrate an appreciation and enjoyment of reading and literature.	
Participate in read-aloud activity	
1.1. Attend to an adult reading a short storybook written in the home language or a storybook written in English if the story has been read in the home language.	Comprehends and responds to books and other texts Interacts during read-alouds and book conversations Asks and answers questions about the text; refers to pictures
Interest in books and reading	
1.2. “Read” familiar books written in the home language or in English when encouraged by others and, in the home language, talk about the books.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
2.0. Children show an increasing understanding of book reading.	
Personal connections to the story	
2.1. Begin to identify and relate to a story from their own life experiences in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation
Story structure	
2.2. Retell a story in the home language when read or told a story in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary).	Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts

3.0. Children demonstrate an understanding of print conventions.	
Book handling	
3.1. Begin to understand that books are read in a consistent manner (e.g., in English, pages are turned from right to left and the print is read from top to bottom, left to right; this may vary in other languages).	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
4.0. Children demonstrate awareness that print carries meaning.	
Environmental print	
4.1. Begin to recognize that symbols in the environment (classroom, community, or home) carry a consistent meaning in the home language or in English.	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
5.0. Children demonstrate progress in their knowledge of the alphabet in English.	
Letter awareness	
5.1. Interact with material representing the letters of the English alphabet.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes and names a few letters in own name
Letter recognition	
5.2. Begin to recognize the first letter in their own name or the character for their own name in the home language or English.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes and names a few letters in own name
6.0. Children demonstrate phonological awareness.	
Rhyming	
6.1. Listen attentively and begin to participate in simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games
Onset (initial sound)	
6.2. Listen attentively and begin to participate in simple songs, poems, and finger plays in the home language or in English.	Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds

Sound differences in the home language and English	
6.3. Attend to and manipulate different sounds or tones in words in the home language (as reported by parents, teachers, assistants, or others, with the assistance of an interpreter if necessary.)	<p>Demonstrates phonological awareness Notices and discriminates rhyme Fills in the missing rhyming word; generates rhyming words spontaneously</p> <p>Demonstrates phonological awareness Notices and discriminates alliteration Sings songs and recites rhymes and refrains with repeating initial sounds</p> <p>Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate words in sentences</p>
Writing	
1.0. Children use writing to communicate their ideas.	
Writing as communication	
1.1. Begin to understand that writing can be used to communicate.	<p>Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles</p>
Writing to represent words or ideas	
1.2. Begin to demonstrate an awareness that written language can be in the home language or in English.	<p>Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles</p>
Writing their name	
1.3. Write marks to represent their own name in a way that may resemble how it is written in the home language.	<p>Demonstrates emergent writing skills Writes name Controlled linear scribbles</p>

Middle	
Listening	
1.0. Children listen with understanding.	
Beginning words	
1.1. Demonstrate understanding of words in English for objects and actions as well as phrases encountered frequently in both real and pretend activity.	Demonstrates progress in listening to and understanding English Responds to common English words and phrases when they are accompanied by gestures or other visual aids
Requests and directions	
1.2. Respond appropriately to requests involving one step when personally directed by others, which may occur with or without contextual cues.	Demonstrates progress in listening to and understanding English Understands increasingly complex English phrases used by adults and children
Basic and advanced concepts	
1.3. Begin to demonstrate an understanding of words in English related to basic concepts.	Demonstrates progress in listening to and understanding English Observes others as they converse in English during play or other small-group experiences; may engage in similar activities by imitating behavior; attends to oral use of English
Speaking	
1.0. Children use nonverbal and verbal strategies to communicate with others.	
Communication of needs	
1.1. Combine nonverbal and some verbal communication to be understood by others (may code-switch— that is, use the home language and English—and use telegraphic and/or formulaic speech).	Demonstrates progress in speaking English Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Vocabulary production	
1.2. Begin to use English vocabulary, mainly consisting of concrete nouns and with some verbs and pronouns (telegraphic speech).	Demonstrates progress in speaking English Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea

Conversation	
1.3. Begin to converse with others, using English vocabulary but may code-switch (i.e., use the language and English).	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Utterance length and complexity	
1.4. Use two- and three-word utterances in English to communicate.	Demonstrates progress in speaking English Uses a few socially interactive terms in English appropriately; uses one or two words in English to represent a whole idea
Grammar	
1.5. Begin to use some English grammatical markers (e.g., -ing or plural -s) and, at times, apply the rules of grammar of the home language to English.	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Inquiry	
1.6. Begin to use “what” and “why” questions in English, sometimes with errors.	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
2.0. Children begin to understand and use social conventions in English.	
Social conventions	
2.1. Demonstrate a beginning understanding of English social conventions.	Uses appropriate conversational and other communication skills Uses social rules of language Uses appropriate eye contact, pauses, and simple verbal prompts when communicating
3.0. Children use language to create oral narratives about their personal experiences.	
Narrative development	
3.1. Begin to use English to talk about personal experiences; may complete a narrative in the home language while using some English (i.e., code-switching).	Demonstrates progress in speaking English Uses increasingly complex grammar in English; makes some mistakes typical of young children

Reading	
1.0. Children demonstrate an appreciation and enjoyment of reading and literature.	
Participate in read-aloud activity	
1.1. Begin to participate in reading activities, using books written in English when the language is predictable.	Demonstrates progress in listening to and understanding English Responds to words and phrases in English when they are not accompanied by gestures or other visual aids
Interest in books and reading	
1.2. Choose to “read” familiar books written in the home language or in English with increasing independence and, in the home language or in English, talk about the books.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read, using some of the language from the text; describes the action across pages, using pictures to order the events; may need prompts from adult
2.0. Children show an increasing understanding of book reading.	
Personal connections to the story	
2.1. Describe their own experiences related to the topic of the story, using telegraphic and/or formulaic speech in English.	Demonstrates progress in speaking English Uses increasingly complex grammar in English; makes some mistakes typical of young children
Story structure	
2.2. Retell a story using the home language and some English when read or told a story in English.	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
3.0. Children demonstrate an understanding of print conventions.	
Book handling	
3.1. Continue to develop an understanding of how to read a book, sometimes applying knowledge of print conventions from the home language.	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read

4.0. Children demonstrate awareness that print carries meaning.	
Environmental print	
4.1. Recognize in the environment (classroom, community, or home) some familiar symbols, words, and print labels in the home language or in English.	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
5.0. Children demonstrate progress in their knowledge of the alphabet in English.	
Letter awareness	
5.1. Begin to talk about the letters of the English alphabet while playing and interacting with them; may code-switch (use the home language and English).	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes and names a few letters in own name
Letter recognition	
5.2. Identify some letters of the alphabet in English.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes and names a few letters in own name
6.0. Children demonstrate phonological awareness.	
Rhyming	
6.1. Begin to repeat or recite simple songs, poems, and finger plays that emphasize rhyme in the home language or in English.	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games
Onset (initial sound)	
6.2. Begin to recognize words that have a similar onset (initial sound) in the home language or in English, with support.	Demonstrates phonological awareness Notices and discriminates alliteration Shows awareness that some words begin the same way

Sound differences in the home language and English	
6.3. Begin to use words in English with phonemes (individual units of meaningful sound in a word or syllable) that are different from the home language.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate words in sentences
Writing	
1.0. Children use writing to communicate their ideas.	
Writing as communication	
1.1. Begin to understand that what is said in the home language or in English can be written down and read by others.	Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles
Writing to represent words or ideas	
1.2. Begin to use marks or symbols to represent spoken language in the home language or in English.	Demonstrates emergent writing skills Writes to convey meaning Scribbles or marks
Writing their name	
1.3. Attempt to copy their own name in English or in the writing system of their home language.	Demonstrates emergent writing skills Writes name Partially accurate name
Later	
Listening	
1.0. Children listen with understanding.	
Beginning words	
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.	Demonstrates progress in listening to and understanding English Responds to words and phrases in English when they are not accompanied by gestures or other visual aids

Requests and directions	
1.2. Follow directions that involve a one- or two-step sequence, relying less on contextual cues.	<p>Listens to and understands increasingly complex language</p> <p>Follows directions</p> <p>Follows simple requests not accompanied by gestures</p>
Basic and advanced concepts	
1.3. Demonstrate an understanding of words in English related to more advanced concepts.	<p>Demonstrates progress in listening to and understanding English</p> <p>Responds to words and phrases in English when they are not accompanied by gestures or other visual aids</p>
Speaking	
1.0. Children use nonverbal and verbal strategies to communicate with others.	
Communication of needs	
1.1. Show increasing reliance on verbal communication in English to be understood by others.	<p>Demonstrates progress in speaking English</p> <p>Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>
Vocabulary production	
1.2. Use new English vocabulary to share knowledge of concepts.	<p>Uses language to express thoughts and needs</p> <p>Uses an expanding expressive vocabulary</p> <p>Describes and tells the use of many familiar items</p> <p>Demonstrates progress in speaking English</p> <p>Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase</p>

Conversation	
1.3. Sustain a conversation in English about a variety of topics.	Uses appropriate conversational and other communication skills Engages in conversations Engages in conversations of at least three exchanges
Utterance length and complexity	
1.4. Increase utterance length in English by adding appropriate possessive pronouns (e.g., his, her); conjunctions (e.g., and, or); or other elements (e.g., adjectives, adverbs).	Demonstrates progress in speaking English Develops multiword phrases by using socially interactive terms in English; adds new words to the phrase
Grammar	
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.	Demonstrates progress in speaking English Uses increasingly complex grammar in English; makes some mistakes typical of young children
Inquiry	
1.6. Begin to use “what,” “why,” “how,” “when,” and “where” questions in more complete forms in English, sometimes with errors.	Demonstrates progress in speaking English Uses increasingly complex grammar in English; makes some mistakes typical of young children
2.0. Children begin to understand and use social conventions in English.	
Social conventions	
2.1. Appropriately use words and tone of voice associated with social conventions in English.	Uses appropriate conversational and other communication skills Uses social rules of language Uses acceptable language and social rules while communicating with others; may need reminders
3.0. Children use language to create oral narratives about their personal experiences.	
Narrative development	
3.1. Produce simple narratives in English that are real or fictional.	Uses language to express thoughts and needs Tells about another time or place Tells simple stories about objects, events, and people not present; lacks many details and a conventional beginning, middle, and end

Reading	
1.0. Children demonstrate an appreciation and enjoyment of reading and literature.	
Participate in read-aloud activity	
1.1. Participate in reading activities, using a variety of genres that are written in English (e.g., poetry, fairy tales, concept books, and informational books).	Demonstrates progress in listening to and understanding English Understands increasingly complex English phrases used by adults and children
Interest in books and reading	
1.2. Choose to “read” familiar books written in English with increasing independence and talk about the books in English.	Comprehends and responds to books and other texts Uses emergent reading skills Pretends to read a familiar book, treating each page as a separate unit; names and describes what is on each page, using pictures as cues
2.0. Children show an increasing understanding of book reading.	
Personal connections to the story	
2.1. Begin to engage in extended conversations in English about stories.	Comprehends and responds to books and other texts Retells stories Retells some events from a familiar story with close adult prompting
Story structure	
2.2. Retell in English the majority of a story read or told in English.	Comprehends and responds to books and other texts Retells stories Retells familiar stories using pictures or props as prompts
3.0. Children demonstrate an understanding of print conventions.	
Book handling	
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.	Demonstrates knowledge of print and its uses Uses and appreciates books Orients book correctly; turns pages from the front of the book to the back; recognizes familiar books by their covers

4.0. Children demonstrate awareness that print carries meaning.	
Environmental print	
4.1. Recognize in the environment (classroom, community, or home) an increasing number of familiar symbols, words, and print labels in English.	Demonstrates knowledge of print and its uses Uses print concepts Shows understanding that text is meaningful and can be read
5.0. Children demonstrate progress in their knowledge of the alphabet in English.	
Letter awareness	
5.1. Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words.	Demonstrates knowledge of the alphabet Identifies and names letters Identifies and names 11–20 upper- and 11–20 lowercase letters when presented in random order
Letter recognition	
5.2. Identify ten or more letters of the alphabet in English.	Demonstrates knowledge of the alphabet Identifies and names letters Recognizes as many as 10 letters, especially those in own name
6.0. Children demonstrate phonological awareness.	
Rhyming	
6.1. Repeat, recite, produce, or initiate simple songs, poems, and finger plays that emphasize rhyme in English.	Demonstrates phonological awareness Notices and discriminates rhyme Joins in rhyming songs and games
Onset (initial sound)	
6.2. Recognize and produce words that have a similar onset (initial sound) in English.	Demonstrates phonological awareness Notices and discriminates alliteration Matches beginning sounds of some words
Sound differences in the home language and English	
6.3. Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English, with support.	Demonstrates phonological awareness Notices and discriminates smaller and smaller units of sound Hears and shows awareness of separate syllables in words

Writing	
1.0. Children use writing to communicate their ideas.	
Writing as communication	
1.1. Develop an increasing understanding that what is said in English can be written down and read by others.	Demonstrates emergent writing skills Writes to convey meaning Controlled linear scribbles
Writing to represent words or ideas	
1.2. Continue to develop writing by using letters or letter-like marks to represent their ideas in English.	Demonstrates emergent writing skills Writes to convey meaning Mock letters or letter-like forms
Writing their name	
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.	Demonstrates emergent writing skills Writes name Accurate name

Mathematics	
Around 48 months of age	
Number Sense	
1.0. Children begin to understand numbers and quantities in their everyday environment.	
1.1. Recite numbers in order to ten with increasing accuracy.	Uses number concepts and operations Counts Verbally counts to 10; counts up to five objects accurately, using one number name for each object
1.2. Begin to recognize and name a few written numerals.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 5 by name and connects each to counted objects
1.3. Identify, without counting, the number of objects in a collection of up to three objects (i.e., subitize).	Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts
1.4. Count up to five objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 5 by name and connects each to counted objects
1.5. Use the number name of the last object counted to answer the question, “How many... ?”	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
2.0. Children begin to understand number relationships and operations in their everyday environment.	
2.1. Compare visually (with or without counting) two groups of objects that are obviously equal or nonequal and communicate, “more” or “same.”	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

<p>2.2. Understand that adding to (or taking away) one or more objects from a group will increase (or decrease) the number of objects in the group.</p>	<p>Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p>2.3. Understand that putting two groups of objects together will make a bigger group.</p>	<p>Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>
<p>2.4. Solve simple addition and subtraction problems nonverbally (and often verbally) with a very small number of objects (sums up to 4 or 5).</p>	<p>Uses number concepts and operations Quantifies Recognizes and names the number of items in a small set (up to five) instantly; combines and separates up to five objects and describes the parts</p>

Algebra and Functions (Classification and Patterning)	
1.0. Children begin to sort and classify objects in their everyday environment.	
1.1. Sort and classify objects by one attribute into two or more groups, with increasing accuracy.	Uses classification skills Places objects in two or more groups based on differences in a single characteristic, e.g., color, size, or shape
2.0. Children begin to recognize simple, repeating patterns.	
2.1. Begin to identify or recognize a simple repeating pattern.	Demonstrates knowledge of patterns Copies simple repeating patterns
2.2. Attempt to create a simple repeating pattern or participate in making one.	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
Measurement	
1.0. Children begin to compare and order objects.	
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.	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
1.2. Order three objects by size.	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
Geometry	
1.0. Children begin to identify and use common shapes in their everyday environment.	
1.1. Identify simple two-dimensional shapes, such as a circle and square.	Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)

1.2. Use individual shapes to represent different elements of a picture or design.	<p>Uses symbols and images to represent something not present Thinks symbolically Draws or constructs, and then identifies what it is</p> <p>Explores and describes spatial relationships and shapes Understands shapes Identifies a few basic shapes (circle, square, triangle)</p>
2.0. Children begin to understand positions in space.	
2.1. Identify positions of objects and people in space, such as in/on/ under, up/down, and inside/outside.	<p>Explores and describes spatial relationships and shapes Understands spatial relationships Follows simple directions related to proximity (beside, between, next to)</p>
Mathematical Reasoning	
1.0. Children use mathematical thinking to solve problems that arise in their everyday environment.	
1.1. Begin to apply simple mathematical strategies to solve problems in their environment.	<p>Demonstrates positive approaches to learning Solves problems Observes and imitates how other people solve problems; asks for a solution and uses it</p> <p>Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation</p>
Around 60 months of age	
Number Sense	
1.0. Children expand their understanding of numbers and quantities in their everyday environment.	
1.1. Recite numbers in order to twenty with increasing accuracy.	<p>Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting</p>

1.2. Recognize and know the name of some written numerals.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 5 by name and connects each to counted objects
1.4. Count up to ten objects, using one-to-one correspondence (one object for each number word) with increasing accuracy.	Uses number concepts and operations Connects numerals with their quantities Identifies numerals to 10 by name and connects each to counted objects
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).	Uses number concepts and operations Counts Verbally counts to 20; counts 10–20 objects accurately; knows the last number states how many in all; tells what number (1–10) comes next in order by counting
2.0. Children expand their understanding of number relationships and operations in their everyday environment.	
2.1. Compare, by counting or matching, two groups of up to five objects and communicate, “more,” “same as,” or “fewer” (or “less”).	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
2.2. Understand that adding one or taking away one changes the number in a small group of objects by exactly one.	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
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.	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many
2.4. Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting.	Uses number concepts and operations Quantifies Makes sets of 6–10 objects and then describes the parts; identifies which part has more, less, or the same (equal); counts all or counts on to find out how many

Algebra and Functions (Classification and Patterning)	
1.0. Children expand their understanding of sorting and classifying objects in their everyday environment.	
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).	Uses classification skills Groups objects by one characteristic; then regroups them using a different characteristic and indicates the reason
2.0. Children expand their understanding of simple, repeating patterns.	
2.1. Recognize and duplicate simple repeating patterns.	Demonstrates knowledge of patterns Copies simple repeating patterns
2.2. Begin to extend and create simple repeating patterns.	Demonstrates knowledge of patterns Extends and creates simple repeating patterns
Measurement	
1.0. Children expand their understanding of comparing, ordering, and measuring objects.	
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).	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
1.2. Order four or more objects by size.	Compares and measures Compares and orders a small set of objects as appropriate according to size, length, weight, area, or volume; knows usual sequence of basic daily events and a few ordinal numbers
1.3. Measure length using multiple duplicates of the same-size concrete units laid end to end.	Compares and measures Uses multiples of the same unit to measure; uses numbers to compare; knows the purpose of standard measuring tools

Geometry	
1.0. Children identify and use a variety of shapes in their everyday environment.	
1.1. Identify, describe, and construct a variety of different shapes, including variations of a circle, triangle, rectangle, square, and other shapes.	<p>Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
1.2. Combine different shapes to create a picture or design.	<p>Uses symbols and images to represent something not present Thinks symbolically Plans and then uses drawings, constructions, movements, and dramatizations to represent ideas</p> <p>Explores and describes spatial relationships and shapes Understands shapes Describes basic two- and three-dimensional shapes by using own words; recognizes basic shapes when they are presented in a new orientation</p>
2.0. Children expand their understanding of positions in space.	
2.1. Identify positions of objects and people in space, including in/on/ under, up/down, inside/outside, beside/between, and in front/behind.	<p>Explores and describes spatial relationships and shapes Understands spatial relationships Uses and responds appropriately to positional words indicating location, direction, and distance</p>
Mathematical Reasoning	
1.0. Children expand the use of mathematical thinking to solve problems that arise in their everyday environment.	
1.1. Identify and apply a variety of mathematical strategies to solve problems in their environment.	<p>Demonstrates positive approaches to learning Solves problems Solves problems without having to try every possibility</p> <p>Remembers and connects experiences Makes connections Draws on everyday experiences and applies this knowledge to a similar situation</p>