Roadmap to Collaboration:

Correlation of *The Head Start Framework* to the *Common Core State Standards* in Kindergarten

English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies

Collaborative partnership project supported by NHSA and
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The kindergarten portion of the Common Core State Standards were used in this project as an educational exercise for training purposes and to illustrate the strong connections between the Head Start Program and the expectations set forth in the Common Core Standards for the end of the Kindergarten year.
This non-commercial project was supported by the non-profit

**The Source for Learning, Inc.**

in collaboration with the

**National Head Start Association.**

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This correlation and any comments, observations, recommendations, or conclusions contained herein reflect the work of the collaboration work groups. They do not necessarily reflect the views of The Source for Learning, Inc. nor The National Head Start Association. The Project Facilitators performed minimal edits to clarify the overall content in redundant portions when aggregating correlation data.

*Information about The Source for Learning, Inc. is available on the SFL website, [www.sflinc.org](http://www.sflinc.org).*
Correlation of *The Head Start Framework* to the Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies in Kindergarten

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Phase I Correlation Project: Work Group Participants

The initial draft of the correlation document resulted from the collaboration of multiple Work Groups composed of educational specialists and professionals from the Head Start community. The initial draft was created by the following participants during a live pre-conference session on April 5, 2011 at the 38th Annual Head Start Conference in Kansas City, MO.

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Phase II Correlation Project: Virtual Work Group Participants

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This final draft version of the correlation was developed and reviewed by Head Start early childhood educational specialists and professionals from the Head Start community who attended the NHSA Training Institute on October 2, 2011 in Washington, D.C. These work groups discussed in-depth the accumulated correlations from previous phases of the project and collaborated with their Head Start colleagues. All collective group correlation decisions were recorded in an online data resource. Special thanks to the following individuals for their dedicated efforts and expertise on this project.

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Introduction

The Roadmap to Collaboration Project was conceived in early 2010 as the Common Core State Standards for K-12 were in the final stages of approval. Today over 46 states have adopted the Common Core State Standards for Kindergarten** (CCSS-K) which consists of two separate sets of standards: English Language Arts, and Mathematics. To date the Head Start Framework and the Common Core State Standards are the only two sets of common standards used in multiple states. The CCSS-K affects the education of millions of children in our nation—including tens of thousands of current Early Head Start and Head Start children. The CCSS-K reflects what a child should know and be able to do by the end of Kindergarten. A correlation of the Framework and the CCSS-K can provide a valuable missing link to connect an early childhood roadmap to the "cradle-to-career" continuum.

In 2010, the Office of Head Start asked programs to align the Head Start Framework with state early learning standards and school readiness goals of elementary schools systems to help programs see how to get children ready for Kindergarten and beyond. While school readiness has been a component of Head Start since 1965, the Office of Head Start issued a proclamation

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** Purposes of Correlation:**

**The Correlation will:**
- Highlight readiness goals for children that are achievable in all programs across the nation.
- Communicate a cohesive system of school readiness goals and K-12 expectations.
- Improve children’s transitions to public school.

**The Correlation can:**
- Spotlight the importance of aligning early education with the continuum of Common Core State Standards.
- Help shape the common understanding of what is appropriate for children entering K to know,
- Enable more effective collaboration with schools and smoother transitions for HS children to Kindergarten.

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that programs serving children from 3-5 years old must promote comprehensive school readiness. Yvette Sanchez Fuentes, Director of the Office of Head Start, states that “school readiness doesn’t begin when a child turns 3 or when the child turns 5.” 45 CFR 1304.22(c)(1-vii) of the Head Start Program Performance Standards (10-1-09 Edition) states that each program must provide a wide range of integrated learning experiences that together “form a foundation for school readiness and later school success.”

Head Start programs take an integrated, interdisciplinary approach to support the development of the “whole child.” The revised Head Start Early Learning and Development Framework* (see figure 1) was developed to bring further clarity to the domains and elements of the original Head Start Child Outcomes Framework released in 2000. The revisions are based upon new research and understandings of school readiness. The Framework authors believe that the essential areas of development and learning covered in the framework link directly to the readiness knowledge and skills of 3-5 year olds. Pat McMahon, the Training and Technical Assistance Manager in the Office of Head Start, states “development and learning are cumulative – a child’s earliest experiences build school readiness” (Office of Head Start, 2011).

A key part of school readiness also includes transition services to support successful transitions for enrolled children

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and families from Head Start into elementary school. Head Start Program Performance Standard 45 CFR 1304.419(c) requires Head Start staff to collaborate in joint transition-related discussions with their counterparts in the public schools. Head Start defines school readiness as a comprehensive collection of services and experiences; while a school system may have a narrower set of skills or benchmarks to indicate a child’s readiness to learn in a formal setting.

Elementary school staff who discuss the connections between the 2010 Head Start Framework and their Kindergarten expectations will better understand the wide range of experiences and skills that contribute to each young child’s overall school readiness. When schools and early childhood programs work together, they can help ensure that all children and families are ready for school and that all schools are ready for children and families.

The Head Start Framework is a set of developmental building blocks covering all areas of child development and early learning. As of the date of this correlation, Common Core State Standards have been developed and adopted for only English Language Arts and Mathematics. The Common Core State Standards are sets of highly focused, subject specific standards designed to define end-of-year expectations with a cumulative progression over the K-12 years. This project seeks to go beyond a straight alignment of a comprehensive developmental framework to a narrow set of academic standards. Alignment refers to how well all elements in a system work together to guide instruction and student learning (Webb, 1997). According to Webster’s Dictionary, the word correlation (in a non-mathematical context) is “used to describe the observed relationship between instances of two events. A systematic pattern can be seen in the occurrences of events that are correlated.”

We use the term correlation in this project to describe a much more nuanced relationship between the two. The correlation between a Head Start Domain element and examples and a CCSS-K anchor standard with accompanying grade-specific standards can be so related that one directly implies the other or related in a supportive way so that one precedes the other. Aligning or correlating any two standards or frameworks must be a dynamic process. It is recommended that any group who wishes to develop any correlation, crosswalk or alignment should expect to have

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“School readiness doesn’t happen only in your classrooms, it’s what happens on the school bus ride and during a dental visit.”

– Yvette Sanchez Fuentes, Director of the Office of Head Start, 2011
more than one group of stakeholders review the results. Given the scope and complex nature of this specific correlation, the results can also be highly subjective. For these reasons, the Roadmap to Collaboration Project was designed to have multiple phases of review by the Head Start community.

Phase I took place “live” at the NHSA 38th Annual Head Start Conference & Meetings in April 2010. A group of NHSA members attended the pre-training session titled Roadmap to Collaboration: Connecting Head Start Child Outcomes Framework & Common Core State Standards for Kindergarten. During this session, groups of Head Start professionals & practitioners teamed up to help correlate The Head Start Framework with the continuum of Common Core State Standards for Kindergarten. The goal of the session was to complete an initial Correlation Draft that could spotlight the importance of aligning early education with the continuum of Common Core State Standards, help shape the common understanding of what is appropriate for children entering Kindergarten to know, and enable more effective collaboration with schools and smoother transitions for HS children to Kindergarten.

Participants were randomly divided into six worktables and were given a set of Common Core State Standards for Kindergarten (CCSS-K) on which to work. Groups read through pages of domain examples from The Head Start Framework printed on labels, discussed and selected domain examples they felt best correlated to each CCSS-K strand or standard assigned to their group, and adhered those to a poster for the strand or standard. Each group briefly presented
their work and then voted on how well they felt the work they met the goals. Some groups were confident and others were split in their opinion regarding their correlations. A final poll was taken and 78% of the session participants felt this is an important effort and more work was needed to complete this correlation.

Phase II was conducted via the virtual world. In late spring 2011, an online invitation was extended for Head Start directors and managers to join the next phase of the correlation project. Participants would continue working in the "virtual" world and meet in online webinars to complete the next draft. “Practitioners” such as staff responsible for coordinating curriculum in Head Start programs or those who serve as early childhood specialists were specifically emailed an invitation by NHSA.

Over the summer, six small groups of volunteers provided their expertise and completed online surveys in which they considered the correlation sets in a very granulated manner. They determined whether each example within each Head Start Domain element related to each CCSS-K strand and anchor standard with accompanying grade-specific standards. The result was a highly detailed correlation with interdisciplinary connections. As early childhood educators trained to assess the “whole child” and promote comprehensive school readiness, they saw relationships between CCSS-K strands and standards and Head Start Domain elements and examples that may not be immediately clear to their counterparts in the public schools who may be trained to look for only a small set of academic skills. In cases where a participant indicated that every HS domain, domain elements and examples were correlations to all CCSS-K strands, the Project facilitators reviewed the data for instances of concurrence of two or more participants. These indications were aggregated and included as the Head Start correlations for each CCSS-K section.
The Phase III Review was completed in a live, full day training session at the NHSA Leadership Skills, Policy, and Advocacy Institutes on October 2, 2011. In this phase, work groups collaborated to review the latest Collaboration Project draft with the Phase I and II correlations for each correlated CCSS-K section.

The Work Groups implemented a specially developed criterion rubric to analyze how directly previous correlated Head Start Domains and Elements related to CCSS-K ELA Strands and CCSS-K Math Domains at the Kindergarten level. The eight work groups debated whether the basic and big idea of the Head Start Domain with Elements match with the indicated CCSS-K portion in a primary way; noted if the key concepts, knowledge and skills match in a secondary supporting way; and whether there is a rational emphasis between the two. A final poll was taken at the end of the session, 100% participants felt this draft of the correlation was ready for wider review by members from other professional education associations.

Upon the integration of the review from Phase III, the project shall be made available online for broader open review and comments by the early childhood community. The end goal is for each section to consist of sets of HS Domain Elements that are direct and highly related skills a young child learns before Kindergarten in order to build a foundation for higher level development in formal educational settings. We hope that this correlation can serve as a resource for informing policymakers of the critical importance of an aligned formative assessment system to the overall educational system.
References:


Key Foundational Domains from The Head Start Framework* that Promote School Readiness and correlate to all Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies in Kindergarten

During the correlation project, Head Start early childhood specialists strongly concurred that children who step into a Kindergarten classroom with good overall physical development and health status, good social-emotional health and development, and a basic disposition toward learning (as indicated in the Approaches to learning domain) will be better able to get the most from new learning experiences.

The following three non-academic Domains from The Head Start Child Development and Early Learning Framework* are indicated as essential correlations for all sections of the CCSS: English Language Arts & Literacy K**.

^ Physical Development & Health

One of three objectives created by The National Education Goals Panel to ensure all children start school ready to learn includes that children will receive the health care, nutrition, and physical activities that they need to arrive at school healthy (National Education Goals Panel, 1997). One can easily conclude that inadequate physical health and well-being will have a negative impact on a child’s school readiness.

^ Social & Emotional Development

Research shows that emotional and behavioral self-regulation play a key role in a child’s chances of early school success. Too often adults focus on academic preparedness and miss the importance of children’s social-emotional development (Raver, 2002).

^ Approaches to Learning

School readiness or children’s readiness to learn at school is defined as a child’s ability to meet the task demands of formal instruction in order to benefit from the learning opportunities and educational activities provided by the classroom. This includes self-regulatory skills such as the ability to cooperate, sit quietly for periods of time, listen to the teacher delivered information, and sustain efforts (National Scientific Council on the Developing Child, 2004).

These Head Start Framework Domains and their associated Domain elements with examples should be considered universally relevant as crucial foundational building blocks in a child’s personal development toward school readiness. Children who do not have these basic foundational building blocks in place at the start of the Kindergarten year are at greater risk of poor educational outcomes over the coming years.

(^ Domains, >Domain Elements & • Examples)

^ Physical Development & Health

> Physical Health Status: The maintenance of healthy and age appropriate physical well-being.

- Possesses good overall health, including oral, visual, and auditory health, and is free from communicable or preventable diseases.
- Participates in prevention and management of chronic health conditions and avoids toxins, such as lead.
- Maintains physical growth within the Centers for Disease-Control and Prevention (CDC) recommended ranges for weight by height by age.
- Gets sufficient rest and exercise to support healthy development.

> Health Knowledge & Practice: The understanding of healthy and safe habits and practicing healthy habits

- Completes personal care tasks, such as dressing, brushing teeth, toileting, and washing hands independently from adults.
- Communicates an understanding of the importance of health and safety routines and rules.


CONT: Key Foundational Domains from The Head Start Framework* that Promote School Readiness and correlate to all Common Core State Standards** for English Language Arts & Literacy in History/Social Studies, Science, & Technical Studies in Kindergarten

(> Domains, >Domain Elements & +Examples)

- Follows basic health and safety rules and responds appropriately to harmful or unsafe situations.
- Distinguishes food on a continuum from most healthy to less healthy.
- Eats a variety of nutritious foods.
- Participates in structured and unstructured physical activities.
- Recognizes the importance of doctor and dentist visits.
- Cooperates during doctor and dentist visits and health and developmental screenings.

** Gross Motor Skills: The control of large muscles for movement, navigation, and balance.**
- 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.
- 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.
- 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.

** Fine Motor Skills: The control of small muscles for such purposes as using utensils, self-care, building, and exploring.**
- Develops hand strength and dexterity.
- Develops eye hand coordination to use everyday tools, such as pitchers for pouring or utensils for eating.
- Manipulates a range of objects, such as blocks or books.
- Manipulates writing, drawing, and art tools.

** Social & Emotional Development**

** Social Relationships: The healthy relationships and interactions with adults and peers.**
- Communicates with familiar adults and accepts or requests guidance.
- Cooperates with others.
- Develops friendships with peers.
- Establishes secure relationships with adults.
- Uses socially appropriate behavior with peers and adults, such as helping, sharing, and taking turns.
- Resolves conflict with peers alone and/or with adult intervention as appropriate.
- Recognizes and labels others’ emotions.
- Expresses empathy and sympathy to peers.
- Recognizes how actions affect others and accepts consequences of one’s actions.

** Self-concept & Self Efficacy: The perception that one is capable of successfully making decisions, accomplishing tasks, and meeting goals.**
- Identifies personal characteristics, preferences, thoughts, and feelings.
- Demonstrates age appropriate independence in a range of activities, routines, and tasks.
- Shows confidence in a range of abilities and in the capacity to accomplish tasks and take on new tasks.
- Demonstrates age appropriate independence in decision making regarding activities and materials.

** Self-regulation: The ability to recognize and regulate emotions, attention, impulses, and behavior.**
- Recognizes and labels emotions.
- Handles impulses and behavior with minimal direction from adults.
- Follows simple rules, routines, and directions.
- Shifts attention between tasks and moves through transitions with minimal direction from adults.


CONT: Key Foundational Domains from The Head Start Framework® that Promote School Readiness and correlate to all Common Core State Standards** for English Language Arts & Literacy in History/Social Studies, Science, & Technical Studies in Kindergarten

(↑ Domains, ↓ Domain Elements & • Examples)

> Emotional & Behavioral Health: A healthy range of emotional expression and learning positive alternatives to aggressive or isolating behaviors.
  - Expresses a range of emotions appropriately, such as excitement, happiness, sadness, and fear.
  - Refrains from disruptive, aggressive, angry, or defiant behaviors.
  - Adapts to new environments with appropriate emotions and behaviors.

^ Approaches to Learning
> Initiative & Curiosity: An interest in varied topics and activities, desire to learn, creativeness, and independence in learning.
  - Demonstrates flexibility, imagination, and inventiveness in approaching tasks and activities.
  - Demonstrates eagerness to learn about and discuss a range of topics, ideas, and tasks.
  - Asks questions and seeks new information.

> Persistence & Attentiveness: The ability to begin and finish activities with persistence and attention.
  - Maintains interest in a project or activity until completed.
  - Sets goals and develops and follows through on plans.
  - Resists distractions, maintains attention, and continues the task at hand through frustration or challenges.

> Cooperation: An interest and engagement in group experiences.
  - Plans, initiates, and completes learning activities with peers.
  - Joins in cooperative play with others and invites others to play.
  - Models or teaches peers.
  - Helps, shares, and cooperates in a group.

References:


CONT: Key Foundational Domains from The Head Start Framework* that Promote School Readiness and correlate to all Common Core State Standards** for English Language Arts & Literacy in History/Social Studies, Science, & Technical Studies in Kindergarten

(^Domains, >Domain Elements & •Examples)

The English Language Development Domain from The Head Start Child Development and Early Learning Framework* refers only to children who speak a home language other than English (DLL=dual language learners). Page 6 of the Introduction to The Common Core Standards clearly states, “It is beyond the scope of the Standards to define the full range of supports appropriate for English Language Learning and for students with special needs.”

Even with the above limitations, Head Start early childhood specialists who developed this crosswalk indicated that in addition to the previous three domains, it is essential to consider the English Language Domain as a key foundational domain for any child whose family speaks a home language other than English. A lack of English language skills would dramatically impact a child’s ability to constructively function in the kindergarten classroom. Knowing that bi-lingual children often have communication skills in one language that they do not demonstrate in another language (Cobo-Lewis, Pearson, Eilers, & Umbel, 2002), Head Start early childhood specialists concurred that in order to be successful DLL children who step into a kindergarten classroom must be able to comprehend and express themselves in the language in which instruction will be delivered. Therefore the English Language Development Domain should be correlated to all sections of the CCSS-K: English Language Arts & Literacy K** and be considered universally relevant as crucial foundational building blocks in a DLL child’s personal development toward school readiness.

^English Language Development

>Receptive English Language Skills: The ability to comprehend or understand the English language.

• Participates with movement and gestures while other children and the teachers dance and sing in English.
• Acknowledges or responds nonverbally to common words or phrases, such as “hello” “good bye” “snack time” “bathroom”, when accompanied by adult gestures.
• Points to body parts when asked, “Where is your nose, hand, leg…?”
• Comprehends and responds to increasingly complex and varied English vocabulary, such as “Which stick is the longest?” “Why do you think the caterpillar is hungry?”
• Follows multi-step directions in English with minimal cues or assistance.

>Expressive English Language Skills: The ability to speak or use English.

• Repeats word or phrase to self, such as “bus” while group sings the “Wheels on the Bus” or “brush teeth” after lunch.
• Requests items in English, such as “car,” “milk,” “book,” “ball.”
• Uses one or two English words, sometimes joined to represent a bigger idea, such as “throwball.”
• Uses increasingly complex and varied English vocabulary.
• Constructs sentences, such as “The apple is round.” or “I see a fire truck with lights on.”

>Engagement in English Literacy Activities: Understanding and responding to books, storytelling, and songs presented in English.

• Demonstrates eagerness to participate in songs, rhymes and stories in English.
• Points to pictures and says the word in English, such as “frog,” “baby,” “run.”
• Learns part of a song or poem in English and repeats it.
• Talks with peers or adults about a story read in English.
• Tells a story in English with a beginning, middle, and end from a book or about a personal experience.

References:

How to read the correlation:

The top of each correlation page shows the basic organization of the Common Core State Standards (CCSS). CCSS ELA Standards are organized in larger groups called Strands. Within each Strand is a set of Anchor Standards that carry across all grade levels with increasingly challenging expectations. Anchor Standards follow key skills and ideas that carry across all grade levels with increasingly challenging expectations.

The lower portion of each page shows the interrelated domains, elements and examples from the Head Start Framework that correlate to and support the specific CCSS ELA Strand and Anchor Standard to the left. The entire collection of Head Start Domains in the right column, with any listed elements and examples, should be considered developmental building blocks that together support a child’s successful ability to learn during the Kindergarten year and accomplish the end of year expectations. It is the collective, interrelated experiences from this “whole” portion of the Framework that correlates to the CCSS ELA Strand and Anchor Standard to the left rather than just one isolated Head Start domain, element or example. Each Head Start Domain is color-coded to match the Framework “wheel” (on page 7) developed by the Office of Head Start for easier reference.
Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

RL.K. Reading Standards for Literature K

Key Ideas and Details

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, retell familiar stories, including key details.
3. With prompting and support, identify characters, settings, and major events in a story.

Correlation with The Head Start Child Development and Early Learning Framework*

Primary (^Domains, >Domain Elements & •Examples that correlate)

LANGUAGE DEVELOPMENT

Receptive Language: The ability to comprehend and understand language.

- Attends to language during conversations, songs, stories, or other learning experiences.
- Comprehends increasingly complex and varied vocabulary.
- Comprehends different forms of language, such as questions or exclamations.
- Comprehends different grammatical structures or rules for using language.

Expressive Language: The ability to use language.

- Engages in communication and conversation with others.
- Uses language to express ideas and needs.
- Uses increasingly complex and varied vocabulary.
- Uses different forms of language.
- Uses different grammatical structures for a variety of purposes.
- Engages in storytelling.
- Engages in conversations with peers and adults.

EARLY LITERACY LANGUAGE & SKILLS

Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.

- Shows interest in shared reading experiences and looking at books independently.
- 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.
- Asks and answers questions and makes comments about print materials.
- Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
- Retells stories or information from books through conversation, artistic works, creative movement, or drama.

Secondary

CREATIVE ARTS EXPRESSION

Drama: The portrayal of events, characters, or stories through acting and using props and language.

- Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.
- Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.


Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

### RL.K. Reading Standards for Literature K

#### Craft and Structure

1. Ask and answer questions about unknown words in a text.
2. Recognize common types of texts (e.g., storybooks, poems).
3. With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

Correlation with The Head Start Child Development and Early Learning Framework*

**Primary (Exact Domains, Domain Elements & Examples that correlate)**

^ LANGUAGE DEVELOPMENT

> Receptive Language: The ability to comprehend and understand language.

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**Secondary**

^ LOGIC – REASONING

> Reasoning - Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

- Classifies, compares, and contrasts objects, events, and experiences.
- Seeks multiple solutions to a question, task, or problem.
- Uses past knowledge to build new knowledge.

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Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

RL.K. Reading Standards for Literature
Integration of Knowledge and Ideas

7. With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).

8. (Not applicable to literature)

9. With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.

Correlation with The Head Start Child Development and Early Learning Framework*

Primary (^ Domains, >Domain Elements & •Examples that correlate)

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## Common Core State Standards** for English Language Arts & Literacy in History/Social Studies, Science, & Technical Studies (Kindergarten)

### RL.K. Reading Standards for Literature K

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### Correlation with The Head Start Child Development and Early Learning Framework*

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Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

### RI.K. Reading Standards for Informational Text K

**Key Ideas and Details**

1. With prompting and support, ask and answer questions about key details in a text.
2. With prompting and support, identify the main topic and retell key details of a text.
3. With prompting & support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

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Correlation with The Head Start Child Development and Early Learning Framework*

**Primary (^ Domains, >Domain Elements & •Examples that correlate)**

**^LANGUAGE DEVELOPMENT**

> **Receptive Language: The ability to comprehend and understand language.**

- Attends to language during conversations, songs, stories, or other learning experiences.
- **Comprehends increasingly complex and varied vocabulary.**
- **Comprehends different forms of language, such as questions or exclamations.**
- Comprehends different grammatical structures or rules for using language.

> **Expressive Language: The ability to use language.**

- Engages in communication and conversation with others.
- Uses language to express ideas and needs.
- Uses increasingly complex and varied vocabulary.
- Uses different forms of language.
- Uses different grammatical structures for a variety of purposes.
- Engages in conversations with peers and adults.

**^LITERACY KNOWLEDGE – SKILLS**

> **Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.**

- Shows interest in shared reading experiences and looking at books independently.
- 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.
- **Asks and answers questions and makes comments about print materials.**
- Retells stories or information from books through conversation, artistic works, creative movement, or drama.

**Secondary**

**^CREATIVE ARTS EXPRESSION**

> **Drama: The portrayal of events, characters, or stories through acting and using props and language.**

- **Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.**

**^LOGIC – REASONING**

> **Reasoning - Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.**

- Seeks multiple solutions to a question, task, or problem.
- Recognizes cause and effect relationships.
- Classifies, compares, and contrasts objects, events, and experiences.
- Uses past knowledge to build new knowledge.

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Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

**CONT. RI.K. Reading Standards for Informational Text K**

Key Ideas and Details

*Secondary HS- CDELK Correlation Cont.*

**^ SCIENCE KNOWLEDGE - SKILLS**

> Scientific Skills - Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.

- Uses senses and tools, including technology, to gather information, investigate materials, and observe processes and relationships.
- Describes and discusses predictions, explanations, and generalizations based in past experiences.

**^ SOCIAL STUDIES - SKILLS**

> Self, Family - Community: The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.

- Understands similarities and respects differences among people.

> History - Events: The understanding that events happened in the past and how these events relate to one’s self, family, and community.

- Differentiates between past, present, and future.
- Recognizes events that happened in the past, such as family or personal history.
- Understands how people live and what they do changes over time.
5. Identify the front cover, back page of a book.
6. Name the author and illustrator of a text and define the role of each in presenting ideas or information in a text.

Correlation with The Head Start Child Development and Early Learning Framework*

Primary (^Domains, >Domain Elements & ★Examples that correlate)

^ LANGUAGE DEVELOPMENT
> Receptive Language: The ability to comprehend and understand language.
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Secondary

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> Reasoning - Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
  • Seeks multiple solutions to a question, task, or problem.
  • Classifies, compares, and contrasts objects, events, and experiences.
  • Uses past knowledge to build new knowledge.

^ SCIENCE KNOWLEDGE - SKILLS
> Scientific Skills - Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.
  • Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.
  • Collects, describes, and records information through discussions, drawings, maps, and charts.
  • Describes and discusses predictions, explanations, and generalizations based on past experience.

Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

### RI.K. Reading Standards for Informational Text K

**Integration of Knowledge and Ideas**

7. With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

8. With prompting and support, identify the reasons an author gives to support points in a text.

9. With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

Correlation with The Head Start Child Development and Early Learning Framework*

**Primary (** Domains, >Domain Elements & •Examples that correlate)**

^ LANGUAGE DEVELOPMENT

> Receptive Language: The ability to comprehend and understand language.

- Attends to language during conversations, songs, stories, or other learning experiences.
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> Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.

- Shows interest in shared reading experiences and looking at books independently.
- 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.
- Asks and answers questions and makes comments about print materials.
- Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
- Retells stories or information from books through conversation, artistic works, creative movement, or drama.

Secondary

^ CREATIVE ARTS EXPRESSION

> Art: The use of a range of media and materials to create drawings, pictures, or other objects.

- Discusses one’s own artistic creations and those of others.

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Common Core State Standards** for English Language Arts & Literacy in History / Social Studies, Science, & Technical Studies (Kindergarten)

### Secondary HS- CDELF Correlation Cont.

**^ LOGIC – REASONING**

> **Reasoning - Problem Solving:** The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

- Recognizes cause and effect relationships.
- *Classifies, compares, and contrasts objects, events, and experiences.*
- Uses past knowledge to build new knowledge.

> **Symbolic Representation:** The use of symbols or objects to represent something else.

- Represents people, places, or things through drawings, movement, and three-dimensional objects.

**^ SCIENCE KNOWLEDGE - SKILLS**

> **Scientific Skills - Method:** The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.

- Describes and discusses predictions, explanations, and generalizations based on past experience.

**^ SOCIAL STUDIES - SKILLS**

> **History - Events:** The understanding that events happened in the past and how these events relate to one’s self, family, and community.

- Differentiates between past, present, and future.
- Recognizes events that happened in the past, such as family or personal history.
- Understands how people live and what they do changes over time.
RI.K. Reading Standards for Informational Text K

Range of Reading and Level of Text Complexity

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

Correlation with The Head Start Child Development and Early Learning Framework*

Primary (^ Domains, >Domain Elements & ●Examples that correlate)

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> Receptive Language: The ability to comprehend and understand language.
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Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

RF.K. Reading Standards: Foundational Skills: K

Print Concepts

1. Demonstrate understanding of the organization and basic features of print.
   a. Follow words from left to right, top to bottom, and page by page.
   b. Recognize that spoken words are represented in written language by specific sequences of letters.
   c. Understand that words are separated by spaces in print.
   d. Recognize and name all upper- and lowercase letters of the alphabet.

Correlation with The Head Start Child Development and Early Learning Framework*

Primary (^ Domains, >Domain Elements & •Examples that correlate)

^ LANGUAGE DEVELOPMENT

> Receptive Language: The ability to comprehend and understand language.
   • Attends to language during conversation, songs, stories, or other learning experiences.

^ LITERACY KNOWLEDGE – SKILLS

> Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.
   • Shows interest in shared reading experiences and looking at books independently.
   • 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.
   • Asks and answers questions and makes comments about print materials.

> Phonological awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.
   • Identifies and discriminates between words in language.
   • Identifies and discriminates between separate syllables in words.
   • 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.

> Alphabet Knowledge: The names and sounds associated with letters.
   • Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
   • Recognizes that letters of the alphabet have distinct sound(s) associated with them.
   • Attends to the beginning letters and sounds in familiar words.
   • Identifies letters and associates correct sounds with letters.

> Print Concepts - Conventions: The concepts about print and early decoding (identifying letter-sound relationships).
   • Recognizes print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.
   • Understands that print conveys meaning.
   • Understands conventions, such as print moves from left to right and top to bottom of a page.
   • Recognizes words as a unit of print and understands that letters are grouped to form words.
   • Recognizes the association between spoken or signed and written words.

Common Core State Standards** for English Language Arts & Literacy in History/Social Studies, Science, & Technical Studies (Kindergarten)

CONT. RF.K. Reading Standards: Foundational Skills: K
Print Concepts

Primary HS- CDELF Correlation Cont.

> Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
  - Experiments with writing tools and materials.
  - Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.
  - Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.
  - Copies, traces, or independently writes letters or words.

^ LOGIC – REASONING
> Reasoning - Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
  - Recognizes cause and effect relationships.
  - Uses past knowledge to build new knowledge.

> Symbolic Representation: The use of symbols or objects to represent something else.
  - Represents people, places, or things through drawings, movement, and three-dimensional objects.

Secondary

^ CREATIVE ARTS EXPRESSION

> Art: The use of a range of media and materials to create drawings, pictures, or other objects.
  - Uses different materials and techniques to make art creations.
  - Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.
  - Discusses one’s own artistic creations and those of others.

^ MATHEMATICS KNOWLEDGE - SKILLS

> Geometry - Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.
  - Recognizes and names common shapes, their parts, and attributes.
  - Combines and separates shapes to make other shapes.
  - Compares objects in size and shape.
  - Understands directionality, order, and position of objects, such as up, down, in front, behind.

> Patterns: The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.
  - Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size.
  - Recognizes, duplicates, and extends simple patterns.
  - Creates patterns through the repetition of a unit.
Common Core State Standards** for English Language Arts & Literacy in History/Social Studies, Science, & Technical Studies (Kindergarten)

RF.K. Reading Standards: Foundational Skills: K

Phonological Awareness

2. Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
   a. Recognize and produce rhyming words.
   b. Count, pronounce, blend, and segment syllables in spoken words.
   c. Blend and segment onsets and rimes of single-syllable spoken words.
   d. Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phonem (consonant – vowel – consonant, or CVC) words.* (This does not include CVCs ending with /l/, /r/, or /x/.)
   e. Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

Correlation with The Head Start Child Development and Early Learning Framework*

Primary (^ Domains, >Domain Elements & •Examples that correlate)

^ LANGUAGE DEVELOPMENT

> Receptive Language: The ability to comprehend or understand language.
   • Attends to language during conversation, songs, stories, or other learning experiences.
   • Comprehends increasingly complex and varied vocabulary.
   • Comprehends different grammatical structures or rules for using language.

> Expressive Language: The ability to use language.
   • Engages in communication and conversation with others.
   • Uses language to express ideas and needs.
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^ LITERACY KNOWLEDGE – SKILLS

> Phonological awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.
   • Identifies and discriminates between words in language.
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> Alphabet Knowledge: The names and sounds associated with letters.
   • Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
   • Recognizes that letters of the alphabet have distinct sound(s) associated with them.
   • Attends to the beginning letters and sounds in familiar words.
   • Identifies letters and associates correct sounds with letters.

> Print Concepts - Conventions: The concepts about print and early decoding (identifying letter-sound relationships).
   • Recognizes the association between spoken or signed and written words.

Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

CONT. RF.K. Reading Standards: Foundational Skills: K
Phonological Awareness

HS- CDELF Correlation Cont.

Secondary

^ CREATIVE ARTS EXPRESSION
> Music: The use of voice and instruments to create sounds.
  • Participates in music activities, such as listening, singing, or performing.
  • Experiments with musical instruments.

^ LOGIC – REASONING
> Reasoning - Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
  • Seeks multiple solutions to a question, task, or problem.
  • Recognizes cause and effect relationships.
  • Classifies, compares, and contrasts objects, events, and experiences.
  • Uses past knowledge to build new knowledge.


Correlation with The Head Start Child Development and Early Learning Framework*

**Primary (Domains, Domain Elements & Examples that correlate)**

**LANGUAGE DEVELOPMENT**

- **Receptive Language: The ability to comprehend and understand language.**
  - Attends to language during conversation, songs, stories, or other learning experiences.
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- **Expressive Language: The ability to use language.**
  - Uses increasingly complex and varied vocabulary.
  - Uses different forms of language.
  - Uses different grammatical structures for a variety of purposes.

**LITERACY KNOWLEDGE – SKILLS**

- **Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.**
  - Shows interest in shared reading experiences and looking at books independently.

- **Phonological awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.**
  - Identifies and discriminates between words in language.
  - **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.**

- **Alphabet Knowledge: The names and sounds associated with letters.**
  - Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
  - **Recognizes that letters of the alphabet have distinct sound(s) associated with them.**
  - Attends to the beginning letters and sounds in familiar words.
  - Identifies letters and associates correct sounds with letters.

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Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

CONT. RF.K. Reading Standards: Foundational Skills: K
Phonics and Word Recognition

**Primary HS- CDEL Framework Cont.**

**Print Concepts - Conventions:** The concepts about print and early decoding (identifying letter-sound relationships).
- Recognizes print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.
- Understands that print conveys meaning.
- Understands conventions, such as print moves from left to right and top to bottom of a page.
- Recognizes words as a unit of print and understands that letters are grouped to form words.
- Recognizes the association between spoken or signed and written words.

**Secondary**

^ LOGIC – REASONING

**Reasoning - Problem Solving:** The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
- Seeks multiple solutions to a question, task, or problem.
- Recognizes cause and effect relationships.
- Classifies, compares, and contrasts objects, events, and experiences.
- Uses past knowledge to build new knowledge.

**Symbolic Representation:** The use of symbols or objects to represent something else.
- Represents people, places, or things through drawings, movement, and three-dimensional objects.
Common Core State Standards** for English Language Arts & Literacy in History/Social Studies, Science, & Technical Studies (Kindergarten)

<table>
<thead>
<tr>
<th>RF.K. Reading Standards: Foundational Skills: K</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fluency</td>
</tr>
</tbody>
</table>

4. Read emergent-reader texts with purpose and understanding.

Correlation with The Head Start Child Development and Early Learning Framework*

**Primary (^Domains, >Domain Elements & •Examples that correlate)**

^LANGUAGE DEVELOPMENT

>Receptive Language: The ability to comprehend and understand language.

- Attends to language during conversation, songs, stories, or other learning experiences.
- Comprehends increasingly complex and varied vocabulary
- Comprehends different forms of language, such as questions and exclamations.
- Comprehends different grammatical structures or rules for using language.

>Expressive Language: The ability to use language.

- Uses increasingly complex and varied vocabulary.
- Uses different forms of language.
- Uses different grammatical structures for a variety of purposes.
- Engages in storytelling.

^LITERACY KNOWLEDGE – SKILLS

>Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.

- Shows interest in shared reading experiences and looking at books independently.
- 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.
- **Asks and answers questions and makes comments about print materials.**
- **Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.**
- **Retells stories or information from books through conversation, artistic works, creative movement, or drama.**

>Phonological awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.

- 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.

>Alphabet Knowledge: The names and sounds associated with letters.

- Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
- Recognizes that letters of the alphabet have distinct sound(s) associated with them.
- Attends to the beginning letters and sounds in familiar words.
- Identifies letters and associates correct sounds with letters.

---


CONT. RF.K. Reading Standards: Foundational Skills: K

Fluency

**Primary HS- CDELF Correlation Cont.**

> Print Concepts - Conventions: The concepts about print and early decoding (identifying letter-sound relationships).

- Recognizes print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.
- Understands that print conveys meaning.
- Understands conventions, such as print moves from left to right and top to bottom of a page.
- Recognizes words as a unit of print and understands that letters are grouped to form words.
- Recognizes the association between spoken or signed and written words.

> Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

- Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.

**Secondary**

^ LOGIC – REASONING

> Reasoning - Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

- Seeks multiple solutions to a question, task, or problem.
- Uses past knowledge to build new knowledge.
Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

W.K. Writing Standards K

Text Types and Purposes

1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).

2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

3. Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

Correlation with The Head Start Child Development and Early Learning Framework*

Primary (^Domains, >Domain Elements & •Examples that correlate)

^ LANGUAGE DEVELOPMENT

> Expressive Language: The ability to comprehend and understand language.
  • Attends to language during conversation, songs, stories, or other learning experiences.
  • Comprehends increasingly complex and varied vocabulary.
  • Comprehends different forms of language, such as questions and exclamations.
  • Comprehends different grammatical structures or rules for using language.

> Expressive Language: The ability to use language.
  • Engages in communication and conversation with others.
  • Uses language to express ideas and needs.
  • Uses increasingly complex and varied vocabulary.
  • Uses different forms of language.
  • Uses different grammatical structures for a variety of purposes.
  • Engages in storytelling.
  • Engages in conversations with peers and adults.

^ LITERACY KNOWLEDGE – SKILLS

> Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.
  • Shows interest in shared reading experiences and looking at books independently.
  • 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.
  • Asks and answers questions and makes comments about print materials.
  • Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
  • Retells stories or information from books through conversation, artistic works, creative movement, or drama.

> Alphabet Knowledge: The names and sounds associated with letters.
  • Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.


# Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

## CONT. W.K. Writing Standards K

### Text Types and Purposes

**Primary HS- CDEL Correlation Cont.**

> **Print Concepts - Conventions:** The concepts about print and early decoding (identifying letter-sound relationships).

- Recognizes print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.
- Understands that print conveys meaning.
- Understands conventions, such as print moves from left to right and top to bottom of a page.
- Recognizes words as a unit of print and understands that letters are grouped to form words.
- Recognizes the association between spoken or signed and written words.

> **Early Writing:** The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.

- Experiments with writing tools and materials.
- Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.
- Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.
- Copies, traces, or independently writes letters or words.

### LOGIC – REASONING

> **Reasoning - Problem Solving:** The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

- Seeks multiple solutions to a question, task, or problem.
- Classifies, compares, and contrasts objects, events, and experiences.
- Uses past knowledge to build new knowledge.

> **Symbolic Representation:** The use of symbols or objects to represent something else.

- Represents people, places, or things through drawings, movement, and three-dimensional objects.

### SOCIAL STUDIES - SKILLS

> **History - Events:** The understanding that events happened in the past and how these events relate to one’s self, family, and community.

- Differentiates between past, present, and future.
- Recognizes events that happened in the past, such as family or personal history.
- Understands how people live and what they do changes over time.

### Secondary

#### CREATIVE ARTS EXPRESSION

> **Art:** The use of a range of media and materials to create drawings, pictures, or other objects.

- Uses different materials and techniques to make art creations.
- Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.
- Discusses one’s own artistic creations and those of others.

> **Drama:** The portrayal of events, characters, or stories through acting and using props and language.

- Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.

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Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

<table>
<thead>
<tr>
<th>W.K. Writing Standards K</th>
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<tbody>
<tr>
<td>Production and distribution of Writing</td>
</tr>
<tr>
<td>4. N/A (Begin in grade 3)</td>
</tr>
<tr>
<td>5. With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.</td>
</tr>
<tr>
<td>6. With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.</td>
</tr>
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Correlation with The Head Start Child Development and Early Learning Framework*

Primary (^
Domains,  >Domain Elements & •Examples that correlate)

^ LANGUAGE DEVELOPMENT
> Expressive Language: The ability to comprehend and understand language.
- Attends to language during conversation, songs, stories, or other learning experiences.
- Comprehends increasingly complex and varied vocabulary.
- Comprehends different forms of language, such as questions and exclamations.
- Comprehends different grammatical structures or rules for using language.

> Expressive Language: The ability to use language.
- Engages in communication and conversation with others.
- Uses language to express ideas and needs.
- Uses increasingly complex and varied vocabulary.
- Uses different forms of language.
- Uses different grammatical structures for a variety of purposes.
- Engages in storytelling.
- Engages in conversations with peers and adults.

^ LITERACY KNOWLEDGE – SKILLS
> Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.
- Shows interest in shared reading experiences and looking at books independently.
- 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.
- Asks and answers questions and makes comments about print materials.
- Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
- Retells stories or information from books through conversation, artistic works, creative movement, or drama.

> Phonological awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.
- Identifies and discriminates between words in language.
- Identifies and discriminates between separate syllables in words.
- 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.

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**Common Core State Standards** for English Language Arts & Literacy in History/Social Studies, Science, & Technical Studies (Kindergarten)

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*Primary HS-CDELF Correlation Cont.*

**> Alphabet Knowledge: The names and sounds associated with letters.**
- Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
- Recognizes that letters of the alphabet have distinct sound(s) associated with them.
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- Recognizes print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.
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- Recognizes the association between spoken or signed and written words.

**> Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.**
- **Experiments with writing tools and materials.**
- Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.
- **Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.**
- Copies, traces, or independently writes letters or words.

**^ LOGIC – REASONING**
**> Reasoning - Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.**
- Seeks multiple solutions to a question, task, or problem.

**^ SOCIAL STUDIES - SKILLS**
**> History - Events: The understanding that events happened in the past and how these events relate to one’s self, family, and community.**
- Differentiates between past, present, and future.
Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

**W.K. Writing Standards K**

Research to Build and Present Knowledge

7. Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

9. N/A (begins in grade 4)

Correlation with The Head Start Child Development and Early Learning Framework*

**Primary (**Domains, >Domain Elements & ●Examples that correlate)**

**CREATIVE ARTS EXPRESSION**

> Drama: The portrayal of events, characters, or stories through acting and using props and language.

- Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.

**LANGUAGE DEVELOPMENT**

> Expressive Language: The ability to comprehend and understand language.

- Attends to language during conversation, songs, stories, or other learning experiences.
- Comprehends increasingly complex and varied vocabulary.
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> Expressive Language: The ability to use language.

- Engages in communication and conversation with others.
- Uses language to express ideas and needs.
- Uses increasingly complex and varied vocabulary.
- Uses different forms of language.
- Uses different grammatical structures for a variety of purposes.
- Engages in storytelling.
- Engages in conversations with peers and adults.

**LITERACY KNOWLEDGE – SKILLS**

> Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.

- Shows interest in shared reading experiences and looking at books independently.
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- Asks and answers questions and makes comments about print materials.
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Common Core State Standards** for English Language Arts & Literacy in History/Social Studies, Science, & Technical Studies (Kindergarten)

CONT. W.K. Writing Standards K
Research to Build and Present Knowledge

Primary HS- CDELF Correlation Cont.

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  - Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
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  - Seeks multiple solutions to a question, task, or problem.
  - Classifies, compares, and contrasts objects, events, and experiences.
  - *Uses past knowledge to build new knowledge.*

W.K. Writing Standards K
Range of Writing
10. N/A ( Begins in grade 3)

Correlation with The Head Start Child Development and Early Learning Framework*

*Not applicable*
Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

SL.K. Speaking and Listening Standards K

Comprehension and Collaboration

1. Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

   a. Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

   b. Continue a conversation through multiple exchanges.

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

3. Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

Correlation with The Head Start Child Development and Early Learning Framework*

Primary (^ Domains, >Domain Elements & •Examples that correlate)

^ LANGUAGE DEVELOPMENT

> Receptive Language: The ability to comprehend and understand language.

   • Attends to language during conversation, songs, stories, or other learning experiences.
   • Comprehends increasingly complex and varied vocabulary.
   • Comprehends different forms of language, such as questions and exclamations.
   • Comprehends different grammatical structures or rules for using language.

> Expressive Language: The ability to use language.

   • Engages in communication and conversation with others.
   • Uses language to express ideas and needs.
   • Uses increasingly complex and varied vocabulary.
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   • Engages in storytelling.
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Common Core State Standards** for English Language Arts & Literacy in History/Social Studies, Science, & Technical Studies (Kindergarten)

CONT. SL.K. Speaking and Listening Standards K
Comprehension and Collaboration

Primary HS- CDELF Correlation Cont.

^ LOGIC – REASONING
> Reasoning - Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
  - Seeks multiple solutions to a question, task, or problem.
  - Recognizes cause and effect relationships.
  - Classifies, compares, and contrasts objects, events, and experiences.

Secondary

^ CREATIVE ARTS EXPRESSION
> Music: The use of voice and instruments to create sounds.
  - Participates in music activities, such as listening, singing, or performing.

> Art: The use of a range of media and materials to create drawings, pictures, or other objects.
  - Discusses one’s own artistic creations and those of others.

> Drama: The portrayal of events, characters, or stories through acting and using props and language.
  - Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.
Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

SL.K. Speaking and Listening Standards K

Presentation of Knowledge and Ideas

4. Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

6. Speak audibly and express thoughts, feelings, and ideas clearly.

Correlation with The Head Start Child Development and Early Learning Framework*

Primary (^ Domains, >Domain Elements & •Examples that correlate)

^ CREATIVE ARTS EXPRESSION

> Art: The use of a range of media and materials to create drawings, pictures, or other objects.
  • Discusses own artistic creations and those of others.

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> Expressive Language: The ability to use language.
  • Engages in communication and conversation with others.
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  • Engages in storytelling.
  • Engages in conversations with peers and adults.

^ LOGIC – REASONING

> Symbolic Representation: The use of symbols or objects to represent something else.
  • Represents people, places, or things through drawings, movement, and three-dimensional objects.

Secondary

^ LITERACY KNOWLEDGE – SKILLS

> Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
  • Experiments with writing tools and materials.
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Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

### CONT. SL.K. Speaking and Listening Standards K

**Presentation of Knowledge and Ideas**

**Secondary HS- CDELFA Correlation Cont.**

^ **SCIENCE KNOWLEDGE - SKILLS**

> **Scientific Skills - Method:** The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.

- Observes and discusses common properties, differences, and comparisons among objects.
- Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.
- Collects, describes, and records information through discussions, drawings, maps, and charts.
- Describes and discusses predictions, explanations, and generalizations based on past experience.

> **Conceptual Knowledge of the Natural - Physical World:** The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.

- Observes, describes, and discusses living things and natural processes.
- Observes, describes, and discusses properties of materials and transformation of substances.

^ **SOCIAL STUDIES - SKILLS**

> **Self, Family - Community:** The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.

- Identifies personal and family structure.
- Understands similarities and respects differences among people.
- Recognizes a variety of jobs and the work associated with them.
- Describes or draws aspects of the geography of the classroom, home, and community.

> **People - the Environment:** The understanding of the relationship between people and the environment in which they live.

- Recognizes aspects of the environment, such as roads, buildings, trees, gardens, bodies of water, or land formations.
- Recognizes that people share the environment with other people, animals, and plants.
- Understands that people can take care of the environment through activities, such as recycling.

> **History - Events:** The understanding that events happened in the past and how these events relate to one’s self, family, and community.

- Differentiates between past, present, and future.
- Recognizes events that happened in the past, such as family or personal history.
- Understands how people live and what they do changes over time.
Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

L.K. Language Standards K

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
   a. Print many upper-and lowercase letters.
   b. Use frequently occurring nouns and verbs.
   c. Form regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes).
   d. Understand and use question words (interrogatives) (e.g., who, what, where, when, why, how).
   e. Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
   f. Produce and expand complete sentences in shared language activities.

Correlation with The Head Start Child Development and Early Learning Framework*

Primary (Domains, Domain Elements & Examples that correlate)

^ LANGUAGE DEVELOPMENT
> Receptive Language: The ability to comprehend and understand language.
   • Attends to language during conversations, songs, stories, or other learning experiences.
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   • Asks and answers questions and makes comments about print materials.
   • Retells stories or information from books through conversation, artistic works, creative movement, or drama.

> Phonological awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.
   • Identifies and discriminates between words in language.
   • Identifies and discriminates between separate syllables in words.
   • **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.**

Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

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<td>Conventions of Standard English 1</td>
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**Primary HS- CDELF Correlation Cont.**

> **Alphabet Knowledge: The names and sounds associated with letters.**
  - Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
  - *Recognizes that letters of the alphabet have distinct sound(s) associated with them.*
  - Attends to the beginning letters and sounds in familiar words.
  - *Identifies letters and associates correct sounds with letters.*

> **Print Concepts - Conventions: The concepts about print and early decoding (identifying letter-sound relationships).**
Recognizes print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.
  - Understands that print conveys meaning.
  - *Understands conventions, such as print moves from left to right and top to bottom of a page.*
  - Recognizes the association between spoken or signed and written words.

> **Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.**
  - Experiments with writing tools and materials.
  - Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.
  - Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.
  - *Copies, traces, or independently writes letters or words.*

**Secondary**

^ **LOGIC – REASONING**

> **Reasoning - Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.**
  - Seeks multiple solutions to a question, task, or problem.
  - Recognizes cause and effect relationships.
  - Classifies, compares, and contrasts objects, events, and experiences.
  - Uses past knowledge to build new knowledge.

^ **MATHEMATICS KNOWLEDGE - SKILLS**

> **Geometry - Spatial Sense: The understanding of shapes, their properties, and how objects are related to one another.**
  - Understands directionality, order, and position of objects, such as up, down, in front, behind.
L.K. Language Standards K

Conventions of Standard English

2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

   a. Capitalize the first word in a sentence and the pronoun I.
   b. Recognize and name end punctuation.
   c. Write a letter or letters for most consonant and short-vowel sounds phonemes).
   d. Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

Correlation with The Head Start Child Development and Early Learning Framework*

Primary (^ Domains, >Domain Elements & •Examples that correlate)

^ LANGUAGE DEVELOPMENT
> Expressive Language: The ability to use language.
   • Uses different forms of language.
   • Uses different grammatical structures for a variety of purposes.

^ LITERACY KNOWLEDGE – SKILLS
> Phonological awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.
   • Identifies and discriminates between words in language.
   • Identifies and discriminates between separate syllables in words.
   • 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.

> Alphabet Knowledge: The names and sounds associated with letters. Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
   • Recognizes that letters of the alphabet have distinct sound(s) associated with them.
   • Attends to the beginning letters and sounds in familiar words.
   • Identifies letters and associates correct sounds with letters.

> Print Concepts - Conventions: The concepts about print and early decoding (identifying letter-sound relationships).
   • Recognizes print in everyday life, such as numbers, letters, one’s name, words, and familiar logos and signs.
   • Understands that print conveys meaning.
   • Understands conventions, such as print moves from left to right and top to bottom of a page.
   • Recognizes words as a unit of print and understands that letters are grouped to form words.
   • Recognizes the association between spoken or signed and written words.

> Early Writing: The familiarity with writing implements, conventions, and emerging skills to communicate through written representations, symbols, and letters.
   • Experiments with writing tools and materials.
   • Recognizes that writing is a way of communicating for a variety of purposes, such as giving information, sharing stories, or giving an opinion.
   • Uses scribbles, shapes, pictures, and letters to represent objects, stories, experiences, or ideas.
   • Copies, traces, or independently writes letters or words.

Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

**L.K. Language Standards K**

Conventions of Standard English 2

*HS- CDELF Correlation Cont.*

**Secondary**

^ LOGIC – REASONING

> Reasoning - Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

- Recognizes cause and effect relationships.
- Uses past knowledge to build new knowledge.

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**L.K. Language Standards K**

Knowledge of Language

3. N/A (Begins in grade 2)

Correlation with The Head Start Child Development and Early Learning Framework*

Not applicable

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Common Core State Standards** for English Language Arts & Literacy in History/Social Studies, Science, & Technical Studies (Kindergarten)

L.K. Language Standards K

<table>
<thead>
<tr>
<th>Vocabulary acquisition and Use</th>
</tr>
</thead>
<tbody>
<tr>
<td>4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on kindergarten reading and content.</td>
</tr>
<tr>
<td>a. Identify new meanings for familiar words and apply them accurately (e.g., knowing duck is a bird and learning the verb to duck).</td>
</tr>
<tr>
<td>b. Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word.</td>
</tr>
</tbody>
</table>

Correlation with The Head Start Child Development and Early Learning Framework*

Primary (^ Domains, >Domain Elements & •Examples that correlate)

^ LANGUAGE DEVELOPMENT

> Receptive Language: The ability to comprehend and understand language.
  - Attends to language during conversations, songs, stories, or other learning experiences.
  - Comprehends increasingly complex and varied vocabulary.
  - Comprehends different forms of language, such as questions or exclamations.
  - Comprehends different grammatical structures or rules for using language.

> Expressive Language: The ability to use language.
  - Engages in communication and conversation with others.
  - Uses language to express ideas and needs.
  - Uses increasingly complex and varied vocabulary.
  - Uses different forms of language.
  - Uses different grammatical structures for a variety of purposes.
  - Engages in storytelling.
  - Engages in conversations with peers and adults.

^ LITERACY KNOWLEDGE – SKILLS

> Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.
  - Shows interest in shared reading experiences and looking at books independently.
  - Asks and answers questions and makes comments about print materials.
  - Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
  - Retells stories or information from books through conversation, artistic works, creative movement, or drama.

> Phonological awareness: An awareness that language can be broken into words, syllables, and smaller pieces of sound.
  - Identifies and discriminates between words in language.
  - Identifies and discriminates between separate syllables in words.
  - 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.

^ SCIENCE KNOWLEDGE – SKILLS

> Scientific Skills - Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.
  - Observes and discusses common properties, differences, and comparisons among objects.
  - Describes and discusses predictions, explanations, and generalizations based on past experience.


Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

** CONT. L.K. Language Standards K
Vocabulary acquisition and Use

HS- CDELF Correlation Cont.

Secondary

^ CREATIVE ARTS EXPRESSION

> Art: The use of a range of media and materials to create drawings, pictures, or other objects.
  - Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.
  - Discusses one’s own artistic creations and those of others.

> Drama: The portrayal of events, characters, or stories through acting and using props and language.
  - Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.
  - Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.

^ LOGIC – REASONING

> Reasoning - Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.
  - Seeks multiple solutions to a question, task, or problem.
  - Recognizes cause and effect relationships.
  - Classifies, compares, and contrasts objects, events, and experiences.
  - Uses past knowledge to build new knowledge.
Common Core State Standards** for English Language Arts & Literacy in History/Social Studies, Science, & Technical Studies (Kindergarten)

### L.K. Language Standards K

#### Vocabulary acquisition and Use

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 colorful).
   d. Distinguish shades of meaning among verbs describing the same general action (e.g., walk, march, strut, prance) by acting out the meanings.

6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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**Correlation with The Head Start Child Development and Early Learning Framework***

**Primary (▲ Domains, >Domain Elements & ●Examples that correlate)**

▲ LANGUAGE DEVELOPMENT

> Receptive Language: The ability to comprehend and understand language.

- Attends to language during conversations, songs, stories, or other learning experiences.
- Comprehends increasingly complex and varied vocabulary.
- Comprehends different forms of language, such as questions or exclamations.
- Comprehends different grammatical structures or rules for using language.

> Expressive Language: The ability to use language.

- Engages in communication and conversation with others.
- Uses language to express ideas and needs.
- Uses increasingly complex and varied vocabulary.
- Uses different forms of language.
- Uses different grammatical structures for a variety of purposes.
- Engages in storytelling.
- Engages in conversations with peers and adults.

▲ LOGIC – REASONING

> Reasoning - Problem Solving: The ability to recognize, understand, and analyze a problem and draw on knowledge or experience to seek solutions to a problem.

- Recognizes cause and effect relationships.
- Classifies, compares, and contrasts objects, events, and experiences.
- Uses past knowledge to build new knowledge.

▲ SCIENCE KNOWLEDGE - SKILLS

> Scientific Skills - Method: The skills to observe and collect information and use it to ask questions, predict, explain, and draw conclusions.

- Observes and discusses common properties, differences, and comparisons among objects.
- Participates in simple investigations to form hypotheses, gather observations, draw conclusions, and form generalizations.
- Describes and discusses predictions, explanations, and generalizations based on past experience.

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Primary HS- CDELF Correlation Cont.

> Conceptual Knowledge of the Natural - Physical World: The acquisition of concepts and facts related to the natural and physical world and the understanding of naturally-occurring relationships.
> Observes, describes, and discusses living things and natural processes.
> Observes, describes, and discusses properties of materials and transformation of substances.

Secondary

> Art: The use of a range of media and materials to create drawings, pictures, or other objects.
> Creates artistic works that reflect thoughts, feelings, experiences, or knowledge.
> Discusses one’s own artistic creations and those of others.

> Drama: The portrayal of events, characters, or stories through acting and using props and language.
> Uses dialogue, actions, and objects to tell a story or express thoughts and feelings about one’s self or a character.
> Uses creativity and imagination to manipulate materials and assume roles in dramatic play situations.

*LITERACY KNOWLEDGE – SKILLS*

> Book Appreciation and Knowledge: The interest in books and their characteristics, and the ability to understand and get meaning from stories and information from books and other texts.
> Shows interest in shared reading experiences and looking at books independently.
> 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.
> Asks and answers questions and makes comments about print materials.
> Demonstrates interest in different kinds of literature, such as fiction and non-fiction books and poetry, on a range of topics.
> Retells stories or information from books through conversation, artistic works, creative movement, or drama.

> Alphabet Knowledge: The names and sounds associated with letters.
> Recognizes that the letters of the alphabet are a special category of visual graphics that can be individually named.
> Recognizes that letters of the alphabet have distinct sound(s) associated with them.
> Attends to the beginning letters and sounds in familiar words.
> Identifies letters and associates correct sounds with letters.

*MATHEMATICS KNOWLEDGE – SKILLS*

> Number Concepts - Quantities: The understanding that numbers represent quantities and have ordinal properties (number words represent a rank order, particular size, or position in a list).
> Recites numbers in the correct order and understands that numbers come “before” or “after” one another.

> Number Relationships - Operations: The use of numbers to describe relationships and solve problems.
> 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.
> Recognizes that numbers (or sets of objects) can be combined or separated to make another number through the grouping of objects.
Common Core State Standards** for English Language Arts & Literacy in History /Social Studies, Science, & Technical Studies (Kindergarten)

** Secondary HS- CDELF Correlation Cont.**
> **Geometry - Spatial Sense:** The understanding of shapes, their properties, and how objects are related to one another.
  - Recognizes and names common shapes, their parts, and attributes.
  - Combines and separates shapes to make other shapes.
  - Compares objects in size and shape.
  - Understands directionality, order, and position of objects, such as up, down, in front, behind.

> **Patterns:** The recognition of patterns, sequencing, and critical thinking skills necessary to predict and classify objects in a pattern.
  - Sorts, classifies, and serializes (puts in a pattern) objects using attributes, such as color, shape, or size.
  - Recognizes, duplicates, and extends simple patterns.

> **Measurement - Comparison:** The understanding of attributes and relative properties of objects as related to size, capacity, and area.
  - Compares objects using attributes of length, weight and size (bigger, longer, taller, heavier).
  - Orders objects by size or length.
  - Uses nonstandard and standard techniques and tools to measure and compare.

^ SOCIAL STUDIES - SKILLS
> **Self, Family - Community:** The understanding of one’s relationship to the family and community, roles in the family and community, and respect for diversity.
  - Identifies personal and family structure.
  - Understands similarities and respects differences among people.
  - Recognizes a variety of jobs and the work associated with them.

> **History - Events:** The understanding that events happened in the past and how these events relate to one’s self, family, and community.
  - Differentiates between past, present, and future.
  - Recognizes events that happened in the past, such as family or personal history.
  - Understands how people live and what they do changes over time.