**Sacramento County Head Start & Early Head Start**

**Head Start Early Learning Outcomes Framework 2015 Alignment (Birth to 5)**

School Readiness Goals to Assessment Instrument

**Purpose:** The Framework guides choices in curriculum and learning materials, guides the planning of daily activities and informs intentional teaching practices. Aligning instruction and opportunities for play, exploration, discovery and problem-solving with early learning outcomes described in the Framework will promote successful learning in all children.

| **Central Domain** | **Sub-Domain** | **Framework Goals** | **Sac County SRG’s** | | **Assessment Measure or Strands** |
| --- | --- | --- | --- | --- | --- |
| **APPROACHES TO LEARNING** | | | **Goal: Approaches to Learning**  Children will demonstrate persistence, flexibility, curiosity and take initiative as well as creatively express themselves | | |
|  | **Emotional & Behavioral Self-Regulation** | | | |  |
|  |  | * **IT-ATL 1** manages feeling & emotions with support of familiar adults * **IT-ATL 2** manages actions & behavior with support of familiar adults |  | | **DRDP:** ATL-REG2. ATL-REG5, SED3  **HELP:** 5-3 |
|  |  | * **P-ATL 1** manages emotions with increasing independence * **P-ATL 2** follows classroom rules & routines with increasing independence * **P-ATL 3** appropriately handles & takes care of classroom materials * **P-ATL 4** Manages actions, words & behavior with increasing independence |  | | **DRDP:** ATL-REG2. ATL-REG5, HSS5  **HELP:** 0-0 |
|  | **Cognitive Self-Regulation (executive functioning)** | | | |  |
|  |  | * **IT-ATL 3** maintains focus & sustains attention with support * **IT-ATL 4** develops the ability to show persistence in actions & behaviors * **IT-ATL 5** demonstrates the ability to be flexible in actions & behavior |  | | **DRDP:** ATL-REG1, ATL-REG5  **HELP:** 5-4 |
|  |  | * **P-ATL 5** demonstrates an increasing ability to control impulses * **P-ATL 6** Maintains focus & sustains attention with minimal adults support * **P-ATL 7** persists in tasks * **P-ATL 8** holds information in mind & manipulates it to perform tasks * **P-ATL 9** demonstrates flexibility in thinking & behavior |  | | **DRDP:** ATL-REG1, ATL-REG5, ATL-REG6  **HELP:** 0-0, 1-8, 4-6B,  4-8 |
|  | **Initiative & Curiosity** | | | |  |
|  |  | * **IT-ATL 6** demonstrates emerging initiative in interactions, experiences & explorations * **IT-ATL 7** shows interest in & curiosity about objects, materials or events |  | | **DRDP:** ATL-REG4, COG 9, COG 11  **HELP:** 0-0, 6-7 |
|  |  | * **P-ATL 10** demonstrates initiative & independence * **P-ATL 11** shows interest in & curiosity about the world around them |  | | **DRDP:** ATL-REG3, ATL-REG4  **HELP:** 5-1 |
|  | **Creativity** | | | |  |
|  |  | * **IT-ATL 8** uses creativity to increase understanding & learning * **IT-ATL 9** shows imagination in play & interactions with others |  | | **DRDP:** SED5  **HELP:** 1-1 |
|  |  | * **P-ATL 12** expresses creativity in thinking & communication * **P-ATL 13** uses imagination in play & interactions with others |  | | **DRDP:** SED5, VPA1, VPA2, VPA3, VPA4  **HELP:** 1-12 |
| **SOCIAL & EMOTIONAL DEVELOPMENT** | | | **Goal: Social & Emotional**  Children will develop a healthy sense of identity and belonging, manage emotions and engage in secure relationships with peers and adults. | | |
|  | **Relationships with Adults** | | | |  |
|  |  | * **IT-SE 1** develops expectations of consistent, positive interactions through secure relationships with familiar adults * **IT-SE 2** uses expectations learned through repeated experiences in primary relationships to develop relationships with other adults * **IT-SE 3** learns to use adults as a resource to meet needs |  | | **DRDP:** SED3  **HELP:** 5-1, 5-5 |
|  |  | * **P-SE 1** engages in & maintains positive relationships & interactions with adults * **P-SE 2** engages in prosocial & cooperative behavior with adults |  | | **DRDP:** SED3  **HELP:** 0-0 |
|  | **Relationships with Other Children** | | | |  |
|  |  | * **IT-SE 4** shows interest in, interacts with & develops personal relationships wit other children * **IT-SE 5** imitates & engages in play with other children |  | | **DRDP:** SED4  **HELP:** 5-5 |
|  |  | * **P-SE 3** engages in & maintains positive interactions & relationships with other children * **P-SE 4** engages in cooperative p[lay with other children * **P-SE 5** uses basic problem-solving skills to resolve conflicts with other children |  | | **DRDP:** SED4,  ATL-REG7, HSS4  **HELP:** 1-4D, 5-4, 5-5 |
|  | **Emotional Functioning** | | | |  |
|  |  | * **IT-SE 6** learns to express a range of emotions * **IT-SE 7** recognizes & interprets emotions of others with support of familiar adults * **IT-SE 8** expresses care & concern towards others * **IT-SE 9** manages emotions with support of familiar adults |  | | **DRDP:** SED2,  ATL-REG5  **HELP:** 5-1, 5-3 |
|  |  | * **P-SE 6** expresses a broad range of emotions & recognizes these emotions in self & others * **P-SE 7** expresses care & concern towards others * **P-SE 8** manages emotions with increasing independence |  | | **DRDP:** SED2,  ATL-REG5  **HELP:** 5-5, 5-6 |
|  | **Sense of Identity & Belonging** | | | |  |
|  |  | * **IT-SE 10** shows awareness about self & how to connect with others * **IT-SE 11** understands some characteristics of self & others * **IT-SE 12** shows confidence in own abilities through relationships with others * **IT-SE 13** develops a sense of belonging through relationships with others |  | | **DRDP:** SED1  **HELP:** 5-2 |
|  |  | * **P-SE 9** recognizes self as a unique individual having own abilities, characteristics, emotions & interest * **P-SE 10** expresses confidence in own skills & positive feelings about self * **P-SE 11** sense of belonging to family, community and other groups |  | | **DRDP:** SED1  **HELP:** 5-2 |
| **LANGUAGE & COMMUNICATION** | | | **Goal: Language Communication**  Children will exhibit the ability to communicate and use language with understanding and a varied vocabulary | | |
|  | **Attending & Understanding** | | | |  |
|  |  | * **IT-LC 1** attends to, understands & responds to communication & language from others * **IT-LC 2** learns from communication & language experiences with others |  | | **DRDP:** LLD1, LLD2  **HELP:** 1-3, 2-1A, 2-2 |
|  |  | * **P-LC 1** attends to communications and language from others * **P-LC 2** understands & responds to increasingly complex communication & language from others |  | | **DRDP:** LLD1, LLD2, ELD1  **HELP:** 2-1A, 2-2, 2-4B, 5-7  ( ELD 2-1A, 2-4B) |
|  | **Communicating & Speaking** | | | |  |
|  |  | * **IT-LC 3** communicates needs & wants non-verbally and by using language * **IT-LC 4** uses non-verbal communication and language to engage others in interactions * **IT-LC 5** uses increasingly complex language in conversation with others * **IT-LC 6** initiates non-verbal communications and language to learn & gain information |  | | **DRDP:** LLD3, LLD4  **HELP:** 2-3, 2-4A, 2-4B, 2-6 |
|  |  | * **P-LC 3** varies the amount of information provided to meet the demands of the situation * **P-LC 4** understands, follows and uses appropriate social & conversation rules * **P-LC 5** expresses himself in increasingly long, detailed and sophisticated ways |  | | **DRDP:** LLD3, LLD4, ELD2  **HELP:** 2-3, 2-4B, 5-7  (ELD 2-3, 2-4B) |
|  | **Vocabulary** | | | |  |
|  |  | * **IT-LC 7** understands an increasing number of words used in communications with other * **IT-LC 8** uses an increasing number of words in communications and conversation with others |  | | **DRDP:**LLD1, LLD3, LLD4  **HELP:** 1-7C, 2-1A,  2-1B, 2-5 |
|  |  | * **P-LC 6** understands & uses a wide variety of words for a variety of purposes * **P-LC 7** shows understanding of word categories & relationships among words |  | | **DRDP:** LLD1, LLD3, ELD1, ELD2  **HELP:** 2-3, 2-4B, 2-7  ( ELD 2-3, 2-4B) |
|  | **Literacy** | | | |  |
|  |  | * **IT-LC 9** attends to, repeats and uses some rhymes, phrases or refrains from stories or songs * **IT-LC 10** handles books & relates them to their stories or information * **IT-LC 11** recognizes pictures & some symbols, signs or words * **IT-LC 12** comprehends meaning from pictures and stories * **IT-LC 13** makes marks & uses them to represent objects or actions |  | | **DRDP:** LLD5  **HELP:** 0-0, 2-7, 4-6A |
| **LITERACY** | | | **Goal: Preschool Literacy**  Children will demonstrate an awareness of language attributes and demonstrate understanding of print including the ability to recognize and write symbols and letters**.** | | |
|  | **Phonological Awareness** | | | |  |
|  |  | * **P-LIT 1** Demonstrates awareness that spoken language is composed of smaller * segments of sound |  | | **DRDP:** LLD8  **HELP:** 2-1A, 2-6  (ELD 2-1A) |
|  | **Print & Alphabet Knowledge** | | | |  |
|  |  | * **P-LIT 2** demonstrates an understanding of how print is used (functions of print) & rules that govern how print works (conventions of print) * **P-LIT 3** identifies letters of the alphabet & produces correct sounds associated with letters |  | | **DRDP:** LLD7, LLD9, LLD10, ELD4  **HELP:** 1-9  (ELD 1-9) |
|  | **Comprehension & Text Structure** | | | |  |
|  |  | * **P-LIT 4** demonstrates an understanding of narrative structure through storytelling/re-telling * **P-LIT 5** asks & answers questions about a book that was read aloud * **P-LIT 6** writes for a variety of purposes using increasingly sophisticated marks |  | | **DRDP:** LLD5, LLD6, ELD3  **HELP:** 1-9, 1-11, 4-6A  (ELD 1-9) |
| **COGNITION** | | | **Goal: Infant/Toddler Cognition**  **Children will explore and discover using memory, imitation, reasoning and problem solving.** | | |
|  | **Exploration & Discovery** | | | |  |
|  |  | * **IT-C 1** actively explores people & objects to understand self, others & objects * **IT-C 2** uses understanding of casual relationships to act on social & physical environments |  | | **DRDP:** COG1, COG8, COG9  **HELP:** 1-4B, 1-4C |
|  | **Memory** | | | |  |
|  |  | * **IT-C 3** recognizes differences between familiar & unfamiliar people, objects, actions or events * **IT-C 4** recognizes the stability of people & objects in the environment * **IT-C 5** uses memories as a foundation for more complex actions & thoughts |  | | **DRDP:** COG1  **HELP:** 1-4A, 1-7C |
|  | **Reasoning & Problem Solving** | | | |  |
|  |  | * **IT-C 6** learns to use a variety of strategies in problem solving * **IT-C 7** uses reasoning & planning ahead to solve problems |  | | **DRDP:** COG2, COG8  **HELP:** 1-4A, 1-4B,  1-4C, 1-5, 4-6B, 4-6C |
|  | **Emergent Mathematical Thinking** | | | |  |
|  |  | * **IT-C 8** develops sense of number & quantity * **IT-C 9** uses spatial awareness to understand objects and their movements in space * **IT-C 10** uses matching & sorting of objects or people to understand similar & difference |  | | **DRDP:** COG1, COG2, COG3  **HELP:** 1-5, 1-6A, 1-6B, 1-7A, 1-7B, 4-6C |
|  | **Imitation & Symbolic Representation & Play** | | | |  |
|  |  | * **IT-C 11** observes & imitates sounds, words. Gestures, actions & behaviors * **IT-C 12** uses objects or symbols to represent something else * **IT-C 13** uses pretend play to increase understanding of culture, environment & experiences |  | | **DRDP:** ATL-REG3, SED5  **HELP:** 1-1, 1-2 |
| **MATHEMATICS DEVELOPMENT** | | | **Goal: Preschool Mathematics**  Children will understand that numbers represent quantities and demonstrate the ability to count, measure, use algebraic functions and recognize geometric/ spatial properties | | |
|  | **Counting & Cardinality** | | | |  |
|  |  | * **P-MATH 1** knows numbers names & the count sequence * **P-MATH 2** recognizes the number of objects in a small set * **P-MATH 3** understands the relationship between numbers & quantities * **P-MATH 4** compares numbers * **P-MATH 5** associates a quantity with written numerals up to 5 an begins to write numbers |  | | **DRDP:** COG3, COG4  **HELP:** 1-10 |
|  | **Operations & Algebraic Thinking** | | | |  |
|  |  | * **P-MATH 6** understands addition as adding to understanding subtraction as taking away from * **P-MATH 7** understands simple patterns |  | | **DRDP:** COG4, COG6  **HELP:** 1-7A, 1-7B, 1-7C, 1-10 |
|  | **Measurement** | | | |  |
|  |  | * **P-MATH 8** measures objects by their various attributes using standard & non-standard measurement. Uses the differences in attributes to make comparisons |  | | **DRDP:** COG2, COG5  **HELP:** 1-13 |
|  | **Geometry & Spatial Sense** | | | |  |
|  |  | * **P-MATH 9** identifies, describes, compares & composes shapes * **P-MATH 10** explores the positions of object in space |  | | **DRDP:** COG1, COG7  **HELP:** 1-7A, 1-7B, 1-7C |
| **SCIENTIFIC REASONING** | | | **Goal: Preschool Scientific Reasoning**  Children will observe and collect information and use it to ask questions, predict, explain and draw conclusions using scientific inquiry**.** | | |
|  | **Scientific Inquiry** | | | |  |
|  |  | * **P-SCI 1** observes & describes observable phenomena (objects, materials, organisms & events) * **P-SCI 2** engages in scientific talk * **P-SCI 3** compares & categories observable phenomena |  | | **DRDP:** COG8, COG9, COG11, COG10, HSS1, HSS2, HSS3  **HELP:** 1-4D, 4-8 |
|  | **Reasoning & Problem Solving** | | | |  |
|  |  | * **P-SCI 4** asks question, gathers information & makes predictions * **P-SCI 5** plans & conducts investigations & experiments * **P-SCI 6** analyzes results, draws conclusions & communicate results |  | | **DRDP:** COG8, COG9, COG10  **HELP:** 1-4D, 4-8 |
| **PERCEPTUAL, MOTOR & PHYSCIAL DEVELOPMENT** | | | | **Goal: Motor & Physical**  **Children will exemplify physical health by practicing safe and healthy habits and engaging in both fine and gross motor skill activities.** | |
|  | **Perception** | | | |  |
|  |  | * **IT-PMP 1** uses perceptual information to understand objects, experiences & interactions * **IT-PMP 2** uses perceptual information in directing own actions, experiences & interactions |  | | **DRDP:** PD-HLTH1  **HELP:** 1-3, 1-4B, 1-4C |
|  | **Gross Motor** | | | |  |
|  |  | * **IT-PMP 3** demonstrates effective & efficient use of large muscles for movement & position * **IT-PMP 4** demonstrates effective & efficient use of large muscles to explore the environment * **IT-PMP 5** uses sensory information & body awareness to understand how their body relates to the environment |  | | **DRDP:** PD-HLTH2,  PD-HLTH3  **HELP:** 1-3, 3-1, 3-2,  3-3, 3-4, 3-5, 3-7A,  3-7B, 3-7C, 3-7D, 3-7E, 3-7F, 3-7G, 3-7H, 6-1, 6-2 |
|  |  | * **P-PMP 1** demonstrates control, strength & coordination of large muscles * **P-PMP 2** uses perceptual information to guide motions & interactions with objects & other people |  | | **DRDP:** PD-HLTH1,  PD-HLTH2, PD-HLTH3  **HELP:** 3-7A, 3-7B,  3-7C, 3-7H |
|  | **Fine Motor** | | | |  |
|  |  | * **IT-PMP 6** coordinates hand & eye movements to perform actions * **IT-PMP 7** uses hands for exploration, play & daily routines * **IT-PMP 8** adjust reach & grasp to use tools |  | | **DRDP:** PD-HLTH4  **HELP:** 4-1, 4-2, 4-3,  4-4, 4-5, 4-6D, 4-7A,  4-7B, 4-7C, 4-7D, 6-7 |
|  |  | * **P-PMP 3** demonstrates increasing control, strength & coordination of small muscles |  | | **DRDP:** PD-HLTH4,  PD-HLTH9  **HELP:** 3-7F, 3-7G,  4-6D, 4-7C, 4-7D |
|  | **Health, Safety & Nutrition** | | | |  |
|  |  | * **IT-PMP 9** demonstrates healthy behaviors with increasing independence as part of everyday routines * **IT-PMP 10** demonstrates effective & efficient use of large muscles to explore the environment (SAFE ENVIRONMENT) * **IT-PMP 11** Demonstrates healthy behaviors with increasing independence as part of everyday routines |  | | **DRDP:** PD-HLTH5,  PD-HLTH6, PD-HLTH7, PD-HLTH8  **HELP:** 6-2, 6-3, 6-4,  6-5, 6-6, 6-7 |
|  |  | * **P-PMP 4** demonstrates personal hygiene & self-care * **P-PMP 5** develops knowledge & skills that help promote nutritious food choices & eating habits * **P-PMP 6** demonstrates knowledge of personal safety practices & routines | PHY-B | | **DRDP:** PD-HLTH5,  PD-HLTH6, PD-HLTH7, PD-HLTH8, PD-HLTH10  **HELP:** 5-8, 6-2A, 6-2B, 6-3A, 6-3B, 6-5, 6-6,  6-8, 6-9 |

Assessment Instruments: “**DRDP”** is used in the classroom and “**HELP”** is used for Home-Based.