

# California Preschool Learning Foundations Alignment with HighReach Learning, Inc., Curriculum for Ages 3–5

The following table aligns the California Preschool Learning Foundations, adopted by the California Department of Education, with the HighReach Learning curriculum for ages 3–5.

All HighReach Learning curriculum programs are integrated and thematic. Within each topic are four subtopics comprised of over 120 center-based activities and events, which can be selected by the teacher based on children’s needs, development levels, and interests. The curriculum is standards based, and all activities link to objectives. There is a proven connection to educational theorists and a balanced approach of child-guided and adult-guided experiences. The curriculum’s pedagogy is “intentionality,” which is supported by research.

<b>HighReach Learning, Inc., Curriculum for Ages 3–5 Alignment with the California Preschool Learning Foundations</b>	
<b>SOCIAL-EMOTIONAL DEVELOPMENT</b>	
<b>California Preschool Learning Foundations</b>	<b>HighReach Learning Curriculum Alignment with Standards</b>
<b>SELF</b>	
<b>1.0 Self-Awareness</b>	
1.1 Children compare their characteristics with those of others, and display a growing awareness of their psychological characteristics, such as thoughts and feelings	<ul style="list-style-type: none"> <li>• <b>SE1</b> Begins to develop and express awareness of self in terms of specific abilities, characteristics, and preferences.</li> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE17</b> Develops ability to identify personal characteristics, including gender and family composition.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<b>2.0 Self-Regulation</b>	
2.1 Children regulate their attention, thoughts, feelings, and impulses more consistently, although adult guidance is sometimes necessary	<ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>SE7</b> Develops increasing ability to discriminate between risk-taking behavior that is appropriate and not appropriate or dangerous.</li> <li>• <b>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times.</li> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> </ul>
<b>3.0 Social and Emotional Understanding</b>	
3.1 Children begin to comprehend the mental and psychological reasons that people act as they do, and how they contribute to differences between people	<ul style="list-style-type: none"> <li>• <b>SE8</b> Progresses in ability to distinguish between intentional and unintentional acts of others.</li> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> <li>• <b>SE18</b> Progresses in understanding similarities and respecting differences among people, such as gender, race, special needs, culture, language, and family structures.</li> </ul>
<b>4.0 Empathy and Caring</b>	
4.1 Children respond to another's distress and needs with sympathetic caring and are more likely to assist	<ul style="list-style-type: none"> <li>• <b>SE16</b> Progresses in responding sympathetically to peers who are in need, upset, hurt, or angry; and in expressing empathy or caring for others.</li> </ul>
<b>5.0 Initiative and Learning</b>	
5.1 Children take greater initiative in making new discoveries, identifying new solutions, and persisting in trying to figure things out	<ul style="list-style-type: none"> <li>• <b>ATL2</b> Develops increased ability to make independent choices.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> <li>• <b>ATL9</b> Develops increasing ability to find more than one solution to a question, task, or problem.</li> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error and interactions and discussions with peers and adults.</li> </ul>
<b>SOCIAL INTERACTION</b>	
<b>1.0 Interactions with Familiar Adults</b>	
1.1 Children participate in longer and more reciprocal interactions with familiar adults, and take greater initiative in social interaction	<ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> <li>• <b>ATL1</b> Chooses to participate in an increasing variety of tasks and activities.</li> </ul>
<p><b>2.0 Interactions with Peers</b></p>	
<p>2.1 Children more actively and intentionally cooperate with each other</p>	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> <li>• <b>ATL1</b> Chooses to participate in an increasing variety of tasks and activities.</li> </ul>
<p>2.2 Children create more complex sequences of pretend play that involve planning, coordination of roles, and cooperation</p>	<ul style="list-style-type: none"> <li>• <b>CA11</b> Participates in a variety of dramatic play activities that become more extended and complex.</li> <li>• <b>CA12</b> Shows growing creativity and imagination in using materials and in assuming different roles in dramatic play situations.</li> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> <li>• <b>ATL3</b> Approaches tasks and activities with increased flexibility, imagination, and inventiveness.</li> <li>• <b>ATL5</b> Grows in abilities to persist in and complete a variety of tasks, activities, projects, and experiences.</li> <li>• <b>ATL6</b> Demonstrates increasing ability to set goals and develop and follow through on plans.</li> <li>• <b>ATL7</b> Shows growing capacity to maintain concentration over time on a task, question, set of directions, or interactions, despite distractions and interruptions.</li> </ul>
<p>2.3 Children negotiate with each other, seeking adult assistance when needed, and increasingly use words to respond to conflict. Disagreements may be expressed with verbal taunting in addition to physical aggression</p>	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
<b>3.0 Group Participation</b>	
3.1 Children participate positively and cooperatively as group members	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> </ul>
<b>4.0 Cooperation and Responsibility</b>	
4.1 Children have growing capacities for self-control and are motivated to cooperate to receive adult approval and to think approvingly of themselves	<ul style="list-style-type: none"> <li>• <b>SE4</b> Shows progress in expressing feelings, needs, and opinions in difficult situations and conflicts without harming themselves, others, or property.</li> <li>• <b>SE6</b> Demonstrates increasing capacity to follow rules and routines and use materials purposefully, safely, and respectfully.</li> <li>• <b>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> </ul>
<b>RELATIONSHIPS</b>	
<b>1.0 Attachments to Parents</b>	
1.1 Children take greater initiative in seeking support from their primary family attachment figures	<ul style="list-style-type: none"> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> </ul>
1.2 Children contribute to positive mutual cooperation with their primary family attachment figures	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE11</b> Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> </ul>

1.3 After experience with out-of-home care, children comfortably depart from the primary family attachment figures. Children also maintain well-being apart from them during the day	<ul style="list-style-type: none"> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> <li>• <b>SE9</b> Demonstrates increased ability to self-regulate behavior during transition times.</li> </ul>
<b>2.0 Close Relationships with Teachers and Caregivers</b>	
2.1 Children take greater initiative in seeking the support of their primary teachers and caregivers	<ul style="list-style-type: none"> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> <li>• <b>ATL8</b> Grows in the ability to distinguish when and how to seek help or information.</li> </ul>
2.2 Children contribute to positive mutual cooperation with their primary teachers and caregivers	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE12</b> Develops increasing abilities to give and take in interactions, to take turns in games or using materials, and to interact without being overly submissive or directive.</li> <li>• <b>SE14</b> Demonstrates increasing comfort in talking with and accepting guidance and directions from a range of familiar adults.</li> </ul>
<b>3.0 Friendships</b>	
3.1 Children's friendships are more reciprocal, exclusive, and enduring	<ul style="list-style-type: none"> <li>• <b>SE10</b> Increases abilities to sustain interactions with peers by helping, sharing, and discussion.</li> <li>• <b>SE15</b> Shows progress in developing friendships with peers.</li> </ul>

## **LANGUAGE AND LITERACY**

**California Preschool Learning Foundations**

**HighReach Learning Curriculum Alignment with Standards**

### **LISTENING AND SPEAKING**

#### **1.0 Language Use and Convention**

1.1 Use language to communicate with others in both familiar and unfamiliar social situations for a variety of basic and advanced purposes, including reasoning, predicting, problem-solving, seeking new information

- **L5** Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.
- **L6** Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.
- **S5** Begins to describe and discuss predictions, explanations, and generalizations based on past experiences.
- **SE11** Shows increasing abilities to use compromise and discussion in working, playing, and resolving conflicts with peers.

	<ul style="list-style-type: none"> <li>• <b>ATL10</b> Grows in recognizing and solving problems through active exploration, including trial and error and interactions and discussions with peers and adults.</li> </ul>
1.2 Speak clearly enough to be understood by most familiar and unfamiliar adults and children	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> <li>• <b>L9</b> For non-English-speaking children, progresses in speaking English.</li> </ul>
1.3 Use accepted language and style during communication with both familiar and unfamiliar adults and children	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> <li>• <b>L11</b> Begins to adjust volume, tone, expression, and inflection as situationally appropriate.</li> </ul>
1.4 Use language to construct extended narratives that are real or fictional	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> </ul>
<b>2.0 Vocabulary</b>	
2.1 Understand and use an increasing variety and specificity of accepted words for objects, actions, and attributes encountered in both real and symbolic contexts	<ul style="list-style-type: none"> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>L9</b> For non-English-speaking children, progresses in speaking English.</li> <li>• <b>L10</b> Shows growing understanding that communication may take many forms, including signs, gestures, symbols, body language, facial expressions, and may be augmented by communication devices.</li> </ul>
2.2 Understand and use accepted words for categories of objects encountered in everyday life	<ul style="list-style-type: none"> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
2.3 Understand and use both simple and complex words that describe the relations between objects	<ul style="list-style-type: none"> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</li> <li>• <b>M11</b> Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<b>3.0 Grammar</b>	
3.1 Understand and use increasingly complex and longer sentences, including sentences that combine two to three phrases or three to four concepts to communicate ideas	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> </ul>
3.2 Understand and typically use age-appropriate grammar, including accepted word forms such as subject-verb agreement, progressive tense, regular and irregular past tense, regular and irregular plurals, pronouns, and possessives	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> </ul>
<b>READING</b>	
<b>1.0 Concepts about Print</b>	
1.1 Display appropriate book handling behaviors and knowledge of print conventions	<ul style="list-style-type: none"> <li>• <b>LT9</b> Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.</li> <li>• <b>LT13</b> Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</li> </ul>
1.2 Understand that print is something that is read and has specific meaning	<ul style="list-style-type: none"> <li>• <b>LT13</b> Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>LT14</b> Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</li> </ul>
<b>2.0 Phonological Awareness</b>	
2.1 Are able to put together two familiar words orally, making a compound word without the support of pictures or objects	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
2.2 Are able to put together orally the two syllables of two-syllable words that are familiar to the child without the support of pictures or objects	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>LT1</b> Shows increasing ability to discriminate and identify sounds in spoken language.</li> <li>• <b>LT4</b> Shows growing ability to hear and discriminate separate syllables in words.</li> </ul>
2.3 Are able to take apart compound words orally into their component words without the support of pictures or objects	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>LT1</b> Shows increasing ability to discriminate and identify sounds in spoken language.</li> <li>• <b>LT4</b> Shows growing ability to hear and discriminate separate syllables in words.</li> </ul>
2.4 Are able to take apart two-syllable words presented orally into their component syllables without the support of pictures or objects	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>LT1</b> Shows increasing ability to discriminate and identify sounds in spoken language.</li> <li>• <b>LT4</b> Shows growing ability to hear and discriminate separate syllables in words.</li> </ul>
2.5 Begin to orally blend the onsets and rimes of words with the support of pictures or objects	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> <li>• <b>LT1</b> Shows increasing ability to discriminate and identify sounds in spoken language.</li> <li>• <b>LT2</b> Shows growing awareness of beginning and ending sounds of words.</li> </ul>
2.6 Begin to delete an onset from a spoken word with the support of pictures or objects	<ul style="list-style-type: none"> <li>• <b>LT2</b> Shows growing awareness of beginning and ending sounds of words.</li> </ul>
2.7 Begin to blend orally individual phonemes to make a simple word with support of pictures or objects	<ul style="list-style-type: none"> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> <li>• <b>LT1</b> Shows increasing ability to discriminate and identify sounds in spoken language.</li> <li>• <b>LT2</b> Shows growing awareness of beginning and ending sounds of words.</li> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> </ul>

<b>3.0 Alphabet and Word/Print Recognition</b>	
3.1 Recognize own name or other common words in print	<ul style="list-style-type: none"> <li>• <b>LT15</b> Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</li> <li>• <b>LT22</b> Identifies at least 10 letters of the alphabet, especially those in their own name.</li> </ul>
3.2 Match more than half of upper-case letter names and more than half of lower-case letter names to their printed form	<ul style="list-style-type: none"> <li>• <b>LT11</b> Shows increasing awareness of print in classroom, home, and community settings.</li> <li>• <b>LT22</b> Identifies at least 10 letters of the alphabet, especially those in their own name.</li> <li>• <b>LT23</b> Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</li> </ul>
3.3 Begin to recognize that letters have sounds	<ul style="list-style-type: none"> <li>• <b>LT20</b> Shows progress in associating the names of letters with their shapes and sounds.</li> </ul>
<b>4.0 Comprehension and Analysis of Age-Appropriate Text</b>	
4.1 Demonstrate knowledge of details in a familiar story including characters, events, and ordering of events through answering questions (particularly summarizing, predicting, and inferencing), retelling, reenacting, or creating artwork	<ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</li> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> <li>• <b>LT17</b> Begins to represent stories and experiences through pictures, dictation, and in play.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
4.2 Use information from informational text in a variety of ways, including describing, relating, categorizing, or by comparing and contrasting	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>LT10</b> Begins to connect own life with related events in books.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<b>5.0 Literacy Interest and Response</b>	
5.1 Demonstrate enjoyment of literacy and literacy-related activities with increasing independence	<ul style="list-style-type: none"> <li>• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>SE2</b> Develops growing capacity for independence in a range of activities, routines, and tasks.</li> </ul>
5.2 Engage in more complex routines associated with literacy activities	<ul style="list-style-type: none"> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> <li>• <b>LT4</b> Shows growing ability to hear and discriminate separate syllables in words.</li> <li>• <b>LT5</b> Associates sounds with written words, such as awareness that different words begin with the same sound.</li> <li>• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</li> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> </ul>

## WRITING

### 1.0 Writing Strategies

1.1 Adjust grasp and body position for increased control in drawing and writing	<ul style="list-style-type: none"> <li>• <b>LT18</b> Experiments with a growing variety of writing tools and materials, such as pencils, crayons, and computers.</li> <li>• <b>PHD3</b> Progresses in abilities to use writing, drawing, and art tools, including pencils, markers, chalk, paintbrushes, and various types of technology.</li> </ul>
1.2 Write letters or letter-like shapes to represent words or ideas	<ul style="list-style-type: none"> <li>• <b>LT16</b> Develops understanding that writing is a way of communicating for a variety of purposes.</li> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> </ul>
1.3 Write first name nearly correctly	<ul style="list-style-type: none"> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> </ul>

## ENGLISH LANGUAGE DEVELOPMENT

California Preschool Learning Foundations

HighReach Learning Curriculum Alignment with Standards

## LISTENING

### 1.0 Children listen with understanding

1.1 Begin to demonstrate an understanding of a larger set of words in English (for objects and actions, personal pronouns, and possessives) in both real and pretend activity	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> </ul>
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1.2 Follow directions that involve a one- or two-step sequence with less reliance on contextual cues	<ul style="list-style-type: none"> <li>• <b>L2</b> Shows progress in understanding and following simple and multiple-step directions.</li> </ul>
1.3 Demonstrate an understanding of words in English related to more advanced concepts	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>L3</b> Understands an increasingly complex and varied vocabulary.</li> </ul>
<b>SPEAKING</b>	
<b>1.0 Children use non-verbal and verbal strategies to communicate with others</b>	
1.1 Show increasing reliance on verbal communication in English to be understood by others	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> </ul>
1.2 Use new English vocabulary to share knowledge of concepts	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> </ul>
1.3 Sustain a conversation in English about a variety of topics	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
1.4 Increase utterance length in English by adding appropriate possessive pronouns (e.g. his, her), conjunctions (e.g. and, or), or other elements (e.g. adjectives, adverbs)	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> </ul>
1.5 Expand use of different forms of grammar in English (e.g. plurals; simple past tense; use of subject, verb and object), sometimes with errors	<ul style="list-style-type: none"> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> </ul>
1.6 Begin to use “what”, “why”, “how”, “when”, and “where” questions in more complete forms in English, sometimes with errors	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>L8</b> Progresses in clarity of pronunciation and towards speaking in sentences of increasing length and grammatical complexity.</li> </ul>
<b>2.0 Children begin to understand and use social conventions in English</b>	
2.1 Appropriately use words and tone of voice associated with social conventions in English	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> <li>• <b>L7</b> Uses an increasingly complex and varied spoken vocabulary.</li> <li>• <b>L11</b> Begins to adjust volume, tone, expression, and inflection as situationally appropriate.</li> </ul>
<b>3.0 Children use language to create oral narratives about their personal experiences</b>	
3.1 Produce simple narratives in English that are real or fictional	<ul style="list-style-type: none"> <li>• <b>L5</b> Develops increasing abilities to understand and use language to communicate information, experiences, ideas, feelings, opinions, needs, questions, and for other varied purposes.</li> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> </ul>
<b>READING</b>	
<b>1.0 Children demonstrate an appreciation and enjoyment of reading and literature</b>	
1.1 Participate in reading activity with a variety of genres that are written in English (e.g. poetry, fairy tales, concept books, and informational books)	<ul style="list-style-type: none"> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> </ul>
1.2 Choose to “read” familiar books written in English with increasing independence and talk about the books in English	<ul style="list-style-type: none"> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> <li>• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</li> </ul>
<b>2.0 Children show increasing understanding of book reading</b>	
2.1 Begin to engage in extended conversations in English about stories	<ul style="list-style-type: none"> <li>• <b>L6</b> Progresses in abilities to initiate and respond appropriately in conversation and discussions with peers and adults.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>LT6</b> Shows growing interest and involvement in listening to and discussing a variety of fiction and nonfiction books and poetry.</li> <li>• <b>LT7</b> Shows growing interest in reading-related activities, such as asking to have a favorite book read, choosing to look at books, drawing pictures based on stories, asking to take books home, going to the library, and engaging in pretend-reading with other children.</li> </ul>
2.2 Retell in English the majority of a story read or told in English	<ul style="list-style-type: none"> <li>• <b>LT8</b> Demonstrates progress in abilities to retell and dictate stories from books and experiences, to act out stories in dramatic play, and to predict what will happen next in a story.</li> </ul>
<b>3.0 Children demonstrate an understanding of print conventions</b>	
3.1 Demonstrate an understanding that print in English is organized from left to right, top to bottom, and that pages are turned from right to left when reading a book	<ul style="list-style-type: none"> <li>• <b>LT9</b> Progresses in learning how to handle and care for books; knowing to view one page at a time in sequence from front to back; and understanding that a book has a title, author, and illustrator.</li> <li>• <b>LT13</b> Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</li> </ul>
<b>4.0 Children demonstrate awareness that print carries meaning</b>	
4.1 Recognize an increasing number of familiar symbols, words, and print labels in English in the environment (class, community, or home)	<ul style="list-style-type: none"> <li>• <b>LT11</b> Shows increasing awareness of print in classroom, home, and community settings.</li> <li>• <b>LT12</b> Develops growing understanding of the different functions of forms of print such as signs, letters, newspapers, lists, messages, and menus.</li> </ul>
<b>5.0 Children demonstrate progress in their knowledge of the alphabet in English</b>	
5.1 Begin to demonstrate understanding that the letters of the English alphabet are symbols used to make words	<ul style="list-style-type: none"> <li>• <b>LT15</b> Recognizes a word as a unit of print, or awareness that letters are grouped to form words, and that words are separated by spaces.</li> <li>• <b>LT23</b> Knows that letters of the alphabet are a special category of visual graphics that can be individually named.</li> </ul>
5.2 Identify ten or more letters of the alphabet in English	<ul style="list-style-type: none"> <li>• <b>LT22</b> Identifies at least 10 letters of the alphabet, especially those in their own name.</li> </ul>
<b>6.0 Children demonstrate phonological awareness</b>	
6.1 Repeat, recite, produce, or initiate simple songs, poems, and fingerplays that emphasize rhyme in English	<ul style="list-style-type: none"> <li>• <b>L1</b> Demonstrates increasing ability to attend to and understand conversations, stories, songs, and poems.</li> <li>• <b>LT2</b> Shows growing awareness of beginning and ending sounds of words.</li> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>CA1</b> Participates with increasing interest and enjoyment in a variety of music activities, including listening, singing, fingerplays, games, and performances.</li> </ul>
6.2 Recognize and produce words that have a similar onset (initial sound) in English	<ul style="list-style-type: none"> <li>• <b>LT2</b> Shows growing awareness of beginning and ending sounds of words.</li> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> <li>• <b>LT5</b> Associates sounds with written words, such as awareness that different words begin with the same sound.</li> </ul>
6.3 Begin to orally manipulate sounds (onsets, rimes, and phonemes) in words in English with support	<ul style="list-style-type: none"> <li>• <b>LT1</b> Shows increasing ability to discriminate and identify sounds in spoken language.</li> <li>• <b>LT2</b> Shows growing awareness of beginning and ending sounds of words.</li> <li>• <b>LT3</b> Progresses in recognizing matching sounds and rhymes in familiar words, games, songs, stories, and poems.</li> </ul>

## WRITING

### 1.0 Children use writing to communicate their ideas

1.1 Develop an increasing understanding that what is said in English can be written down and read by others	<ul style="list-style-type: none"> <li>• <b>LT13</b> Demonstrates increasing awareness of concepts of print, such as that reading in English moves from top to bottom and from left to right, that speech can be written down, and that print conveys a message.</li> <li>• <b>LT14</b> Shows progress in recognizing the association between spoken and written words by following print as it is read aloud.</li> </ul>
1.2 Continue to develop writing by using letters or letter-like marks to represent their ideas in English	<ul style="list-style-type: none"> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> </ul>
1.3 Write first name on own in English nearly correctly, using letters of the English alphabet to accurately represent pronunciation in the home language	<ul style="list-style-type: none"> <li>• <b>LT19</b> Progresses from using scribbles, shapes, or pictures to represent ideas, to using letter-like symbols, to copying or writing familiar words such as their own name.</li> </ul>

## MATHEMATICS

California Preschool Learning Foundations

HighReach Learning Curriculum Alignment with Standards

## NUMBER SENSE

### 1.0 Children expand their understanding of numbers and quantities

1.1 Recite numbers in order to twenty with increasing accuracy	<ul style="list-style-type: none"> <li>• <b>M1</b> Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</li> </ul>
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	<ul style="list-style-type: none"> <li>• <b>M3</b> Develops increasing ability to count in sequence to 10 and beyond.</li> </ul>
1.2 Recognize and know the name of some written numerals	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> </ul>
1.3 Identify, without counting, the number of objects in a collection of up to four objects (i.e. subitizes)	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
1.4 Count up to ten objects, whether in line or not, using one-to-one correspondence (one object for each number word), with increasing accuracy	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> <li>• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> </ul>
1.5 Understand, when counting, that the number name of the last object counted represents the total number of objects in the group (i.e. cardinality)	<ul style="list-style-type: none"> <li>• <b>M1</b> Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</li> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> <li>• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
<b>2.0 Children expand their understanding of number relationships and operations</b>	
2.1 Compare, by counting or matching, two groups of up to five objects, and expresses or says, “more,” “same as,” or “fewer” (or “less”)	<ul style="list-style-type: none"> <li>• <b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</li> </ul>
2.2 Understand that adding one or taking away one changes the number in a small group of objects by exactly one	<ul style="list-style-type: none"> <li>• <b>M1</b> Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</li> <li>• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
2.3 Understand that putting two groups of objects together will make a bigger group and that a group of objects can be taken apart into smaller groups	<ul style="list-style-type: none"> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> <li>• <b>M5</b> Begins to use language to compare numbers of objects with terms such as more, less, greater than, fewer, equal to.</li> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
2.4 Solve simple addition and subtraction problems with a small number of objects (sums up to 10), usually by counting	<ul style="list-style-type: none"> <li>• <b>M1</b> Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.</li> <li>• <b>M2</b> Begins to associate number concepts, vocabulary, quantities, and written numerals in meaningful ways.</li> <li>• <b>M4</b> Begins to make use of one-to-one correspondence in counting objects and matching groups of objects.</li> <li>• <b>M6</b> Develops increased abilities to combine, separate, and name “how many” concrete objects.</li> </ul>
<b>ALGEBRA AND FUNCTIONS (Classification and Patterning)</b>	

<b>1.0 Children expand their understanding of sorting and classifying objects</b>	
1.1 Sort and classify objects by <u>one or more</u> attributes, into two or more groups, with increasing accuracy (e.g. may sort first by one attribute and then by another attribute)	<ul style="list-style-type: none"> <li>• <b>M10</b> Shows growth in matching, sorting, putting in a series, and regrouping objects according to one or two attributes such as color, shape, or size.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
<b>2.0 Children expand their understanding of simple, repeating patterns.</b>	
2.1 Duplicate simple repeating patterns	<ul style="list-style-type: none"> <li>• <b>M12</b> Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.</li> </ul>
2.2 Begin to extend and create simple repeating patterns	<ul style="list-style-type: none"> <li>• <b>M12</b> Enhances abilities to recognize, duplicate, and extend simple patterns using a variety of materials.</li> </ul>
<b>MEASUREMENT</b>	
<b>1.0 Children expand their understanding of comparing, ordering, and measuring objects</b>	
1.1 Compare two objects by length, weight, or capacity directly (e.g. putting objects side-by-side) or indirectly (e.g. using a third object)	<ul style="list-style-type: none"> <li>• <b>M14</b> Begins to make comparisons between several objects based on a single attribute.</li> <li>• <b>ATL11</b> Develops increasing abilities to classify, compare, and contrast objects, events, and experiences.</li> </ul>
1.2 Order four or more objects by size	<ul style="list-style-type: none"> <li>• <b>M13</b> Shows increasing abilities to match, sort, put in a series, and regroup objects according to one or two attributes such as shape or size.</li> </ul>
1.3 Measure length using multiple duplicates of same size concrete units laid end-to-end	<ul style="list-style-type: none"> <li>• <b>M15</b> Shows progress in using standard and nonstandard measures.</li> </ul>
<b>GEOMETRY</b>	
<b>1.0 Children identify and use a variety of shapes in their environment</b>	
1.1 Identify, describe, and construct a variety of different shapes, including variations of circle, triangle, rectangle, square, and other shapes	<ul style="list-style-type: none"> <li>• <b>M7</b> Begins to recognize, describe, compare, and name common shapes, their parts, and attributes.</li> <li>• <b>M8</b> Progresses in ability to put together and take apart shapes.</li> </ul>
1.2 Put together shapes to make a picture or design	<ul style="list-style-type: none"> <li>• <b>M8</b> Progresses in ability to put together and take apart shapes.</li> </ul>
<b>2.0 Children expand their understanding of positions in space</b>	
2.1 Identify positions of objects and people in space including in/on/under, up/down, inside/outside, beside/between and in front/behind	<ul style="list-style-type: none"> <li>• <b>M11</b> Builds an increasing understanding of directionality, order, and positions of objects, and words such as up, down, over, under, top, bottom, inside, outside, in front, and behind.</li> </ul>
<b>MATHEMATICAL REASONING</b>	

**1.0 Children expand the use of mathematical thinking to solve problems that arise in their everyday lives, especially in play**

1.1 Identify and apply a variety of mathematical strategies to solve problems in their environment

- **M1** Demonstrates increasing interest and awareness of numbers and counting as a means for solving problems and determining quantity.

For more information, visit the HighReach Learning, Inc., Web site at [www.highreach.com](http://www.highreach.com); contact Jenn Siegfried, at [jsiegfried@highreach.com](mailto:jsiegfried@highreach.com); or call the company at (800) 729-9988, ext. 5164.